

SEN and Disability Policy



September 2025

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

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

Rationale:

Across Valour Multi Academy Trust, 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 take into account their varied life experiences and particular needs.

Valour 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. Valour schools have excellent links with the local high schools and transition between schools and year groups is carefully planned to support the needs of individuals.

Inclusion is embedded in planning and there is continuous consideration of learning and development needs within cohorts across school through data collection and continuous monitoring and evaluation.

Our vision is for all pupils to feel loved, happy and safe. We promote a sense of belonging through our ethos and culture and by promoting positive attendance.

Throughout this policy and the following policies we will ensure steps are taken to prevent disabled pupils from being treated less favourably than others: Accessibility Plan, Anti-Bullying Policy, Behavioural Policy, Equality Policy, Parent/Carers' SEN Information Guide, SEN Policy, Annual SEN report.

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 part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, 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, Keeping Children Safe in Education 2016, Supporting pupils at school with medical conditions 2014
- 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 take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN. This includes liaising with outside agencies and access to high quality professional development for staff members
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

Admission Arrangements:

Details of each school's admission arrangements for pupils with SEN and disabilities can be found on their websites

[Home | Walbottle Village Primary School](#)

[Home | Beech Hill Primary School](#)

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENCO):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN 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 SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- ensuring that the school keeps the records of all pupils with SEN up to date

The SENCO for Walbottle Village can be contacted at admin@walbottlevillage.newcastle.sch.uk

The SENCOs for Beech Hill Primary can be contacted at admin@beechhillprimary.newcastle.sch.uk

The class teachers:

- Set high expectations which inspire, motivate, support and challenge all pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four part cycle
- Manage behaviour effectively to ensure a good and safe learning environment
- Ensure inclusive environments with continued improvements to accessibility which support learning, minimize distraction and meet a range of sensory and regulatory needs
- Fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupils achievements and pupils well-being

Our Teaching Assistants, support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/ programmes.

Access to Facilities and Provision:

Please refer to each 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 and SENCOs are responsible for the operational management of the budget for SEN provision. Each school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the notional

prescribed threshold (currently £6000) additional funding will be applied for from the local authority.

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 SEN 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 SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. Each school has a SEN information guide and annual SEN report provides a clear description of the details of what is available for all children with SEN through Quality First Teaching and what is additional and different provision.

Identification, Assessment, Planning and Review Arrangements:

Valour schools follow 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. A provision map / intervention map outlines all SEN support and is updated each term.

There are 4 broad areas of need:

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

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

- Disability
- 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

SEN support – four part cycle

The identification of SEN 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 SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

Support is evidence based and early identification is prioritised so that pupils with SEND can access effective targeted provision at the right time.

Assess

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

Plan

Parents will be formally notified through a meeting with the class teacher. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system. *(On provision maps / intervention plans)*

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 SENCO 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 at least three times per year. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following *services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team. (You may want to state who you buy in through a traded service and which services are centrally funded).*

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN 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 SEN support.

Further details on provision for pupils with SEN can be found in the SEN information document.

SEN information document

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

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition to secondary education the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process. Staff members support transition to new settings where appropriate. Both schools work closely with the SEMH team to ensure that the most vulnerable students receive additional support around transition as appropriate

Parents are involved in transition discussions at every stage throughout their child's journey

Partnership with Parents/Carers:

Valour values the important role that parents/carers play 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. Information regarding the SEND information, support and advice service is 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, Sharron McDonald, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. An Early Help Plan is used to coordinate support for children and their families who have a range of needs.

Parents are informed about Newcastle Special Educational Needs and Disabilities Information Advice and Support Service. The service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health Care Plan.

Pupil Participation:

The views of all pupils are valued. Pupils with SEN 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 are involved in reviewing these termly.

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

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

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 – e.g. reading ages
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 SEN and the wider Wider Trust Board
The views of parents/carers and pupils.
Regular meetings between SENCO, SLT and class teachers
Completion of fortnightly evaluation books by all teaching staff
Provision Mapping – used as a basis for monitoring the impact of interventions.

Staff Development:

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress meetings to plan appropriate CPD in relation to SEN. The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion.

Where appropriate, outside agencies are used to deliver the training. Early Career teachers are offered support and in school training by the SENCO. The SENCO keeps up to date with developments in SEN through communication with the local authority and attendance at the annual SEN conference.

Medical Conditions

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

Admission Arrangements:

Valour has adopted the criteria set out in the LA's admission policy and welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker / class teacher / form tutor attempts to resolve matters, then if required the SENCO 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 Local Advisory Board 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.

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