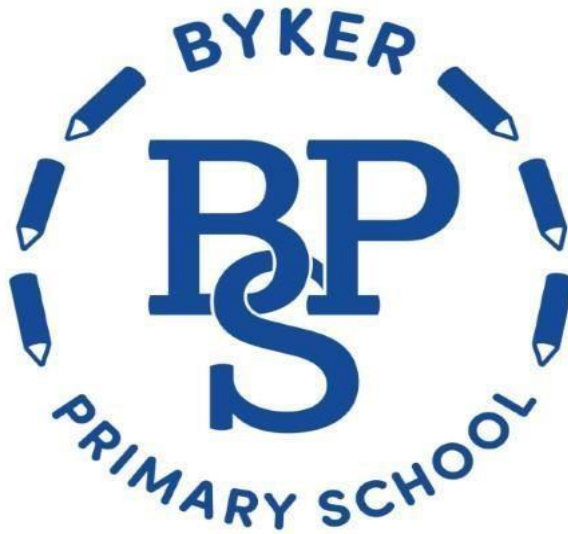


SEND and Disability Policy

Byker Primary School



Approved by:	Governing Body
Approved Date:	09.10.2026
Review frequency:	Annually
Next Review Date:	09.10.2027

Rationale:

At Byker Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which will consider their varied life experiences and particular needs.

Our 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.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities , including but not limited to: part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2015, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2023, Supporting pupils at school with medical conditions 2015
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / Carers are fully engaged in decision making
- To consider the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENDCo):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEND

- liaising with the Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- 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 SEND up to date

All of our Learning Support assistants are trained to support pupils through a variety of interventions. These interventions might be small group work or individual 1:1 sessions, these are targeted to pupil needs and designed to support their development.

Steve Gittins is the link governor responsible for SEND.

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

Allocation of Resources:

The head teacher, Deputy Headteacher and SENDCo are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and

teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils.

However, in order to maximize 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:

Byker Primary 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 2012) School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. If their needs are above and beyond the main classroom provision, they will be added to the SEND register. An individual pupil support plan is created for each child on the SEND register, which details the targets that the pupils is working towards and the provision that is in place to support the child.

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

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

SEND 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, a discussion will take place with the SENDCo.

Assess

The class or subject teacher, working with the SENDCo, 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 will be asked to contribute to the assessment.

Plan

Parents will be formally notified in a meeting with the SENDCo and class teacher. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded in the support plan notes, to ensure it is regularly (three times per year) reviewed by relevant parties.

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support 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 three times per year. The class teacher or subject teacher, working with the SENDCo, 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 consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, Educational development and inclusion team, SEND Teaching and Support Service (SENTASS), Kalmer counselling and, when appropriate, Social Services and Looked After Children Team.

Education, Health and Care Plans

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. Where this is agreed and a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be attached to the plan, so that the school can provide the necessary support

Further details on provision for pupils with SEND can be found in the SEND information document which can be accessed on our school website.

SEND information document

This report can be found on the school website. It outlines the provision Byker Primary makes for all pupils with SEND 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, the pupils and parents/Carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process.

Partnership with Parents/Carers:

Byker Primary has positive attitudes to parents/Carers and values their important role in their child's education. Parents/Carers 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. Newcastle's SEND information, advice and support service details are also given. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/Carers time to prepare.

The Parental Support Adviser, Cecilia Swinburne, is proactive in supporting parents in a variety of ways, including liaising with agencies, organizing activities and facilitating and delivering training. Early Help plans are used to coordinate support for children and their families who have a range of needs.

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 are aware of their individual targets and their own views are captured throughout the year.

Monitoring and Evaluating the Success of Provision:

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

Descriptors of need are used to track and monitor to progress of children with identified additional needs. These are also used to assess whether the relevant interventions are in place and monitor the graduated approach. Regular observation of teaching by the senior management team

Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,

Assessment records that illustrate progress over time

Pre and post assessments for those pupils who are withdrawn for targeted interventions

Success rates in respect of individual targets

Monitoring by the governor with responsibility for SEND

The views of parents/Carers and pupils – During Reviews as well as questionnaires
Regular meetings between AHT SENDCo and Deputy Head teacher, subject leads as well as meetings between the head teacher and AHT SENDCo.

Provision Mapping – used as a basis for monitoring the impact of interventions.

Staff Development:

The SENDCo ensures staff are informed of local and national developments in relation to SEN and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCo.

Medical Conditions

Byker Primary 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 SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. Mrs S Lee is the designated person for healthcare support.

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, where they can meet needs, as well as identifying and providing for those not previously identified as having SEND.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEND 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 SENDCo and /or head teacher becomes 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 parents/Carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.