This policy should be read in conjunction with:
The Code of Practice (2015)
The SEND Information Report
Anti Bullying Policy
Accessibility Plan
Equality and Diversity Policy
Keeping Children Safe in Education (2026)

Etherley Lane Nursery and Primary School Federation

Special Educational Needs and Disabilities (SEND) Policy – September 2026

Introduction

Etherley Lane Nursery and Primary School Federation is inclusive. We are committed to the inclusion of all pupils in all areas of school life to ensure that all children are **'safe, happy and ready to learn'**. We recognise the diverse and individual needs of our pupils, recognise gender identity and sexual orientation and ensure that children with SEND are given the necessary support to ensure they are able to make the best possible progress.

At Etherley Lane, safeguarding permeates throughout everything that we do and this policy should be read in conjunction with Keeping Children Safe in Education – September 2026.

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."

Keeping Children Safe in Education 2026

This policy is written in line with the Code of Practice 2015, the main changes of which are:

- The Code of Practice (2015) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with Special Educational Needs (SEN)
- There is a clearer focus on the participation of children and young people and parents/carers in decision-making at individual and strategic levels

- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- It includes guidance on publishing a Local Offer at Local Authority and school level of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace Statements of Special Educational Need and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005

Definition

The 2015 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational needs provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEND at Etherley Lane Nursery and Primary School Federation

Etherley Lane is inclusive and we cater for children with a wide range of SEND, including pupils with:

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Difficulties
- Sensory or Physical Needs

We value all of our children as individuals, treating them equally and with respect. We believe that all children have the right to have their own needs recognised and addressed in order for them to make progress and achieve success. At Etherley Lane, the child is at the centre of everything that we do. We ensure that the needs of most children are met through quality first teaching. We work closely with parents and carers and other professionals, listening to the views of the child to ensure that the child receives the necessary provision to ensure their success. Parents/carers of

children with SEND are treated as partners and are supported in playing an active role in their child's education. Parents/carers may also be supported by the SEND Information, Information and Support Service (SENDIASS).

Aims

Our aims for children with SEND are the same as for all of the other children within our care, but we recognise that we may have to adapt teaching/ provide something that is additional to or different from, what most children receive, in order to ensure that our children with SEND are able to reach their potential.

The aims of this policy are:

- to follow the guidelines set out in the SEN Code of Practice;
- to create an environment that meets the special educational needs and disabilities of each child;
- to ensure that the special educational needs and disabilities of children are identified as early as possible, assessed and provided for;
- to ensure the views, wishes and feelings of the child and child's parents/carers are central to all discussions;
- to make clear the expectations of all partners in the process with special consideration to the expectations of parents, carers and the child and to provide opportunities for the child and the child's parents/carers to participate as fully as possible in decisions, and be provided with the information and support necessary to enable participation in those decisions;
- to identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities and provide good quality and regular training for staff in relevant areas of SEN;
- to evaluate the impact of staff training and provision/intervention programmes;
- to enable all children to have full access to all elements of the school curriculum and to support the child and the child's parents/carers, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood;
- to regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- to develop good relationships with parents/carers to ensure that they are regularly consulted and play an active part in supporting their child's education at home;
- to ensure that our all our children have a voice in any process, as far as they are able, dependent on age, ability and understanding;
- to ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs;

- to work effectively with a range of other external agencies;
- to make good links with other mainstream primary schools, secondary schools, and special schools.

Identification of SEND

1. Short Note

A teacher will document any initial concerns that a child may have SEND using a short note – this will document any observations made, assessment information and any specific concerns that the teacher may have. This will be shared with the SENCo and the Headteacher and also discussed with the parents/carers. The child's progress will be carefully monitored and any further information will be added to the short note – options will be discussed and the best way forward will be agreed between all involved.

2. SEND Support Plan

If there are further concerns about a child the teacher may then complete a SEND support plan, the plan will detail information about the support which the child will need in order to be able to achieve agreed outcomes. The support plan will be completed by the teacher, parents/carers and the child. The school may also refer to outside agencies.

3. Education Health Care Plan (EHCP)

For some children it is appropriate to request an assessment for an Education Health Care Plan. This process will involve, the child, the parents/carers, school staff, an education psychologist and other agencies – reports will be requested to initiate the process and the relevant paperwork completed using the Durham Families Information Service website.

Annual review meetings will be held to review the plan and will involve the child, parents/carers, school staff and any other agencies involved with the child.

4. Medical Health Care Plan

Children with medical conditions have a medical health care plan – these plans are completed involving the child, parents/carers, school, school nurse and other professionals as relevant to the child's needs.

Roles and Responsibilities

Provision for children with Special Educational Needs is a matter for the school as a whole. However, some staff have specific responsibilities.

The Headteacher

- take overall responsibility for implementing the SEND code of practice.

- ensure that the SENCO has adequate time to carry out duties and is able to influence strategic decisions about SEN.
- ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEND.
- report to the governing body how resources are deployed to meet provision.

<u>The SENCO</u>

- oversee day-to-day operation of school's SEND policy;
- coordinating provision for children with SEND;
- liaise with designated teacher where a Looked after Child has SEND;
- overseeing SEND support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEND Support;
- advise on use of delegated budget/ other resources;
- liaise with parents of children with SEND;
- maintain links with other education settings and outside agencies;
- liaise with potential next providers of education;
- ensure that SEND records are up to date.
- contribute to the in service training of staff

<u>Class teachers have the following responsibility to:</u>

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.

- focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.
- be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

The Governing Body

The governor with responsibility for SEND will have due regard for the SEND Code of Practice and will oversee the implementation of the SEND policy and practice within the school. The SEND governor will also ensure that the governors are aware of the SEND provision within the school.

This policy will be reviewed annually: September 2027