



Mowden Schools

SEN Policy

Policy reviewed	November 2025
Review frequency	Annually
Next review date	Autumn 2026
Approving body	Standards Committee

SPECIAL EDUCATIONAL NEEDS POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability (SEND) Code of Practice 0-25 (September 2014)
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEN co-ordinators (SENCOs) and the SEN Information Report
- Equality Act 2010: Advice for academies DfE (Feb 2013)
- Academies SEN Information Report Regulations (2014)
- Statutory Guidance on supporting children at the academy with medical conditions (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- This policy was co-produced by the Academy's Special Educational Needs Co-ordinator (SENCo) with the SLT, Governors, and is reviewed and updated every Spring Term.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010: Advice for academies DfE (2014)
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

BELIEFS AND VALUES:

At the Federation of Mowden Schools Academy Trust (the Trust) we believe that, every child is entitled to a broad and balanced curriculum to enhance their learning so that they reach their full potential; to feel safe and be happy; to be provided with exciting learning opportunities and taught the skills to become independent; to develop the ability to socialise and communicate positively with other people within their school and wider community.

We understand that families know their child the best and our policy and practice ensure they are actively involved in any discussion about their child, decision making about their education and the setting of targets to support their learning.

AIMS:

- To offer a broad, balanced, relevant and differentiated EYFS and National Curriculum for all children. This is underpinned by the use of the Engagement Model and Pre-key Stage Standards for those children with SEN who cannot access the National Curriculum from Y1 due to a SEN need.
- To raise the aspirations and expectations for all children with SEN.
- To identify, assess, plan, do, and review in a continuous cycle in order to provide for the Special Educational Needs of children.
- To monitor and evaluate the effectiveness and impact of the action taken to address children's special educational needs.
- To foster a sense of self-worth, self-confidence and self-awareness, enabling every child to maximise his/her inherent qualities and to develop a positive attitude to life.
- To maintain close co-operation and effective liaison between staff and pupils and parents as well as between school and external agencies.

OBJECTIVES:

1. To identify and provide for children who have special educational and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs coordinator (SENCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.
6. To work closely with the child and their family throughout the whole process.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age. Special Educational provision means educational provision or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in

England.....Health Care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.” (Code of Practice September 2014)

FOUR BROAD AREAS OF NEED

There are 4 broad areas that cover the range of needs that should be planned for. The purpose of identification is to work out what action will be taken as a school - not to fit a child into a category. In practice, individual children will often have needs that cut across all these areas and these may change over time. The four areas are: **Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties, Sensory and/or physical needs.**

Further information can be found in **Appendix 1**.

Children may also have other difficulties which may impact on their learning, progress and attainment but they are **NOT SEN**.

These are:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

SCHOOL PRACTICE FOR IDENTIFYING CHILDREN WITH SEN (A Phased Approach)

Phase One:

At the Trust, class and subject teachers, supported by the middle and senior leadership teams, follow a termly cycle of Assessments to measure progress of all children. These are followed by Pupil Progress meetings and discussions, which is the forum for identifying children not making adequate progress across all areas of the curriculum.

The first response is through classroom differentiation. High quality teaching is targeted at the child's areas of weakness. These specific areas are recorded on the relevant planning formats and relevant timetables. This includes if 1:1 or small group intervention is needed to give a more specialised boost. This teaching and support is then assessed and the child's progress is tracked to see if progress is being made in the area of difficulty. Class teachers will discuss any concerns or intervention being targeted with parents either through open evenings or invite parents in to discuss. For many children high quality planning and teaching will address the child's needs: this is the responsibility of the class teacher.

Phase Two:

Where progress continues to be less than expected, the class teacher will notify and begin working with the SENCO to assess whether the child has SEN. This pre-SEN phase is referred to as 'Child Causing Concern' and involves meeting with the child and their family to discuss further what difficulties are being experienced, what has already been tried and setting new targets and a more specific support or deployment of resources is shared. If required, the SENCo might request an assessment/observation from an outside agency with parental permission to gather further evidence. In addition, the class teacher completes a detailed "Children Causing Concern Record" which identifies strengths and weaknesses and details all that has been tried. They will also use the Local Authority provided SEND ranges to identify need and suggest some strategies to try.

Following the process of **Assess-Plan-Do-Review**, the class teacher and SENCo will then monitor the child's progress using any outside agency advice given and meet with the child and family through open evening or a designated meeting to discuss as appropriate. Throughout this stage it is the class teacher's responsibility to monitor the child's progress and continue to use strategies identified by the SENCo or outside agencies to support and review whether progress is being made. The class teacher must also ensure information is passed on to any other teachers working with the child and then onto the next year group.

Phase Three:

If a child then continues to have further difficulties and no progress is being made in the identified areas of difficulty, whether that is academically or socially, a formal meeting with the family, class teacher, and if required, the SENCo, will be held. With parents' permission, a child will be placed on the school **SEN register** at **SEN SUPPORT**. This register is held by the SENCo and data is used to complete the School Census and administration system.

MANAGING PUPILS NEEDS ON THE SEN REGISTER: SEN SUPPORT

At the Trust, **SEN SUPPORT** is again graded to reflect the differing needs of individual children and how much additional support they require. At this stage any additional provision differentiated work, additional activities are recorded onto relevant planning, trackers, timetables **or** forms to show the additional and different activities being provided and to support evaluating progress. Every term, each child will complete and update a SEN Support Plan with their family and class teacher. This will include reviewing the previous term's targets and setting new targets to work on and the additional provision including adult support, different activities and resources that have been provided in order to support their SEN needs. It will also include a discussion about any changes to be made to this support, moving forward if required. The graded approach follows:

Stage 1.

A meeting with the child, family, class teacher and SENCo (if required) will be held termly where targets will be reviewed and set as part of a SEN Support Plan. An '**All About Me**' pupil profile will also be completed with the child and be updated yearly as part of the SEN Support Plan. It is important that key information is known by supply staff or unfamiliar staff teaching that child, as a child moves up a year or onto a new school and that a pupil can share important information about themselves. Families too, can contribute to the SEN Support Plan any information they feel is important for all to know. The SENCo will keep a copy and, with phase leaders' support, ensure planning, teaching and assessments accurately cater for need and address the SEN Support Plan. For some children this level of support will address their needs and no additional action will be required.

Stage 2.

If the family and/or class teacher/SENCo feel additional professional advice is required, external agencies will be contacted to assess or observe children and their advice and recommendations will be discussed at the next termly SEN Support Plan meeting and used to inform next targets.

Stage 3.

If advice from outside agencies is that further work and/or support from one or more outside agencies is going to be required for some time, the Support Plan will be expanded to include reports and more information, alongside the reviewed targets and information recorded at stage one and two. If very complex the SEN Support Plan will be transferred onto a "One Plan." This is a **non-statutory** document devised by Darlington LA to collate all information from different agencies into one document, which is used at the discretion of the school if it is found helpful. Some children do also enter school from Early Years already on a One Plan to support their needs. During the Reception year, these children will be transferred onto a school SEN Support Plan or an application for an EHC assessment will be made in order to continue to support their needs as they transfer into school age. If a child makes good progress a child can move back down to Stage 1 within School SEN Support and their needs be assessed, planned, supported on-going via the SEN Support Plan. If more support and resources alongside more outside agency support are required with family permission a request will be made for a Statutory EHC assessment and subsequent EHC Plan.

STATUTORY EDUCATION HEALTH CARE PLANS (EHC)

If the needs of the child are not being met through the provision, support and actions outlined in the Support Plan/**One Plan**, a multi-agency meeting will agree to submit the **One Plan** to the authority, requesting a **statutory assessment for an Education Health Care Plan (EHC)**. An **EHC plan** is required for children whose needs require a more intensive level of specialist help that cannot be met from the resources available to school. The application for an Education, Health and Care plan will combine information from a variety of sources, many which will already be available within the **One Plan** document or have been collected from a range of outside Agency reports and school SEN Support Plans reflecting evidence of the 'Assess, Plan, Do' review process. A decision will then be made by a group of people from education, health and social care about whether or not the child is eligible for an **EHC plan** and if so, they will be recorded as **STATUTORY EHC** on the **SEN Register**. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an **EHC plan**.

Special Educational Needs Policy (2014) 8

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

In some small cases, due to the support received and the needs of the child, a child might make such progress that it is felt the additional **SEN support** is no longer required. At the Trust, no child is removed from the register without parental approval. This agreement is sought at a meeting where evidence as to why the child no longer needed to be on the SEN register would be shared and it would have to be demonstrated that this was a long term non-requirement. A form to agree to the removal of the child from the SEN register is then completed and signed by the parent and SENCo and added to the child's records. At the Trust it is agreed that children should not be removed and then put back onto the SEN register as this would be detrimental to the child and their family. Therefore, this decision would not be taken lightly.

SUPPORTING PUPILS AND FAMILIES

At the Trust we strongly believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual child's needs. The SENCO may also signpost parents of children with SEN to the local authority Information, Advice and Support Service (IASS) service where specific advice, guidance and support may be required and to the Local Authority Local Offer Page where information connected to Special Educational Needs and disability services, leisure activities and schools within Darlington authority can be found. Parents are also signposted to The Parent Carers Forum, Neurodiverse Website, OT Website and Support via Daisy Chain provisions where families can seek advice and support, CAMHS and other agencies. Links to these sites can be found in the School's SEND Information Report which can also be found on the school website.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. These services include: Educational Psychology, Speech and Language, Social Communication and Outreach, Low Incidence Needs, Occupational Therapy, Physiotherapy, Behaviour Support, Children Adolescent Mental Health Service (CAMHS)- , Mental Health Support Team, Neurodiverse Pathway and Daisy Chain Family Support Services.

The school's SEN Governor (Jackie Saint) may be contacted at any time in relation to SEN matters.

Transition

Transition between year groups and key stages within the Federation of Mowden Schools is carefully planned for all children with special educational needs. If extra visits to the new classroom, or picture books required showing new classrooms and staff - which can be taken home over the summer holidays to support the change - they are provided. The SENCo works very closely with colleagues in both the Early Years settings to plan careful transition into Foundation Stage and with the secondary providers with transition into Y7. Families and their children are always central to this process and involved in what extra transition is required to support the child.

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 SEN; those with Education, Health and Care Plans and those without.

Special Educational Needs Policy (2014) 5

All applications for admission to the school are dealt with in accordance with the LA admissions criteria, regardless of whether or not the school considers it can cater for a child's special educational needs. When the admissions criteria are applied, higher priority may be given within an admissions category when special factors are considered. Such special factors could include a child's special educational needs. If a child has a learning or behaviour difficulty or a disability for which specialist training or equipment is essential but not available within the school's resources, then the school will liaise with the LA. More information can be found on the school website.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

At the Trust we recognise that all pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (**EHC**) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information regarding how arrangements are put in place to support pupils with medical conditions, please refer to our **Supporting Pupils with Medical Conditions Policy**, which can be found on the school website or through contacting school.

MONITORING AND EVALUATION OF SEND

In order to make consistent continuous progress in relation to SEN provision, the school gathers feedback from staff, parents and pupils throughout the year through meetings questionnaires learning walks and scrutiny of books via phase leaders and the Senior Leadership Team. Pupil progress will be monitored on a termly basis, in line with the SEN Code of Practice, through the SEN Support Plan meetings (with children and their families) and through Pupil Progress meetings and discussions with class teachers, phase leaders and senior management. A range of recording formats, including planning, timetables and other recording formats are used to monitor SEN provision and interventions. This informs any changes in provision necessary.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. The quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEN policy is renewed by the governing body annually.

TRAINING

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

The SENCo attends Darlington's SENCo network meetings termly in order to keep up to date with all local and national information, advice and support. This information is then passed on to school staff appropriately.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through appraisal. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEN provision and practice; and to discuss the needs of individual children.

RESOURCES

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to a notional £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. Individual applications are made to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

ROLES AND RESPONSIBILITIES

The person responsible for overseeing the provision for children with SEN is **Mrs Lexi Wilkinson (Headteacher)**.

The person co-ordinating the day to day provision of education for pupils with SEN is **Mrs Helen Taylor (SENCo)**

Contact Details:

phone: (01325) 380820

Email: htaylor@mowden.darlington.sch.uk

The governor with responsibility for SEN is Mrs Jackie Saint

Safeguarding Lead Mr Alistair Johnson

Class teacher:

Their responsibilities are:

- To ensure all children make progress through careful planning for individual and group needs.
- Early identification of children not making progress and adapt approaches to classroom management, resources and planning to support learning.
- Liaise with SENCo and outside agencies to identify barriers to learning.
- To measure the impact of any intervention planned for.
- To set termly targets for children and share these with parents.

Teaching Assistant:

Their responsibilities are:

- To work closely with the class teachers to support any children with SEN under their care and work with the class teacher to plan and deliver activities to meet the needs of individual children or groups of children with SEN.
- To report back and evaluate with the class teacher progress made through intervention programmes.
- To evaluate impact of the intervention and review future intervention with the SENCo.

STORING AND MANAGING INFORMATION

All information regarding SEN is stored in a lockable filing cabinet alongside all other confidential material in the pupil's records or within the school computer system. Access to these records is via the SENCo or administration staff and all members of staff know that records must be stored away once read. It is the responsibility of the SENCo to ensure all records are kept up to date and recorded into the pupil's individual record files or additional SEN files. Any documents that are no longer required must be shredded or destroyed via a confidential waste collection.

ACCESSIBILITY

Access to the curriculum, information and associated services

Children with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made. Regular training and

learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Special Educational Needs Policy (2014) 9

SEN Specialism and special units

The Trust has had varied experience of a wide range of special educational needs.

The school does not have any special units for specific educational needs; these are provided elsewhere within the authority.

Special facilities related to access

Access to the Trust site and buildings is possible but the junior site is more difficult for users of wheelchairs. Movement within the junior school, between the classrooms and the hall, is restricted for wheelchair users.

The schools have adult assisted access toilets.

There are also facilities for showering and changing children with physical needs in the infant building. Steps and changes of level within the school building have been marked to help pupils with visual impairment. (See also **Accessibility Plan**.)

Families wanting to contact the school

At the Trust Schools we operate an 'open door' policy. If parents have any questions or concerns they can ask to arrange an appointment to speak with a member of staff before or after school via telephoning or e mailing the office or by asking a member of staff at the beginning or end of the day.

DEALING WITH COMPLAINTS

The Trust works to develop a positive relationship with parents but if a parent is unhappy with anything the Trust does:

i) The child's class teacher or the SENCO will listen to and give consideration to any concerns.

ii) The involvement of the Head teacher is offered as and when necessary.

iii) If a parent is not satisfied with the way the school handles a concern, the governing body will consider the complaint, in line with the School Complaints Policy. The parent/carers will also be informed about the Information, Advice and Support Service (IASS-Formerly Parent Partnership) service so that they can obtain support, advice and information if they wish.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE May 2013 2014
- SEND Code of Practice 0 – 25 (July June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- The National Curriculum in England Key Stage 1 and 2 framework document – Sept 2013
- Safeguarding Policy
- Accessibility Plan

- Teachers Standards 2011 2012

APPENDIX ONE

SEN Code of Practice 2014 Description of Need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.