Chillingham Road Primary School

SEN & Disability Policy

Revision Record of Published Versions			
Author	**Creation Date**	**Version**	**Status**
School	September 2014	1.0	Approved by Full Governing Body following new Code of Practice
School	September 2015	2.0	Changes made by Head teacher and SENCO
School	September 2016	3.0	Updated –in line with KCSIE
School	September 2017	4.0	Amendments
School	September 2018	5.0	Amendments- in line with LA changes
Changed by	**Date**		
School	March 2019	5.1	Refresh
School	September 2019	5.2	
School	November 2020	5.3	
School	December 2021	5.4	Updated –in line with LA Mainstream Guidance from July 2021
School	December 2022	5.5	Refresh
School	October 2023	5.6	Refresh
School	October 2024	6.0	Refresh
School	March 2025	7.0	Refresh
School	June 2026	8.0	Refresh

The SEND policy should be read in consultation with the Accessibility Plan, Annual SEN Report and the Parents/Carers' SEN Information Guide. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favorably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (Children and Families Act 2014, Part 3)

Key Duties

Code of Practice, DfE, 2015 A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Equality Act, 2010

Under the Equality Act 2010, a disability is defined as a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

In line with this legislation, the school will:

- Ensure that pupils are not discriminated against and that reasonable adjustments are made to enable disabled children and young people to access education and associated services.
- Promote equality of opportunity for all pupils, in accordance with the Public Sector Equality Duty.
- Recognise that the definition of disability includes long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- Acknowledge that while not all disabled pupils have Special Educational Needs (SEN), there is significant overlap between SEND and disability.
- Implement duties under both SEND legislation and the Equality Act, recognising that some pupils may require support under one or both frameworks.

The school also meets its statutory duties as set out in:

- The Children and Families Act 2014, including Section 66, which requires the governing body to use its best endeavours to secure appropriate special educational provision for all pupils with SEN.
- The SEND Code of Practice (2015).
- The Early Years Foundation Stage (EYFS) statutory framework (where applicable), which has legal force under the Childcare Act 2006.

Name and Contact Details of SEND Team

- Donna Common (SENCO)
  Donna.Common@chillingham.newcastle.sch.uk
- Sarah Jacobs (SEND Link Governor)
  sarah.jacobs@chillingham.newcastle.sch.uk
- Erika Allen (Head Teacher)
  Erika.Allen@chillingham.newcastle.sch.uk

All of these staff members can be contacted by their email or via the school office on 0191 265 5940

Rationale

At Chillingham Road Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can thrive. We will respond to individuals in ways which take into account their varied life experiences and particular needs. Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled pupils from being treated less favorably than others: Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Equality Policy, SEND Information Report, SEND Policy, Annual SEND Report.

The school is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. We recognise that effective preparation for adulthood begins early and is embedded throughout the curriculum and wider school experience.

The school is actively engaging with the Government's evolving Special Educational Needs and Disabilities (SEND) reforms, including the SEND and Alternative Provision Improvement Plan (often referred to as the "SEND White Paper"). We are carefully reviewing developments and emerging guidance to ensure our provision continues to reflect national expectations and best practice. As further detail is implemented, we will refine and evolve our SEND offer accordingly, ensuring that it remains inclusive, responsive and focused on securing the best possible outcomes for all pupils.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability.
- To take into account legislation related to SEND and Disabilities , including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2014 (updated 2024), The Special Educational Needs and Disability Regulations 2015 (updated 2024), Equality Act 2010, The Mental Capacity Act 2005, Keeping children safe in education 2015 (updated 2025), supporting pupils at school with medical conditions 2014 (updated 2017), Working together to safeguard children 2015 (updated 2025) To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEND to achieve their potential.
- To ensure families are fully engaged in decision making.
- To take into account the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEND.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

Admissions Arrangement

Please refer to the information contained in school's Admissions Policy which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

Who's who?

- Donna Common is the SENCO and has been in post since January 2026.
- Erika Allen (Head teacher) is a member of the SEND team.
- The governor responsible for SEN is sarah.jacobs@chillingham.newcastle.sch.uk
- The designated teachers for safeguarding, including child protection are Erika Allen, Adele Robinson and Lisa McFadden.
- The designated member of staff responsible for managing pupil premium is Erika Allen.
- The designated member of staff for looked after children is Erika Allen

Roles and Responsibilities of the SENCO:

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- Embedding Universally available provision
- liaising with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- Supporting teachers to develop SMART targets
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Roles and Responsibilities of the class/subject teacher:

- Ensure the guidance from the universally available provision is embedded
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Develop SMART targets with SENCO and LSA
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four part cycle
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupils achievements and pupils well-being

Children in Care (CiC)

The SENCO and designated teacher meet on a termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEN. SEN reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

The designated member of staff for looked after a child is Erika Allen

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.
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The school is committed to ensuring that our environment is accessible to all pupils, including those with Special Educational Needs and Disabilities. Disabled toilet facilities are available on the ground floor of the main building and on the first floor of the Key Stage 1/Early Years building to support ease of access. Both school buildings are equipped with

lifts, enabling pupils with mobility needs to access all areas of the curriculum. The school also has clear procedures in place to support pupils with medical needs: approved medicines are securely stored in the school office and are administered by trained first aiders in accordance with school policy. These arrangements ensure that pupils can safely access and participate fully in all aspects of school life.

Allocation of Resources:

The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Access to the Curriculum:

As expressed in our mission statement, Chillingham Road School is committed to inclusive practice. Class teachers ensure that wherever possible, all pupils have access to and can engage with all aspects of the curriculum at their level. This is achieved through removing the barriers to learning, careful and creative planning and thoughtful and appropriate differentiation across the curriculum. For the majority of the week pupils with SEND are taught with their peers in mainstream classes-this inclusive approach is championed throughout the whole school and teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements:

Our school follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. (Teachers' Standards 2011, updated 2021) School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

There are 4 broad areas of need:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs

The following are not SEND but may impact on progress and attainment:

- Medical needs
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a child in care
- Being a child of service personnel

SEN Support – four part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified, this is raised and discussed with the SENCO.

Assess
The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment.

Plan
The family will be informed, in a face to face meeting, if their child is identified with a special need. Adjustments, interventions, support and a review date will be agreed with staff, parents and pupil. This will be recorded on the SEN Support plan. The Newcastle Universally Available Provision document is used to support planning.

Do
The class teacher will remain responsible for working with the pupil on a daily basis and will retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any Learning Support Assistants (LSA) or specialist staff involved. Relevant strategies and resources identified in the Newcastle Universally Available Provision will be implemented. The SENCO will support all of the above.

Review
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents/carers at least two times per year with the class teacher and, where appropriate, the SENCO. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, School Effectiveness SEND team, School Effectiveness SEMH team, SEND Outreach Service (SENDOS), CYPS and, when appropriate, Social Services and Virtual School.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

SEN information document:

This information can be found on the school website. It outlines the provision our school makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Transition Arrangements:

Transition is carefully planned. In order to ensure successful transition to secondary school, the pupils and families will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

Partnership with Families:

Our school values the important role families play in their child's education. Families are consulted and kept informed about the provision for their child. Families are encouraged to share their concerns with teachers and staff are available to meet with parents on request. Families are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. They are fully involved in the review process. Interpreters are arranged for families who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable families' time to prepare. The Early Help Plan (EHP) is used to coordinate support for children and their families who have a range of needs. We would refer our families to the Newcastle Local Offer website if they are wanting more information about the services available within the city.

Pupil Participation:
The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils contribute to their SEND Support Plan and are aware of their individual targets.

Monitoring and Evaluating the Success of Provision – for further details see

Annual SEND Report:
A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

Staff Development:
The Senior Leadership Team reviews the training needs of staff through Performance

Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Early career teachers (ECT) are offered support and in school training by the SENCO. See Annual SEND Information Report for details.

Medical Conditions:

The school will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN. This is the link to our admissions policy: Chillingham Road Admissions Policy

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters. Then, if required, the SENCO and /or the head teacher become involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform the family of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

This SEN and Disability policy will be reviewed and amended annually.

Donna Common- SENCO