

Belmont Cheveley Park Primary School



Special Educational Needs and Disability Policy

Last updated: October 2025
Review date: October 2026

1. This policy details how Cheveley Park School identifies, and provides for, children with Special Educational Needs and Disability
2. Cheveley Park is an inclusive school and is committed to providing effective learning opportunities for all pupils. All children follow a broad and balanced curriculum, modified where appropriate to meet their individual needs. This includes:
 - Setting suitable learning challenges
 - Responding to pupil's diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
3. In line with our school aims this policy will have regard to the Special Educational Needs and Disability Code of Practice: 0-25 years when carrying out its duties toward all pupils with special educational needs.

We will:

- Publish information on its SEND policy and SEND information report which will be available to parents.
 - Ensure that SEND provision is an integral part of the school's development plan.
 - Ensure that the quality of SEND provision is continually monitored by the SEND governor, reporting back to the governing body.
 - Update Family Information Service as part of the LA local offer.
4. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. We will also make available information provided by the SEND Information, Advice and Support Service SENDIASS (formerly known as Durham Parent Partnership Service).
 5. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.
 6. The SEND Code of Practice refers to a process for identifying and meeting the needs of children with SEND. This is a continuous cycle of 'assess-plan-do-review' which takes into account the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. Children can be identified through the school tracking system and by teacher assessment.
 7. In order to help children who have special educational needs, we will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. We will record the steps taken to meet the needs of the individual children.

Special Educational Needs – Graduated Approach

Areas of SEND as identified in the SEND Code of Practice:

- Communication and Interaction Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

Identification of SEN

Short Note

When a teacher has initial concerns that a child has a Special Educational Need he/she will complete a 'Short Note' form and discuss this with the SENCO and the head teacher. This form includes, possible area of special need, observation notes, assessment information and details of strategies tried so far. School staff will then liaise with the child and their parent/carer at the earliest opportunity to discuss such concerns and agree the best way forward.

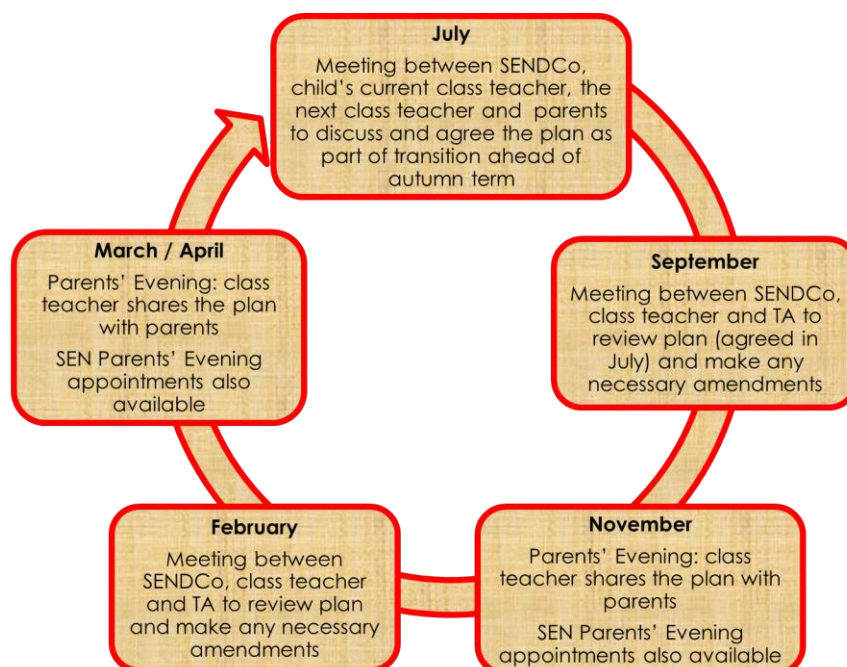
SEN Support Plan

When a teacher has further concerns about a child he/she will produce an SEN support plan in partnership with the child and their parent/carer. It will include the joint outcomes to be achieved and the support needed to meet those outcomes.

Education Health Care Plan –EHC

When a teacher and parent feel it appropriate to request an assessment for an EHCP he/she will gather evidence, liaise with the child, parent/carer and outside agencies. He/she will then complete the forms on the County Durham Families Information Service website and submit it to the L.A.

Annual Statutory Review meetings will be held by a multi- disciplinary team along with parents. Copies of the review will be circulated to all concerned. Wherever possible, the child will also take part in the review process and be involved in setting the targets.



Medical Health Care Plan

Children with medical conditions have a Medical Health Care plan. Plans will be drawn up with input from professionals e.g. a specialist nurse, in consultation with the school, the child and their parents.

Changes to the SEN Register

Following discussions with children and parents at termly reviews children can be moved to a higher or lower stage or, removed from the SEN Register.

8. Staff Roles

Provision for children with special educational needs is a matter for the school as a whole with some staff having specific responsibilities.

Class Teachers have the following responsibilities to:

Provide Quality First Teaching and a graduated approach of assess, plan, do, review
Have high aspirations for every pupil: set clear progress targets for all pupils
Use the SENCO strategically to support the quality of teaching
Work with external agencies to support the quality of teaching
Work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress

The SENCO has the following responsibilities to:

Oversee day to day operation of the SEND policy
Co-ordinate provision for children with SEND
Liaise with fellow teachers and liaising with and managing learning support assistants, liaising with EMP staff
Oversee the records of all children with SEND
Liaise with parents and children with SEND
Liaise with external agencies
Contribute to the in-service training of staff
Organise annual reviews
Monitor and review SEND provision

The Headteacher

The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The headteacher will keep the governing body fully informed and also work closely with the school's SEND co-ordinator.

The Governing Body

The governor with specific responsibility for SEND will have regard to the SEND code of Practice and will oversee the implementation of the reform and provide strategic support to the head teacher and SEND co-ordinator. The SEND governor will also ensure that the governors are aware of the school's SEN provision.

9. Enhanced Mainstream Provision for children with Speech, Language and Communication Needs

Introduction

All children in the EMP have either an SEN plan or an Education Health Care Plan. The child's prime difficulty is a specific speech and/or language impairment. Some children have additional special educational needs.

Speech and Language Therapy is provided by Speech & Language Therapists employed by North Tees and Hartlepool NHS Foundation Trust.

Aims

- Improve children's communication skills.
- Develop confidence and self-esteem.
- Encourage independence.
- Develop strategies that help children to cope with their language difficulties.
- Develop social skills.
- Overcome barriers to learning arising from the children's speech and language difficulties.

Organisation

The EMP is a flexible, inclusive provision. Each child's timetable is carefully planned in order to meet their individual needs, to provide suitable learning challenges, and overcome barriers to learning. This is likely to include small group work with specialist staff, frequent opportunities to practise communication skills and high levels of pastoral support.

Children receive individual or small group speech and language therapy from Speech and Language Therapists on a needs lead basis.

EMP teachers and L.S.A.s liaise closely with each other, mainstream teachers, and speech & language therapists.

Other documents to support the school approach to SEND

SEND information report (published on the school website)
EMP brochure (also published on the school website)