Northern Lights
LEARNING TRUST



SEND and Medical Conditions Policy

Reviewed:	**Autumn 2026**
Next review:	**Autumn 2027**
Person in charge:	**Headteacher**
Governance:	**Chair of LGB**

Pastoral Care/Spiritual Development

We place the pastoral care of pupils, staff and families at the heart of how we work. This informs our policy framework. The quality of relationships between all members of school staff, pupils and stakeholders, and the relationship with parents and carers is the area that is most commonly associated with the ethos of the schools in our Trust. It is expressed in the terms of sharing and caring.

In the Church schools in our Trust, we follow the teachings of:

> **'Love your neighbour as yourself'** – Matthew 22:39.
> **'This is my commandment: love each other'** - John 15:17.

In the none Church schools in our Trust, we follow the spiritual ethos of treating others as we would ask to be treated and to care for others with kindness and respect.

In our schools we believe every pupil is an individual who is valued for who they are.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community, which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks including in our Church schools in ways which reflect the Gospel values of love and care. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the high standards expected.

It is from this premise that both respect and care will pervade all aspects of life at Northern Lights Learning Trust. A desire for everyone to flourish, knowing that everyone reflects God's image is pivotal in all of our schools, including our Church schools. This will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environments are created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team.

Pastoral care pervades all aspects of school life and therefore will be reflected in the way the schools are organised and the policies are written and implemented.

Our Vision and Shared Values

In our school, our Christian vision shapes all we do "To give all the opportunity to be who God created them to be and have fullness of life."
This is theologically rooted in Genesis 1 verse 26 and John 10:10 and Psalm 139

In a warm, caring, Christian environment, we will achieve our vision by providing everyone with:

- A wide range of experiences, opportunities and knowledge which ignite inspiration and motivate all to succeed through a bespoke, aspirational broad curriculum.
- A place to be happy, confident and safe so that their uniqueness shines through.
- By developing the confidence to use their voice wisely and make informed decisions for the good of all in an ever changing modern, diverse society.

At St Peter's Elwick Church of England Primary School, part of Northern Lights Learning Trust, we respect and care for all members of the community, nurturing talents and creating opportunities for all in a supportive environment. We enable all members of the school community to experience success, grow in confidence, and develop skills, attitudes and talents in personal, spiritual, social and academic fields. We share a common set of values that underpin all that we do in our work in our school.

These values are:

- **Friendship and Trust**
- **Compassion**
- **Thankfulness**
- **Service**

We are an inclusive school and Trust that values every individual and celebrates the diversity of our community. This means that by working together, we will create a unique, purposeful learning environment that enables ***all children*** to flourish and achieve, no matter how impossible it may seem to them at first.

We will support and teach children to overcome these challenges, and to believe they can make a positive contribution to the local and global community as unique individuals made in the image of God.

Every teacher is a teacher of SEND and every leader is a leader of SEND.

As part of Northern Lights Learning Trust, leaders, governors and staff are supported to fulfil their mission, in the way in where teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the schools are organised and the policies are written and implemented.

Improving Outcomes: high aspirations and expectations for children with SEND

At St Peter's Elwick Church of England Primary School, we strive to ensure that all children are provided with an education which enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives and are well prepared to ensure that they make a successful transition to the next stage of their education.

Throughout this policy, the definitions that we adhere to are taken from the 'Special Educational Needs and Disability Code of practice: 0-25 Years (2015)' and the following terms will be used:

SEND – "A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

Learning Difficulty– "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 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."

Disability – "A physical or mental impairment, which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities."

"This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition."

Special educational provision means:

- for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area
- for a child under two, educational provision of any kind.

[Education Act 1996, Section 312]

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2018)
- The Children and Families Act (2014)
- SEN Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (August 2017 updated)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- The Early Years Framework
- Child protection policy

- Accessibility Plan
- Whistleblowing and confidential reporting policy
- KCSIE 2026
- Teachers' Standards (2012)
- RSHE Guidance (July 2025)

In light of the current SEND reforms, this policy was created by the school's and Trust SEND team, with the link governor for SEND and in liaison with staff and parents of pupils with SEND. At St Peter's Elwick Church of England Primary School, we use our best endeavours to ensure that every child with SEND receives the support they need. This is underpinned by the following aims and objectives.

Aims

- To fully include all pupils in the school community, including those with special educational needs and disabilities (SEND).
- To enable every pupil to experience success.
- To promote individual confidence and a positive attitude.
- To ensure that all pupils receive appropriate educational provision by providing access to a broad, balanced and relevant curriculum that demonstrates coherence and progression in learning, with adaptions made where necessary to enable pupils to access learning.
- Ensure that all learners make the best possible progress in order to reach their full potential.
- To ensure the teaching and learning environment is effective and improves the educational outcomes for all pupils, including those with SEND.
- To provide appropriate and effective intervention to assist individual pupils and support their specific and/or additional needs.
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is possible and appropriate.
- To give pupils with SEND a voice with opportunities to represent our school in a range of environments.

Therefore, in pursuit of our aims our key objectives are:

Key Objectives
The specific objectives of our SEND policy are as follows:

- To provide 'high quality' teaching and learning in all classes, ensuring that planning approaches to teaching and learning are adapted so that all pupils can take part in and achieve in lessons fully and effectively within a balanced and broadly-based curriculum.
- To ensure all children are given access to the curriculum at an appropriate level.
- To identify children with SEND as early as possible and ensure that their needs are met making sure procedures for identifying children with SEND are in place.
- To ensure that pupils with SEND have the opportunity to participate in all the activities of the school, with appropriate support.
- Provide intervention at an appropriate level for pupils identified as having SEND and then monitor the effectiveness of interventions to identify 'what works well'.
- Ensure there is adequate resourcing for SEND.
- Develop and use resources, including human resources, effectively to support children with SEND. Consider carefully the way in which we deploy teaching assistants to make sure that SEND pupils (including groups of pupils) receive effective support from both the teacher and support staff.
- Ensure expectations of pupils with SEND are realistic but sufficiently high and that their progress is tracked carefully.
- Assess and keep up to date records of the progress of children with SEND.
- Identify appropriate and ongoing training opportunities for staff working with children with SEND in school and provide ongoing training for all staff, to raise awareness of and develop expertise with SEND, through INSET.
- Promote effective partnership with and involve outside agencies when appropriate. Work and maintain close links with the support services and other agencies that provide specialist support and teaching for children with SEND.
- Ensure that parents are informed of their child's special needs, and that communication between parents and the school is effective, so that we can work together in partnership to support our children.
- Ensure that learners are given the opportunity to express their views and are actively involved in decisions that affect their education.

Roles and Responsibilities:

The Headteacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND.
- Informing the governing body of SEND issues.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The Governing Body will ensure that:

- SEND provision is an integral part of the school improvement/development plan.
- They are fully informed about SEND issues, oversee the school's work for pupils with SEND and that the quality of SEND provision is regularly monitored.
- They have regard to the requirements of the SEND Code of Practice 0-25 (2014)
- They set up appropriate staffing and funding arrangements.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo)
The named SEND coordinator at St Peter's Elwick CofE Primary School is Mrs Vikki Wilson.

The SEND coordinator works extremely closely with staff to develop and evaluate SEND provision across St Peter's Elwick CofE Primary School. They manage the school's special educational work and keep the governing body informed of SEND provision across the school.
The SENDCo will work closely with the special educational needs governor and staff to ensure the effective day-to-day operation of the school's special educational needs policy.
The SENDCO will identify areas for development in special educational needs and contribute to the school's development plan.
The SENDCo will co-ordinate provision in addition to monitoring intervention and support offered to those with identified 'Additional Needs'.

As SENDCo, Mrs Vikki Wilson:

- Has responsibility for the day to day operation of the SEND policy
- Maintains the SEND register
- Ensures that the records on children with SEND are up-to-date
- Co-ordinates the provision for pupils with SEND
- Works with teaching staff in co-ordinating provision for our children with SEND
- Helps staff to identify pupils with SEND
- Supports class teachers in devising supporting strategies, drawing up Individual Provision Maps, setting targets appropriate to the needs of the pupils and the relevant intervention to address these, advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom.
- Carries out detailed assessments and observations of pupils on the Monitoring Register or SEND register
- Liaises with the Curriculum and Assessment Leads
- Liaises with the School Nurse and designated member of staff for medical needs
- Works closely with the parents/carers of children with SEND
- Liaises with colleagues from outside support agencies and specialist teachers to gain advice and support for children with SEND and provide a link between these agencies, class teachers and parents
- Liaises with SENDCos and teachers from other schools, including our feeder/receiving schools/and or other primary schools (e.g. providing In/Out Reach support or specialist provision) to help co-ordinate provision; or provide a smooth transition from one school to another at times of transition
- Liaises with the SEND Manager and members of the SEND team in Hartlepool LA and other authorities where required
- Leads and contribute to in-service training for staff on SEND issues
- Seeks to ensure that an agreed, consistent approach is adopted in school
- Supports staff to ensure all medical information in school is accurate and all pupils medical needs are met.

Teaching and Support Staff

- All staff are responsible for helping to meet an individual's special educational needs
- must be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- All teaching and support staff must be involved in the day-to-day implementation of the SEND policy. They are responsible for differentiating the curriculum for pupils with SEND and will monitor their progress. All staff will work closely with the SENDCo.
- Be aware of their responsibility to children with special educational needs as defined in the Teacher's Conditions of Service and Teacher Standards.
- Take into account the type and extent of difficulty experienced by the pupil when planning the curriculum and assessment.
- Take specific action to provide access to learning, for pupils with special educational needs and disabilities, working closely with representatives of other agencies who may be supporting the pupil
- By providing for pupils who need help with communication, language and literacy planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- Planning for pupils' full participation in learning and in physical and practical activities
- Helping pupils to manage their behaviour, to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning

SEND Support Staff

Children with Individual Support funding (ISF/IPS) or those identified as needing more focussed support are supported by TAs employed by the school (from funding delegated by the LA for this purpose). Support is differentiated to meet individual need and evaluated through the graduated response to SEND Support.
The SENDCo currently uses the funding ranges to analyse need and apply for individual funding.
SEND support staff liaise with the SENDCo to allow for effective communication in relation to progress and support strategies. This feeds into the assessment, planning and reviewing stage of the graduated response.

Admission arrangements:

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan and those without.
All SEND paperwork should be passed to the SEND team by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENCo to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required.
At St Peter's Elwick CofE Primary School, we will do our best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Identifying Special Educational Needs

At St Peter's Elwick CofE Primary School, we believe that early identification is fundamental in supporting our pupils and young learners effectively. This cannot be regarded as a single

event but as an ongoing process throughout a school year. As such, class teachers have regular opportunities to review individual children through Pupil Progress meetings with Senior Leaders and the SENDCo. This process identifies pupils making less than expected rates of progress given their age and individual circumstances.

Section 6.25-6.32 of the Code of Practice identifies four broad categories of special educational needs:

• Communication and Interaction (Speech, Language and Communication)
• Cognition and Learning (Children who learn at a slower pace than their peers including Moderate Learning Difficulties, Severe learning Difficulties, Profound and multiple learning difficulties and Specific Learning Difficulties)
• Social, emotional and mental health difficulties (withdrawn, isolated, challenging, disruptive or disturbing behaviours, which may reflect underlying mental health difficulties)
• Sensory and/or physical needs (Vision impairment, Hearing impairment, Multi-sensory impairment, Physical Disability)

These four categories of need broadly identify aspects of the primary areas of need for children at St Peter's Elwick C of E Primary . However, we identify the needs of pupils by considering the needs of the whole child and not just the special educational needs of the child. Additional factors to be considered are:
• Disability (Not all disability is SEN)
• Attendance and punctuality
• Health and Welfare
• English as an additional language (EAL)
• Being in receipt of Pupil Premium
• Being a Looked After Child (LAC) or Post LAC
• Being a child of a parent in the Armed Forces
• Behaviour not related to SEMH above.

The following steps will be taken to identify children who need to be added to the SEND register:

Step 1: Initial Discussion	
ASSESS	Initial discussions take place between the SENDCo and teachers, parents/carers, and teaching assistants. This will allow the SENDCo to ascertain if school and the parents/carers share the same concerns.

Step 2: Assessments	
ASSESS	The SENDCo begins to gather information about the child by asking all relevant parties complete an assessment of the child (see appendix 1). Parents/carers should complete and return this to school within a week of the initial discussion.

Step 3: Discussion	
ASSESS AND PLAN	The SENDCo draws out key information from the completed assessments in step 2 and holds a discussion with parents/carers and school staff about the shared findings. The SENDCo informs parents/carers and staff of the next steps.

Step 4: Observation	
ASSESS AND DO	The SENDCo carries out observations of the child in both their classroom environment and during lunch and breaktimes. The SENDCo draws out key findings from observations to form part of their feedback.

Step 5: Feedback	
REVIEW	A meeting is held between the teacher, teaching assistant and parents and carers - facilitated by the SENDCo. SENDCo feeds back on key findings from the observation and provides no more than 3 next steps. The SENDCo will arrange to observe again after a period of 3 weeks in order to review the actions that were set.

Step 6: Observation	
REVIEW	The SENDCo will observe the child again, looking for progress made against the next steps that were previously set. From this observation, the SENDCo decides on what needs to happen next.

Step 7: Feedback	
REVIEW	A meeting takes place between the SENDCo, parents/carers, teacher and teaching assistant. The SENDCo feeds back on key findings from the 2nd observation and the next steps of action. If SEND registration is required, the area of need will be discussed. Any agreed provision will be shared with the parents: universal, targeted or specialist, and the graduated response of: Assess, Plan, Do, Review will be explained.

Step 8: Initiate.	
PLAN AND DO	If required, the child is added to the SEND register. A support plan is written, at St Peter's Elwick Primary, these take the form of a 'My Book'. Where appropriate, referrals will be made to other professionals (Speech & Language, Occupational Therapy etc) If required, co-ordinated care plans or EHC plans will be started. In class support will be provided (resources, outreach, intervention etc) Support will be offered for parents/carers.

Whole School Approach:
At St Peter's Elwick C of E Primary school, class teachers are responsible and accountable for the progress and development of **all** the pupils in their class (including where pupils access support from a teaching assistant or specialist staff). The teacher must take steps to provide tailored learning opportunities (high quality teaching) that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. At St Peter's Elwick CofE this is referred to as **'Universal'** provision.

Any pupil who is falling significantly below the range of expected academic, and non-academic, achievement in line with predicted performance indicators will be monitored by the class teacher and will have the opportunity to access specific additional interventions to help accelerate their progress. Interventions are often targeted at a group of pupils with similar needs – usually children who are on the SEND register but not limited to. At St Peter's Elwick C of E Primary school, this is referred to as **'Targeted'** provision.

If it is felt that the child is likely to have special educational needs rather than just requiring targeted support then a Support Plan is drawn up, detailing provision and how it will be coordinated. The class teacher, with support from the SENDCO and in consultation with parents or carers, will draw up the agreed plan.

When a child has been identified as having SEND and steps have been taken for provision under targeted support, but the child has not progressed as expected, an assessment will be made to further identify specific areas of needs. After discussion with parents or carers, external professionals will be requested to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised

action points. Class teachers and TAs meet with the SENDCo on a 1-1 basis at least termly and discuss those pupils on the SEND register. It is at these meetings where the planning and reviewing elements occur. Progress against set targets is also discussed and reviewed as part of the pupil progress meetings. However, if it is felt that an individual pupil's needs should be reviewed earlier, then an interim meeting will be called.

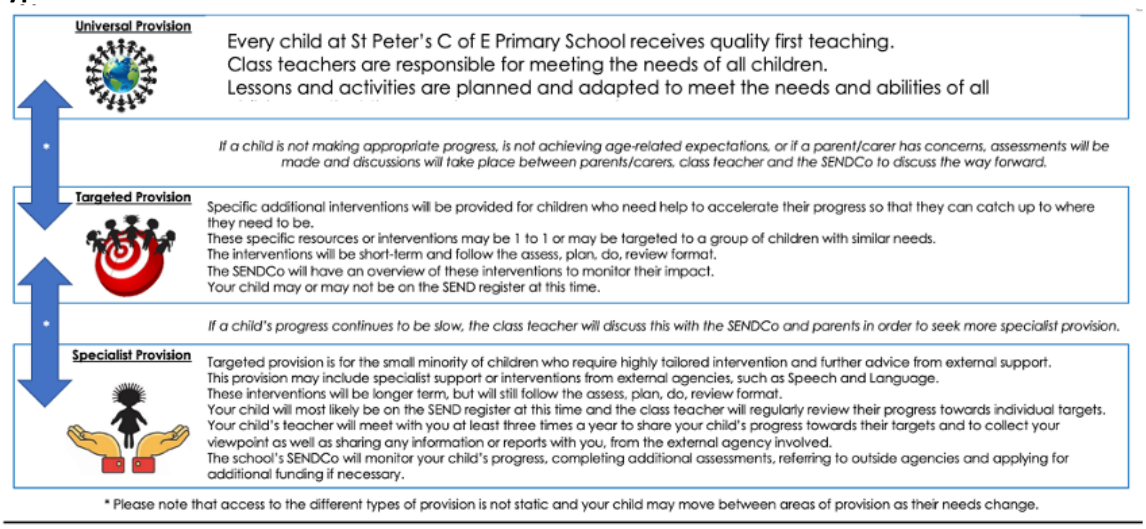
The school will make every effort to ensure that the additional advice provided is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. At St Peter's Elwick C of E Primary school, this is referred to as **'Specialist'** provision. External input may involve support and intervention, for example through specialist teaching or therapy. The school will coordinate these actions and will, together with the external professional, monitor, review and evaluate the effectiveness of interventions.

If a child has lifelong or significant difficulties they may undergo an Education, Health and Care Plan Assessment which is usually requested by the school but can be requested by a parent. The Local Authority will be given information about the child's progress over time and documentation in relation to the child's special educational needs. An assessment will occur when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

All adults working with a child that has an EHCP must read the plan and be familiar with its content. A clear range of strategies and approaches to support in class are implemented and teachers will monitor progress towards agreed outcomes regularly and adjust planning where necessary. In addition to this, the SENDCo will monitor progress termly with the relevant staff, parents and pupils.

The decision to make a referral for an Education, Health and Care assessment will be taken at a pupil's SEND review and the application will combine information from a variety of sources including: High quality teaching [***'Universal'*** provision that we offer EVERY child in our care] and additional interventions [through both ***'Targeted'*** and ***'Specialist'*** provision provided additionally] contribute to our whole school approach so supporting the needs of **all** our learners.

Types of Provision in school



Once a support plan has been created after having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

High quality teaching [**'Universal'** provision that we offer EVERY child in our care] and additional interventions [through both **'Targeted'** and **'Specialist'** provision provided additionally] contribute to our whole school approach so supporting the needs of **all** our learners.

All class teachers and the SENDCo carry out an ongoing process of assessment, planning and reviewing that recognises each child's strengths, as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress.

<u>High Quality Teaching Expectations</u>

To ensure that all pupils have access to and make progress across the curriculum, expectations are in place and strategies are developed, used and reviewed to enable access for all children to the National Curriculum and to ensure that 'all have the opportunity to be who God created them to be and have fullness of life'. These include that:

- Provision for special educational needs and disabilities (SEND), including those with additional needs and disadvantaged groups, is well-led and managed.
- Leaders are ambitious for children with additional needs and this ambition is shared by staff.
- The curriculum is successfully adapted to be ambitious and meet the needs of all children. Children's skills, knowledge and abilities are developed so that they can apply what they know and can do so with increasing fluency and independence.
- Staff are aware of children with SEND, from groups with protected characteristics including children from minority ethnic backgrounds and those from disadvantaged groups. staff understand the nature and impact of these and how to respond to them.
- Staff adapt learning approaches to provide suitable learning challenges. Staff cater for different learning needs and styles, with individualised and / or small group planning and programmes where appropriate.
- Every practitioner is a teacher of SEND.
- Staff ensure that children have opportunities to work in different ways e.g. independently in a variety of small groups and or in pairs.
- Staff provide regular opportunities for collaborative learning and peer support.
- A regular cycle of 'Assess, Plan, Do, Review' is used to ensure that all children are achieving the best outcomes.
- Staff ensure that formative assessment and feedback are a feature of daily practice. This is reflected in marking and our assessment policy.
- St Peter's Elwick Primary work in co-production with children and their parent carers in decision making.

- Expectations from both school / setting and parent carers are realistic and support the child or young person's learning, development and, in turn, outcomes.
- Children are enabled to participate in their assessment and review processes.
- We recognise and responds to the social and emotional support needs for children with additional needs.
- Staff take into account the individual's social and emotional needs and other relevant contextual circumstances such as family breakdown, family illness, moving home, bereavement and other key challenges and changes.
- At St Peter's Elwick Primary we ensure that children feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.
- The physical environment is adapted to meet the needs of children.
- Staff are aware of sensory needs and issues that may impact on children.
- Resources are available in every classroom or learning environments for all children to access when appropriate.
- Quality and impact of support is scrutinised.
- All staff, including teaching assistants, make a positive contribution to the progress of children.
- There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the children.
- All staff understand the process for gaining further advice and guidance as appropriate.
- Staff collaborate and have effective links with relevant agencies and specialists.
- All transitions throughout the day are planned for and well-managed and provide the opportunity for the children to develop the skills to manage change.
- Procedures are in place for ensuring smooth progression through school and settings, particularly during all transition phases, including on entry and exit.

Areas of need

As described above, children with SEND are generally thought of in the following four broad areas of need and support: **communication and interaction, cognition and learning, social, emotional and mental health, and Sensory and/or physical needs.** Some children may fall into more than one category at one time and movement within these categories is fluid and regularly reviewed. Some of the strategies used by school to support pupils include:

1. Communication and interaction

- Visual timetables and prompts
- Ensuring adults are always at the children's level
- Adapting the environment to suit the needs of the children – how to limit distraction.
- Modelling language – reflect correct speech rather than correcting
- Follow recommendations from Speech and Language Therapists
- Personal workstations
- Pre- teach topic vocabulary and provide opportunities to re-visit understanding and use of words.
- Introduce language through rhymes and songs
- Provide language interventions such as Wellcom and Early Talk Boost
- Support throughout the day to develop understanding of safety

- Ensure pupils are seated in the best place to reduce distraction and provide additional equipment to support concentration, for example wobble cushions, ear defenders etc.
- Equipment and resources
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Support at unstructured times of the day
- Small group work focusing on personalised targets
- Use of visual supports to define areas and structure the day, for example, visual timetable or 'Now and Next' boards.
- Personalised, adapted curriculum and resources
- Scaffolding learning and breaking learning into small steps
- Appropriate language and instructions used to suit the needs of individuals
- ICT to support learning
- Each pupil's special interests are incorporated to focus attention and increase motivation.
- Little Wandle SEND Phonics
- Restorative chats
- Alternative methods of communication can be used such as communication books, ICT communication books or boards.
- Sensory diets
- Personalised behaviour plans
- Busy / sensory boxes / activity breaks
- Safe spaces
- Pets as Therapy
- Attention Autism
- Personalised speech and language interventions
- Strong parent and school communication links
- Breaking down of tasks into smaller chunks
- Individual timetables where needed

2. Cognition and learning

- Nessy Dyslexia Screening
- Little Wandle Letters and Sounds KS2 Phonics readers
- Coloured overlays to support reading
- Personalised, adaptations to curriculum delivery and resources
- Embedded use of metacognition strategies to support children's learning and inform teachers' assessment of pupils
- Regularly monitor pupil's understanding by asking the pupil to show or explain the instructions in their own words
- Provide scaffolding and resources to support children accessing their learning task or adapting the task if necessary.
- Use of same-day catch up interventions when required and the use of specific targeted interventions,
- Provide additional processing time to respond to questions and tasks
- Provide opportunities for repetition and reinforcement
- Give information in small steps in clear, concise language
- Relate the work to the pupil's direct experience whenever possible and avoid the use of ambiguities.

- Strategies to promote / develop skills in English and Maths
- Targeted intervention programmes delivered to small groups of pupils to improve skills in a variety of areas
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Pre- teach including key vocabulary
- Personalised homework / spellings
- Dual coding using words and images
- Instructions to be clear and broken down into smaller steps
- Share next steps with children
- Pre-teaching
- Adult support for additional interventions or pre/ post teaching
- Use of the child's strengths to make links to and support areas of difficulty
- Teaching of metacognition strategies
- Memory aids – phonics mats, number squares, post its, key word lists.
- Memory skills taught, use of planning tools such as mind mapping
- Appropriate learning resources – pencil grips, spelling aids, alternative methods for recording information including ICT methods.
- Provide access to concrete resources

3. Social, emotional and mental health

- Personalised behaviour plans where needed.
- Consider what the behaviour may be communicating – are there any unmet communication or social, emotional needs?
- Strong parent and school communication links
- Metacognitive targets to promote independence
- Enhancing planning for trips / visits / residentials
- Explicit teaching of social skills
- Mentors
- Sensory resources and diets
- Thrive resources and diets
- Enhanced transitions
- Working with external agencies
- Personalised home / school communication plans
- Pets as Therapy
- Personalised sessions delivered by school nurse
- Counselling
- Play therapy
- Enhanced transitions
- Behaviour management systems encouraged pupils to make positive decisions about behavioural choices.
- Risk assessments are made with action taken to increase the safety and inclusion of all pupils in all activities.
- Resources are made available for children for example fiddle toys, sensory boxes, personal workstations.
- Support throughout the day to develop understanding of safety.

- Support at unstructured times of the day.
- Small group work focusing on personalised targets.
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.

- Referrals to outside agencies such as the neurodevelopment pathway.
- Adopt key principles of Thrive approach, including use of PACE and targeted interventions when appropriate.
- 'Proud of Me' book and adult time to share and discuss.
- Have a knowledge of the pupil and possible triggers and help to strengthen the pupil's self-confidence and help them to develop and implement coping strategies.
- Anticipate impending sensory overload in order to intervene at an early stage, or allow the pupil to remove themselves from the situation.
- Have discussions with pupil and parents/carers about how support for emotional and mental health needs is managed.
- Prepare the pupil for new or unusual experiences.
- Supported and scaffolded leadership opportunities
- Model pro-social behaviours in the classroom and acknowledge them in children and young people.
- Explicit teaching of behaviour expectations
- Establish child's interests
- Offer a 'get out with dignity' choice letting the child leave the situation
- Use choices to allow the child to have some control with the same end result e.g. "Would you like to talk to me now or in 1 minute?"
- Plan for transition between year groups and schools including 'what works well' in terms of in-class differentiation and support professionals to analyse the behaviour.
- Mindfulness activities – colouring, games, dance
- Liaise with school nurse
- Clear structure to the day
- Have consistent seating plan
- Sit children away from distractions
- Clear expectations for behaviours and a clear and consistent response to behaviour
- Be aware of times of the day that may be more difficult
- Plentiful time for movement or frequent small concentration periods

4. Sensory and/or physical needs

- Classroom adapted to reduce visual or auditory distraction.
- Sensory circuits
- There are opportunities for alternative forms of recording e.g. use of technology
- Staff use agreed verbal and visual cues if and when necessary.
- Clear expectations of activities are established with visual cues.
- Teaching areas are kept tidy and uncluttered to support pupils' access to the environment.
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Resources are purchased and made available for children for example wobble cushion, pencil grips, theraputty, weighted blankets, chew buddies, peanut balls, movement boards
- Sensory diets
- Support with personal care if and when needed
- Access to programmes to support Occupational Therapy / Physiotherapy
- Personalised routine and timetable adaptations
- Intervention based on OT recommendations and STARS recommendations
- Personalised progressive Thera putty intervention
- Consult with parents and carers to identify potential trigger times and activities

- Referrals to occupational therapy service
- Identify activities which help the child regulate. Use these at appropriate times of day to promote access to learning.
- Individual workstations
- Resources – timers, wobble cushions,
- Ensure correct seating position
- Adaptations to the environment as advised by external services
- Identify any sensory aversions and adapt the curriculum and environment to suit need

Wider curriculum engagement
We ensure that all children have access to wider curriculum opportunities across school. For example, all children are invited to take part in all school trips including residentials, after school and breakfast provision and supported by additional adults where necessary.

Improving the emotional and social development of children with SEND

We promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.
The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE and RHE curriculum.
The specific content of lessons is carefully mapped and can be adapted to meet the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.
We provide a curriculum in which PSHE and citizenship are embedded. Our subject provision includes opportunities to develop pupils' spiritual, moral and social cultural development, whilst strongly upholding and promoting our school vision and British Values. This in turn enables all children to develop an understanding of the ever -changing world in which we live, develop the skills necessary to take an active role in their community and manage their lives safely and effectively.
We aim to promote an 'everybody active' attitude amongst the children, where all pupils develop a keen interest in sport and are willing to partake in sporting activities. We aim to provide a variety of engaging lessons delivered by school staff and external bodies; deploy a wide range of teaching strategies and enter a good selection of competitions for the children across year groups. By doing this, the pupils further develop their confidence and self-esteem when they are accessing P.E. lessons and when they are representing the school in sporting competitions. The pupils also continue to develop their knowledge and understanding of a wide range of sports, equipping them with the skills they need to access sporting activities.

We are a 'THRIVE' school. Key staff have begun training in the Thrive approach.
The THRIVE Approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us to understand the needs being signalled by children's behaviour. Working with parents and class teachers, our THRIVE practitioner carries out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life.
We are delighted to have achieved Gold Status School Mental Health Award from the Carnegie Centre of Excellence for Mental Health in Schools in recognition of our support for staff and pupil wellbeing and to have mental health first aiders in school.

Environmental Access

To ensure access for pupils, parents/carers, staff or visitors with disabilities and to provide an inclusive learning environment, the school has (in line with the 2002 SENDA, the 2006 DDA and as part of the Disability Equality Scheme) put in place an Accessibility Plan.

The school is on a level site with easy access to all areas, both inside and outside, for children with mobility and/or visual problems. There are toilets with disabled access and changing facilities.

Curriculum Access

All class teachers and the SENDCo carry out an ongoing process of assessment, planning and reviewing that recognises each child's strengths, as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress.

To ensure that all pupils have access to and make progress across the curriculum, strategies are developed, used and reviewed to enable access for all children to the National Curriculum. These include:

- Adaptation of the curriculum to match tasks to need;
- Well matched, differentiated planning and effective support structures delivered in a way that supports children with SEND;
- Development/use of a range of (multisensory) teaching styles which recognise the individual learning styles of the children in the class;
- Use of skilled TAs to provide additional support;
- Small group support;
- Discrete phonics sessions;
- Accessibility to appropriate/specialist resources to support pupils with particular needs e.g. sensory or physical difficulties or communication needs;
- Alternative means of accessing the curriculum through ICT and use of specialist equipment;
- Peer group support e.g. mixed ability grouping;
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy;
- Professional development opportunities for all staff on the needs of children with SEND;
- Ongoing evaluation by Senior Leadership Team and Subject leaders of the effectiveness of the curriculum in terms of meeting the needs of SEND pupils in terms of pupil attainment and progress.

Training and Resources

To ensure that staff are able to support different SEND needs, at St Peter's Elwick CofE Primary School we pride ourselves in ensuring that staff have access to high quality professional development and regular whole staff training. Training at St Peter's Elwick CofE Primary School is tailored to the needs of the pupils. Through the outcomes of SEND 1-1 meetings, pupil progress meetings, book scrutinies, observations and general staff feedback, training needs are identified. The SENDCo will then identify the most effective and efficient way of developing staff professional development. This may include access to public courses advertised through the Local Authority, outreach support from other local specialist services, in house training or use of the services that we buy into such as the Educational Psychology Team through the local authority.

Children with identified additional or special educational needs may require access to specialist resources that form an intervention or act as an aid to access the curriculum and

learning environment. This is reviewed on an individual needs basis through the graduated response and through strategic planning of interventions on offer.
Some pupils will require specialist resources or full/part time support from a teaching assistant to access the curriculum. This is evaluated on an individual needs basis and where it is deemed appropriate the support will be put in place. For some, the SENDCo may need to apply for additional funding to facilitate such support. In these circumstances the SENDCo would work closely with the child, parents and services involved to make an application to the Individual Pupil Support Funding Panel or the SEMH panel.
Staff are trained by the Jo and Mya project in bereavement support and work alongside agencies to support pupils who are bereaved. We understand the different needs of pupils, including pupils with SEND.
In accordance to the 'Keeping Children Safe in Education' statutory guidance (September 2024), the Designated Safeguarding Lead (and Deputy) will undergo training, meetings and be provided with current information to understand any developments in their role so they can recognise the potential risks that children with SEND face online and support these children to stay safe online.

Access to the Life of the School
Under the SEND and Disability Act 2001 and, in accordance with the school's Disability Equality Scheme and Accessibility Plan, we aim to ensure that all pupils, whether they have special educational needs or not, are involved in the full life of the school.
Inclusion opportunities are available in a variety of ways for groups of pupils and individuals through such things as school enrichment activities e.g. Class, Year Group and Whole school worship; school plays and productions; school trips, after school clubs e.g. sport, science and drama clubs.
The school has Teaching Assistants who offer support to both pupils and their families, ensuring they can partake fully in the life of the school.

Access to Outside Agencies
School works with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to. For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Hartlepool Borough Council, which are described on the Local Offer website available **here.**

External Agencies including but not limited to:

- Early Help Team
- Paediatrics services
- School Nursing Team
- Social services
- Sunflower Sensory Services
- Occupational Health
- Speech and Language
- Neurodevelopment Pathway
- Small Steps
- Educational Psychologist
- Autism Education Trust

Through initial causes for concern or the assessment stage of the graduated response it may be necessary to obtain the support of a specialist outside of school. Referrals are made through the SENDCo to the appropriate body and with full parental consent.

Speech and Language Support
Speech and Language Therapists meet with the SENDCo to discuss their caseload and feedback the outcomes of any intervention. Referrals are made to the Speech and Language Therapy Department and once an initial assessment is offered, parents have two weeks to opt-in to the service. Under new guidelines if parents do not attend any review meetings the child is automatically discharged from the service. Communication is therefore key to a successful relationship between the school and the Speech and Language Service to ensure parents have every opportunity to support their child and the knowledge of how to do so.
At St Peter's Elwick CofE Primary School we receive assessments, direct therapy and indirect therapy. The latter is whereby, following an assessment, a programme of support is designed for and delivered by school staff and evaluated by a review from a Speech and Language Therapist.

Educational Psychology
We currently use the Local Authority Educational Psychologist. Referrals are made through the SENDCo and through regular update meetings, the EP caseload is reviewed and prioritised. Support varies from assessments, teaching programmes, parental support and training.
Other services can be accessed in Hartlepool, such as counselling/mentoring, therapy, physiotherapy, occupational therapy, hydrotherapy etc. Referrals to these services are made through the SENDCo and are on an individual needs basis and with full parental consent.

Safeguarding

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The governing body will ensure that our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.
These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

Medical Register
It is the responsibility of staff accredited with 'Administering Medication to individuals and Monitoring Effects' certificate to ensure that all medical information in school is accurate and up to date. This information is in the Arbor system and the administration staff are responsible for updating the medical register immediately. As it is updated, an updated copy must be given to all staff including kitchen staff. A copy must also be placed on the staff notice board for staff to access but not for visitors to see. The SENDCo will work alongside parents, staff and the administrator to create Individual Health Care Plans (IHCP) for pupils with a medical need requiring potential intervention from school. They are shared with staff and updated as soon as new information is received. If no new information is given, parents are asked to review the Individual Health Care Plans at the beginning of each school year. New teaching staff will be given copies of the IHCP for children they are working with.

The medical lead (C.Kirton) in school will support parents. They will check all medication on a half termly routine check.

Evaluation of the effectiveness and impact of provision

We have internal processes for monitoring quality of provision and assessment of need. These have included:

Termly meetings and reviews with parents and children to ensure their voices are heard.

Termly support plans 'My Book targets' have been written in collaboration with parents and children to ensure children have **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime bound targets whilst also being personal to the child. The quality and effectiveness of these has been monitored by the SENDCo/Headteacher.

An annual review led by the Northern Lights Learning Trust to evaluate the school's current SEND provision and identify potential next steps for development, Half Termly feedback to the Local Governing Body on SEND by the SENDCo. SEND is also a thread that runs through all lesson visits and work moderations conducted by the Senior Leadership Team and external partners.

Consulting with children and their parents

Involving parents and learners in the dialogue is central to our approach. We achieve this through termly meetings with parents/ carers as part of the review and target setting process for children's individual support plans (My book targets and reviews). The voice of the child is key in this process. In addition to this formalised process, class teachers and the SENDCo will also regularly seek contact parents/ carers with any updates or relevant information regarding their child's learning journey, personal development, and well-being. Annual reviews are held for children with Educational Health Care Plans. More frequent meetings are held where needed.

Looked After Children who also have SEND

Children who are looked after and also have SEND are closely monitored to ensure that their progress is not negatively impacted by their previous experiences. The Designated Teacher for Looked After Pupils is Vikki Wilson – Headteacher.

Storing and Managing Information

All information is treated with the highest level of confidentiality and is in line with the school's policy on data protection and storage of information.

Dealing with complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher (Mrs. V. Wilson), who will be able to advise on the formal procedures for complaint.

A copy of the school's Complaint Procedure can also be found on the school website within the policies section.

Reviewing the policy

This policy will be reviewed annually by the SENDCo and Governors.

The next review will be 1 year from the date of approval