



# **Shincliffe CE Primary School SEND Policy**

**Adopted: October 2025  
Review: October 2026**

## **INTRODUCTION**

At Shincliffe Primary School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe that every member of the school community is valued as a child of God, made in his image and likeness. All are welcome and are encouraged to use their gifts and talents to contribute to the happy and caring environment we strive to create.

We seek to develop the highest levels of academic achievement and personal well-being within a loving Christian context. We aim to provide a stimulating learning atmosphere in which the potential of all can be realised. We recognise and cherish our role within the wider community and seek to build strong links between home, school and local community. Our vision is rooted in *Jesus' promise that he has 'come in order that you might have life – life in all its fullness.'* John 10:10

This document is a statement of the aims and intentions of Shincliffe C. of E. (Controlled) Primary School for the education and teaching in the school, of children who have Special Educational Needs.

In Shincliffe Primary School, we recognise that all children are different. We value the abilities and achievements of all our pupils. We are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding, and enabling each pupil to achieve his / her potential.

This document is drawn up in consideration of the Special Educational Needs and Disability Code of Practice 0-25 years (2015).

The implementation of this document is the responsibility of all teaching and non-teaching staff.

## **DEFINITION**

The SEN Code of Practice (2015) states:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions*

*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*

## **AIMS**

Shincliffe CE Primary School follow the guidelines of the SEND Code of Practice and we aim to:

- provide a safe, caring environment in which every child is valued for their social and academic contribution and in which individual differences are respected and valued
- provide high quality first teaching of a broad, balanced, relevant curriculum and raise standards for each of the pupils taught within the school, identifying potential barriers to learning and finding ways to overcome them so all children can achieve and feel proud of their successes
- have early identification of the needs of pupils with SEND that are catered for, assessed and regularly reviewed
- to value the views, wishes and feelings of the child or young person, and the child's parents
- to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- to provide opportunities for parental involvement of SEND support and to ensure the involvement of pupils, where possible, in decisions affecting their provision

## **ENTITLEMENT**

Shincliffe School recognises that pupils with special educational needs and disability, share with all pupils an entitlement to procedures aimed at enabling them to reach their full potential, to be included fully in their school community and thus eventually to make a successful transition to adulthood.

All children are entitled to be shown personal respect by the valuing of their individual contribution to the curriculum and all other aspects of general school life.

All teachers are entitled to be given help to develop the necessary understanding by which they can identify, assess and provide for pupils with Special Educational Needs and disability. This may include professional guidance from outside agencies with the aim of securing understanding and knowledge of children's needs and be provided by Physiotherapists, Occupational Therapists etc. in line with the school development plan and within the parameters of the school budget.

## **IDENTIFICATION**

Initial identification may arise as a result of concern, with evidence, from initial contact with pre-school settings or expressed by the child's parents, teacher or professionals

outside of Shincliffe School. The SENCo would be informed. Further interventions or differentiation will be implemented and may be documented on a Short Note. The child's progress will be monitored and reviewed and if further support needs to be in place, the pupil will be moved to an SEN Support Plan, which will be created with parents/carers and child (as appropriate). If needed, the SENCo will refer to an outside agency with parental agreement. If the nature of the SEND is significant, meaning additional support is required, then the school, in consultation with the relevant agencies, will refer the child for an Education, Health and Care needs assessment.

The results of any assessments and recommendations will be shared with parents and treated as confidential and stored in the pupil's SEN folder.

## **PROVISION**

The school tracks all interventions, outlining programmes, timeframes and outcomes. Teachers assess pupils, set targets, and work with TAs to deliver, monitor, and review interventions. If progress remains limited, the pupil may be added to the SEND register, and targets agreed with parents and the SENCo as part of the assess-plan-do-review cycle. Referrals to external agencies or requests for an EHC needs assessment may be made where further support is required.

## **ACCESS**

The School is on one level, and access to all areas of the School by pupils who are disabled is available. A toilet for pupils who have disabilities is available.

Pupils with SEND are taught alongside their peers, whenever it is possible to do so. Withdrawal takes place sensitively for specific difficulties which cannot be covered in the classroom, and does not limit access to a complete and balanced curriculum.

## **RESOURCES**

Teaching of pupils with Special Educational Needs and Disability is the responsibility of the Class Teacher, in conjunction with the SENCo.

Special Needs Resources are planned for in the School Budget, which is controlled by the Headteacher in agreement with the governors. This planning is in-line with the School Development Plan, and within the parameters of available funds. The ordering and organisation of Special Needs resources is the responsibility of the SENCo who identifies needs in consultation with staff and the Headteacher.

When additional pupil needs are identified, the school will use delegated funding to provide early intervention support. If pupils receiving this support do not make sufficient progress, the school may request high-needs top-up funding from the LA for further specialist support. Pupils with an Education, Health and Care (EHC) Plan may also receive additional LA funding.

## **ROLES AND RESPONSIBILITIES**

### **Headteacher**

It is the Headteacher's responsibility to:

- manage the day-to-day management of all aspects of the school's work

- manage the SEND budget, prioritising additional resources to benefit our pupils
- inform the Governing Body of any SEND updates regularly
- work alongside the SENCo to oversee provision in school

### **Special Needs Co-ordinator (SENCo)**

It is the SENCo's responsibility to:

- co-ordinate the day-to-day operation of the SEND policy
- co-ordinate provision for pupils with SEND
- liaise with and advise fellow teachers
- manage and arrange staff deployment to meet pupils' needs
- organise meetings with staff to discuss pupil's progress
- support colleagues in writing and monitoring Support Plans
- maintain the school's SEND register and oversee the records of all pupils with SEND
- work closely with parents/carers of children with SEND
- liaise with the Head teacher to discuss provision, budget and issues
- liaise with external professionals and seeking additional support where necessary
- write reports and necessary documentation required by the LA
- ensure a clear understanding of the needs of the pupils within our school
- identify and contribute towards the training needs for teaching and non-teaching staff according to the needs of the pupils
- meetings with and feedback to the SEND Governor
- attending Community of Learning 14 meetings

### **Class Teacher**

All teachers are teachers of children with Special Educational Needs. It is the Class Teacher's responsibility to:

- take overall responsibility for the teaching of the special needs pupil in the classroom and deliver first quality teaching
- plan and adapt the curriculum to meet an individual's needs
- follow procedures for identifying, assessing and making provision for pupils with SEND
- liaise with parents of children with SEN
- complete, implement and review short notes and support plans, with support from the SENCo as needed

### **Teaching Assistant**

It is the Teaching Assistant's responsibility to:

- provide additional adult support to pupils as directed by the SENCo or class teacher
- liaise with class teachers to ensure they are fully aware of children's needs
- deliver and evaluate small group intervention programmes
- contribute to review meetings and written reports as required

### **Parents/Carers**

It is the Parents/Carers' responsibility to:

- liaise with their child's class teacher
- ensure that the child is receiving an education appropriate to his or her age and ability

- share with the school any concerns which they may have regarding provision for their child's education
- be involved in the identification, recording and monitoring of pupils who may have SEND
- attend termly SEND review meetings
- attend annual review meetings for children who have an Education Health Care Plan
- take an active role in supporting home-school activities

### **Pupils**

Pupils with SEND often have valuable insights into their own needs and the types of support that help them. They will be encouraged to share their views and take part in decisions about their learning, including contributing to Support Plans. Their involvement will be supported through age-appropriate strategies, ability, and level of understanding.

### **The Governors**

It is the Governors' responsibility to :

- be aware of and understand the provision in place in school for children with SEND
- ensure that teachers in school are aware of the importance of identifying and providing for those pupils who have SEND
- ensure that a pupil with SEND joins in the activities of the school so far as is reasonably practical and appropriate
- do their best to ensure that appropriate provision is provided for by the Local Authority
- have regard to the Code of Practice when carrying out its duties toward all pupils with SEND and any changes that may impact our school
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Ensure the SEND Governor liaises with the SENCo

## **MONITORING AND EVALUATION**

Provision for monitoring and evaluating children's progress is made within the school's planned assessments for all areas of the National Curriculum.

Monitoring of a pupil's Special Educational Needs occurs consistently and is reviewed on a termly basis, prior to new targets being discussed with parents/carers and pupil.

The success of the Special Educational Needs policy of Shincliffe School will be evaluated according to the following criteria :

- the culture, practice, management and deployment of resources is designed to ensure all children's needs are met
- the LA and school work together to ensure that any child's SEND is identified early
- the school displays best practice
- those responsible for SEND provision take into account the views of the child
- professionals and parents work in partnership taking account of parent's wishes

- provision and progress is monitored and reviewed regularly
- there is co-operation between all agencies

## **SEND INFORMATION REPORT**

Shincliffe CE Primary School's SEND Information Report is available through the school website. This provides parents and carers with clear, comprehensive and accessible information about the provision available to meet the needs of pupils with SEND.

## **COMPLAINTS**

While we endeavour to make the best provision for all pupils, it is recognised that from time to time some dissatisfaction may occur. It is hoped that most instances will be resolved by contact with the Class Teacher. However, if necessary, an appointment can be made to speak to the SENCo or Headteacher. The school's complaints policy is also published on the school website.