“Be strong and courageous; do not be afraid, for it is the LORD your God who goes with you.”

Gosforth C of E Primary School and Nursery

Wasdale Road, Gosforth, Seascale, Cumbria, CA20 1AZ

Special Educational Needs Policy

Date: September 2026

Review Date: September 2027

This policy should be read in conjunction with the Safeguarding and Child Protection Policy and the Attendance Policy.

Persons responsible for drawing up this policy: The SENCO.

Approved by the Governing Body

SPECIAL EDUCATIONAL NEEDS and or DISABILITY (SEND) POLICY

This policy complies with the statutory requirements laid out in the SEND Code of practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (January 2015)
- School SEN Information Report Regulations (2014)
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2025) 'Keeping children safe in education 2026'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Attendance Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

This policy has been created by the school's SENCO, Leanne Long before it was shared with governors.

Definitions

The Code of Practice (January 2015) p15 states;

- A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.
- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution

Four Broad Areas of Need

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. We consider the needs of the whole child- not just their special educational need.

Introduction

"Be strong and courageous. do not be afraid, for it is the LORD your God who goes with you."

In line with our school ethos, each child is encouraged to be courageous and will be given equal opportunities to enable them to reach their potential. Children's success, achievement and welfare are at the heart of all we do in school. All staff work hard to create a happy school environment where children are safe and to provide educational experiences of the highest standards and quality.

Children may have SEND throughout, or at any time during their school journey. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

Gosforth Church of England Primary School and Nursery aims to provide a relevant, broad and balanced curriculum for all our children, which is adapted to meet individual needs and abilities. All children are valued and are given opportunities to make the best possible progress regardless of their Special Educational Need and/or Disability while they are in our care.

Aims and objectives

At Gosforth C of E Primary and Nursery we will:

- Make sure that pupils with SEND get the support they need to access our broad and balanced curriculum.
- Create an inclusive environment that meets the special needs of each child, in which all children are valued and have respect for one another.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Ensure that the SENCo works with all staff to ensure children who may need additional or different support, to that normally found within the classroom, are identified as soon as possible.
- Promote disability equality and equality of opportunity and ensure that we are fulfilling our duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Inform parents when we are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
    - Accessibility plans setting out how we will increase access to the curriculum and the physical environment for pupils with SEND.
    - Our admissions policy.
    - A SEN information report which will explain how we will implement our policy for pupils with SEND.
- Assess children regularly so that those with SEND are identified as early as possible.
- Encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning. Build upon the strengths and achievements of the child so that pupils with SEND make the greatest progress possible.

Educational Inclusion

At this school and nursery we respect the fact that children:

- Have different educational and behavioural needs and aspirations.

- Are unique and learn at different rates.
- Require a range of different teaching strategies and experiences.

This policy ensures that teaching arrangements are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate adaptation. This may include short-term support such as 1-1 phonics support or additional Maths support.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school and Nursery as a whole. The Governing Body, Head Teacher, SENCO and all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Ensure this policy is implemented fairly and consistently across the school and nursery.
- Ensure the school and nursery meets its duties in relation to supporting pupils with SEND.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.

Headteacher:

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure that the school and nursery hold ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure that the school and nursery work effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure that the school and nursery fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school and nursery.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Ensure that the procedures and policies for the day-to-day running of the school and nursery do not directly or indirectly discriminate against pupils with SEND.

SENCo:

In enacting this policy, the SENCo will:

- Collaborate with the governing board to determine the strategic development of the SEND policy and provision in the school and nursery.
- Be responsible for the day-to-day operation of SEND policy.
- Coordinate the specific provision made to support individual pupils with SEND.
- Liaise with the relevant designated teacher for Looked After Children (LAC) with SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school and nursery's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.

- Be a key point of contact for external agencies, especially the Local Authority (LA) and LA support services.
- Liaise with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Work with the relevant governors to ensure that the school and nursery meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensure that the school and nursery keep the records of all pupils with SEND up-to-date, in line with the school and nursery's Data Protection Policy.
- Provide professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Be familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

All Teaching and Non-Teaching Staff will be responsible for:

- Ensuring that they are aware of the school and nursery's SEND policy and the procedures for planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the senior leadership up to date with any changes in behaviour, academic developments and causes of concern.

How does the school identify if children need extra support?

The school and nursery recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school and nursery's SEN Information Report.

If a child already has an identified SEND before they start at Gosforth C of E Primary School and Nursery, we will first invite the parents to visit the school or nursery with their child to have a look around and speak to staff. If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss the child's needs, share strategies used and ensure provision is put in place before the child starts school or nursery.

The class teacher is responsible for all the children in their class and monitoring their progress. With the support of the Senior Leadership Team (SLT), classroom teachers or nursery practitioners will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances. Results of the assessments will be analysed by class teachers and the information gathered will be used to monitor the child's progress.

If the class teacher thinks that a child has a gap in their learning or a Special Education Need, this may be because they are not making the same progress as their peers or meeting age related expectations. Class teachers or nursery practitioners have meetings every term with the Head Teacher and or SENCO in the school to ensure all children are making good progress from their starting point. If a child is then identified as not making good progress, the school

will decide whether to monitor carefully or set up an intervention group and will inform the parents. If a child is still not making expected progress the school or nursery will discuss with parents:

- Any concerns they may have.
- Any further interventions they feel may be relevant.
- The need to put extra support in place, creating targets on a SEND Individual Educational Plan (IEP).
- How school and home can work together to support the child.
- Referrals to external agencies for additional advice on supporting the child's learning.

How will we support children with SEND?

The school and nursery is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school and nursery will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher, nursery practitioners and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussions with the pupil and their parent.

Staff will make daily provision accessible to all children, including those with SEND and arrange extra support where necessary. This could be things like 1 to 1 or small group work on specific aspects of learning, additional support within the class, adapting resources, adaptation of task and reinforcement activities set as a homework.

Where a pupil is identified as having SEND, we will begin removing barriers to learning by putting effective special educational provision in place. This SEND support will take the form of a four-part cycle; Assess, Plan, Do and Review. For pupils with low level needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. For those pupils with more complex needs, additional meeting dates will be set at least 3 times per year to review the child's targets.

Targets will be set out in a SEND Individual Education Plan. This contains a small number of specific targets, ideally three or four, designed to enable the child to progress. The targets on the SEND Support plans are SMART, this means:

Specific and clear

Measurable, so it is obvious whether it has been achieved.

Achievable, if set correctly all targets should be achieved.

Relevant to the strategies and actions identified and teaching undertaken.

Time limited to the time scale of the Individual educational plan.

All SEND Support plans will include children's and parents' contributions. They will be reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness (currently three times per year). All review outcomes will be recorded. Parents and children will be invited to take part in the review and target-setting process.

The types of support usually available with SEND Support include:

- Additional support from the class teacher or the teaching assistants to teach the targets identified in the child's SEND support plan in class, a small group or individually.
- Specific social and/or emotional skills or behaviour programmes to remove barriers to learning.

Should the Special Educational Needs Co-ordinator (SENCO) require further advice, with permission from parents/carers, she will contact the Special Educational Needs and Disabilities (SEND) Team, Specialist Teaching Services, Educational Psychologists or a range of health professionals; dependent on the child's needs. The SENCO then becomes the lead person for working with outside services and keeping you, and everybody in the team around your child, informed of key events and information. The SENCO will consult with parents/carers, children, teachers and support staff about the SEND support required, to ensure all interested parties are aware of the learning targets and how they can contribute.

English as an Additional Language (EAL)

The school and nursery are aware that there may be pupils at the school or nursery for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school or nursery will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Early years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the Early Years Foundation Stage (EYFS) framework.

The school and nursery will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school and nursery will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school and nursery alongside children who do not have SEND.

- Designate a teacher to be the SENCO.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
    - Implementation of SEND policy and procedures.
    - Arrangements for the admission of children with SEND.
    - Steps being taken to prevent children with SEND from being treated less favourably than others.
    - Facilities provided to enable access to the school for children with SEND.
    - Accessibility plan showing how it plans to improve access over time.
- Inform parents when the school and nursery makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

Statutory Assessment of Needs – Educational Health Care Plan (EHCP)

The school and nursery recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school and nursery will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHCP is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school and nursery will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school and nursery will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school, nursery and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan.

Reviewing EHC plans

The school and nursery will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school and nursery will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.

- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.

If a pupil's needs significantly change, the school or nursery will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Supporting successful preparation for adulthood

The school and nursery are aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school and nursery will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

Managing complaints

The school publishes the Complaints Procedure Policy on the school and nursery website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school and nursery will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school and nursery are aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

Staff training and improving practice

The school and nursery are committed to the learning and development of all its staff members. The SENCO will assess staff competencies and ensure that continuous professional development provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school and nursery's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school and nursery keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school and nursery will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school and nursery will adhere to the Pupil Confidentiality Policy at all times.

Publishing information

The school and nursery will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be published on the school and nursery website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

Joint commissioning, planning and delivery

The school and nursery will work closely with local education, health and social care services to ensure pupils get the right support.

The school and nursery will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school and nursery will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

Local Offer

The governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative**: Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible**: The school and nursery will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive**: The school and nursery will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school and nursery will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date**: The school and nursery will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is September 2027.