

Ouston Primary School

Special Educational Needs & Disability (SEND)



Review Date: Spring 2026
Reviewed by: Full Governing Body
Next Review date: Spring 2027

This policy aligned to the Ofsted Education Inspection Framework (EIF) 2025, including the strengthened focus on inclusion, curriculum ambition, lived experience of pupils with SEND, and the five area evaluation model.

Definition of SEND

For the purposes of this policy we have used the term Special Educational Needs as defined by the DfE 2015 Code of Practice: 0-25 implemented in September 2015.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 of 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.

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the above paragraph when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

This policy also reflects the 2025 Ofsted expectation that schools demonstrate how they identify and remove barriers to learning, participation and wellbeing for pupils with SEND, ensuring they access an ambitious curriculum and experience high quality provision across the school.

Disabled children and young people

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial 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 and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Rationale

Ouston Primary School is an inclusive school, catering for a range of Special Educational Needs and disabilities. Our nurturing, inclusive ethos was commended when we were awarded the Inclusion Quality Mark and Centre of Excellence status in 2024 and again, when we maintained this status in 2025.

Our school welcomes all children and values them as individuals, treating them equally and with respect, regardless of ethnicity, religion, background (including looked after children, LAC). We believe that all children have the right to have their own particular needs recognised and

addressed in order to achieve success. We believe that all teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed through staff working together as a team, and in partnership with pupils and their parents and carers.

Our inclusive practice is evaluated against the 2025 Ofsted framework, which places inclusion at the centre of inspection. Leaders monitor how effectively the school removes systemic barriers (curriculum, environment, culture, assessment and behaviour systems) so that pupils with SEND experience success academically, socially and emotionally.

Leaders evaluate the lived experience of pupils with SEND through pupil voice, work scrutiny, learning walks, attendance patterns, participation in wider curriculum opportunities and wellbeing indicators.

Aims

- To follow the guidelines set out in the SEND Code of Practice, Sept 2014
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities.
- To identify children with SEND as early as possible and plan a programme of support and intervention to address their needs.
- To regularly monitor the progress of children with SEND through Support Plans, review meetings, lesson observations and data analysis.
- To provide good quality and regular training for staff in relevant areas of SEND.
- To evaluate the impact of staff training and provision/intervention programmes
- To give regular feedback to children and their parents/carers and involve them in the SEND process
- To ensure that all staff working with children with SEND are clear about their role.
- To ensure that the SEND budget is used appropriately to fund high quality resources for children with SEND.
- To work effectively with a range of other agencies and organisations.
- To make good links with other mainstream and special needs primary schools and local comprehensive schools.
- To ensure that SEND provision contributes positively to all five Ofsted evaluation areas (2025): Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management; and Safeguarding.
- To ensure that pupils with SEND access the same ambitious curriculum as their peers, with high expectations and appropriate adaptive teaching.
- To evaluate the impact of SEND provision using evidence of progress, inclusion, participation, wellbeing and pupil/parent voice.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole.

Governing Body

The governing body, through the SEND governor, should carry out the following:

- Agree the school's policy and approach to children with Special Educational Needs, along with the Head and SENCo,
- Ensure that the necessary provision is in place for children with SEND

- Ensure that the school is managed in such a way that high standards for all its children, including those with SEND can be promoted
- As part of the appraisal framework for the school, when setting targets for the Headteacher, make sure that objectives include children with SEND
- Ensure that the school has a 'responsible person' (SENCo) to see that children with SEND receive their full entitlement and that all staff are aware of these needs.
- During the process of school self-review, ensure that systems are in place to keep the governing body informed about the impact of the policy for SEND in the school, the use of delegated funding and the quality of provision.
- Governors receive termly reports on the lived experience of pupils with SEND, including attendance, suspensions, curriculum access, progress, participation in enrichment, and themes from parent/pupil voice.
- Governors triangulate evidence through visits, discussions with pupils, and scrutiny of work and support plans.

Headteacher:-

- Has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND;
- ensures that a staff member is appointed as SEND co-ordinator (SENCo) and has the necessary time and resources to carry out the role efficiently and effectively;
- keeps the governing body fully informed and works closely with the SENCo;
- seeks out and shares best practice with the Local Authority (LA), other schools and through the MAT;
- ensures that SEND provision is evaluated against the 2025 Ofsted framework, with a focus on inclusion, curriculum ambition and the impact of provision.

Teaching Staff:-

- All teachers are teachers of children with SEND and adapt the curriculum accordingly to meet all needs.
- Teaching staff involve Teaching Assistants/HLTAs in planning the curriculum and meet regularly to discuss the progress of children with SEND in their class.
- All staff are involved in the creation, monitoring and review of Support Plans.
- All staff are regularly trained, and made aware of, the procedures for identifying, assessing and making provision for pupils with SEND.
- Teachers implement adaptive teaching strategies that enable pupils with SEND to access the full curriculum, in line with Ofsted's 2025 expectations.
- Teachers monitor the experience of pupils with SEND in lessons, ensuring they are engaged, challenged and supported appropriately.

SENCO

The role of the SENCO includes:

- Leading the school's strategic approach to inclusion, ensuring alignment with the 2025 Ofsted framework and the SEND Code of Practice.
- Coordinating provision for pupils with special educational needs and/or disabilities
- Liaising with, and advising, teachers and teaching assistants/HLTAs.
- Managing and mentoring teaching assistants/HLTAs
- Updating and overseeing the records of all pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Liaising with other schools (feeder, secondary, school moves) psychologists, outside support agencies, medical and social services.

- Meeting regularly with other SENCOs to keep up to date with current initiatives locally and nationally and to seek out and share best practice.
- Monitoring planning and provision for children with SEND within classrooms.
- Ensuring there is a consistent approach to promote our ethos of inclusion and that pupils with SEND are well-cared for and supported.
- Monitoring achievement and progress of children with SEND to ensure good progress is being made at their appropriate level, including comparing rates of progress for children with and without SEND.
- Gathering pupil and parent/carer voice to ensure our inclusion procedures promote working together and are effective.
- analysing data on attendance, suspensions, progress, curriculum access and participation for pupils with SEND, identifying patterns and actions.
- works closely with the Designated Safeguarding Lead to identify and respond to SEND specific safeguarding vulnerabilities.

Teaching Assistants/HLTAs

- Are responsible for planning with class teachers to ensure effective provision;
- Work with pupils towards achieving targets identified on their Support Plans and personalised curriculum planning either in the classroom, withdrawn groups, within our SEN provision room, The Learning Lab, or as part of our intervention programme;
- Are involved in record keeping and the monitoring and review of Support Plans;
- Support adaptive teaching and promote independence, ensuring pupils with SEND remain active participants in the classroom.

Identification and early provision

At Ouston Primary School, we recognise the importance of early identification and have procedures to ensure children with possible SEND are identified early.

Leaders ensure that identification processes consider the full range of needs, including communication and interaction, cognition and learning, social, emotional and mental health, and sensory/physical needs, in line with Ofsted's 2025 focus on early and accurate identification.

Leaders evaluate the impact of early interventions, not only their implementation.

Class teachers use assessments to identify pupils making less than expected progress given their age and individual circumstances, including progress significantly slower than that of their peers starting from the same baseline; failing to match or better the child's previous rate of progress; failing to close, or actually widening, the attainment gap between the child and their peers.

Staff engage in professional dialogue to discuss any concerns about a child at any point through the school year with the SENCO who will observe the pupil and work with class teachers to implement and monitor early support measures.

Quality First Teaching

When a pupil is making less than expected progress, teachers identify areas for development and implement quality first teaching strategies.

“High quality teaching that is adaptively taught and personalised will meet the individual needs of the majority of children and young people”. (CoP 2015)

High quality, inclusive teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEND. It is about the different pedagogical approaches that teachers use to engage and motivate learners which ensure good pupil progress.

The characteristics of quality first teaching are:

- Clearly designed lesson plans
- Plenty of opportunities to involve and engage with pupils
- Appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills.
- Providing pupils with the chance to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regularly using encouragement and (authentic) praise to engage and motivate pupils.

Adaptive teaching ensures that pupils with SEND access the same ambitious curriculum as their peers, with adjustments that remove barriers without reducing challenge.

Support Plans and Graduated Approach

If a pupil continues to make less than expected progress, despite consistent provision that supports the identified area(s) for development, teachers and the SENCO work together to determine appropriate provision through the graduated approach and explore additional strategies to support them.

At this point, pupils are usually given a support plan to document specific outcomes and strategies to help achieve the outcomes. Plans include clear outcomes linked to curriculum access, wellbeing and independence, reflecting Ofsted's 2025 emphasis on preparing pupils for future success.

Teachers are responsible for setting SMART targets (Specific, Measureable, Attainable, Realistic, Timed), reviewing the effectiveness of the support and interventions, and their impact on the pupil's progress.

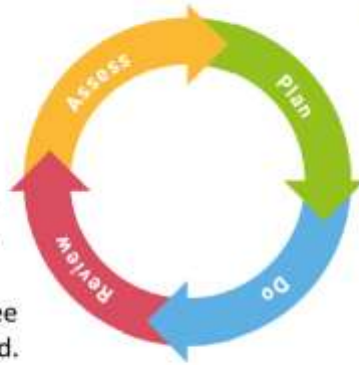
Support plans are reviewed by teachers and parents on a termly basis. This process is in line with the assess, plan, do, review approach to SEND and incorporate pupil voice, parent voice and evidence of lived experience.

The graduated approach

Assess: the class teacher and SENCO should analyse a pupil's needs before identifying them as needing SEN support

Review: the class teacher and SENCO should review the effectiveness of the support regularly and agree any changes where needed.

You should also involve parents in this process and meet to review their child's progress at least three times per year.



Plan: the class teacher and SENCO should agree the support to be put in place. Parents must also be notified and consulted and an IEP is created

Do: the class teacher remains responsible for working with the pupil on a daily basis with additional intervention if needed. High quality differentiation is still needed in the classroom

Interventions and The Learning Lab

There are a range of intervention programmes and provision that may be put into place at our school. These include:

- English and Maths Catch up intervention programmes.
- Social skills sessions
- Counselling and well-being interventions
- Speech, Language and Communication sessions
- A fully differentiated or modified curriculum
- Special equipment and resources
- Access to our SEND provision – The Learning Lab

All interventions, including Learning Lab provision, have clear entry and exit criteria, expected duration and reintegration plans.

Leaders evaluate the long term impact of interventions on curriculum progress, attendance, wellbeing and independence.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will involve specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists.

Such specialist services include, but are not limited to:

- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Specialist teachers or support services (Learning support; Social, Emotional and Behaviour workers; hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)

Leaders monitor the timeliness and impact of external agency involvement and escalate concerns where support is delayed or insufficient.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, it may be necessary to consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child.
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Leaders ensure that evidence submitted for EHC needs assessments reflects the child's lived experience, curriculum access, and the effectiveness of previous provision.

The local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

It is a statutory requirement for children with an EHCP to have an Annual Review. Parents/carers and other agencies, where appropriate, are invited to these.

SEND Register

Records are kept on all children with SEND, detailing steps taken to support them. Record files are kept by the SENCo.

Leaders analyse SEND register data to identify trends in need type, progress, attendance and participation.

Additionally, as part of the schools census, numbers of our pupils with SEND including primary need is shared with the LA. No names are shared in this process.

Involving Parents and Pupils

We aim to reassure parents/carers and clarify issues/information for them throughout the SEND process.

We recognise that parents/carers hold key information and have knowledge to contribute to the shared view of their child's needs and how to support them. Parents/carers are treated as partners, and supported to play an active and valued role in their pupil's education.

Working together, we set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. This will usually be the class teacher, supported by the SENCO.

Communication with parents is accessible, using plain language, visual supports or translated materials where needed.

Pupil voice is gathered regularly and used to shape provision, in line with the 2025 Ofsted emphasis on lived experience.

Intimate Care Plans

Children with physical or medical needs that affect their toileting will have an individual Intimate Care Plan. This is created by the SENCO in partnership with relevant school staff and any necessary outside agencies.

Plans include safeguarding considerations specific to pupils with SEND, reflecting Ofsted's 2025 focus on contextual safeguarding.

Staff Training

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

Annual SEND CPD includes adaptive teaching, trauma informed practice, communication needs, and inclusive behaviour approaches.

Leaders evaluate the impact of training on classroom practice and pupil outcomes.

Links with Other Schools

Strong links with our feeder nursery schools and local comprehensive schools allow us to share information effectively and create smoother transition for children with SEND and their parents/carers.

The SENCO attends Community of Learning (COL) meetings with other SENCOs and SEND staff in order to share expertise, keep up to date with new and current issues and plan strategically.

Transition processes include enhanced support for pupils with SEND, focusing on independence, self-advocacy and preparation for adulthood.

Links with other agencies and services

We have good links with a range of external agencies and services, providing a wealth of expertise for our children with SEND. These include:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Behaviour Support Team
- Specialist teachers
- Health, including School Nurse and Emotional Resilience Nurses.
- Early Help Services and Family Hubs
- Durham SENDIASS

Leaders evaluate the effectiveness of multi-agency working and ensure timely referrals and information sharing.

Policy Evaluation

The implementation of this policy will be monitored by the head teacher and SENCO. It will be reviewed annually.

Evaluation includes analysis of:

- curriculum access and progress
- attendance and suspensions
- participation in enrichment
- pupil and parent voice
- safeguarding patterns
- impact of interventions
- staff confidence and training impact

Findings inform the SEND Action Plan and the whole school improvement plan.