

Beechdale Nursery and Consett Infant Federation



SEN POLICY

September 2026

Contents

Section 1: Main contacts and Policy details

Section 2: Legislative Compliance

Section 3: Our School Profile and School Values

Section 4: Aims and Objectives of this Policy

Section 5: Definitions of SEN and of Disability

Section 6: Graduated approach to identifying whether a child should be in receipt of SEN Support

Section 7: Request for statutory Education, Health and Care needs assessment

Section 8: Statement of Special Educational Needs or Education Health and Care Plan (EHCP)

Section 9: Management of SEND within our school

Section 10: Partnership with Parents/Carers

Section 11: Involvement of Children

Section 12: Supporting pupils at school with medical conditions

Section 13: Effective Transition

Section 14: Admission Arrangements

Section 15: Accessibility and Exam Access arrangements

Section 16: Storing and Managing information

Section 17: Complaints

Section 1: Main contact details and policy key dates

Name of Head Teacher/ SENCO

Mrs Julia Graham/ Mrs
Stacey Askwith

Name of the SEND Governor

Mrs C Grundy/ Mrs C
Adams

Date:

September 2026

Renewed policy agreed by the governing body on

November 2026

Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014.
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (January 2015, updated September 2024).
- Special Educational Needs and Disability Regulations 2014.
- Equality Act 2010.
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR).
- Early Years Foundation Stage (EYFS) Statutory Framework (current version)

- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (current version).
- Keeping Children Safe in Education (KCSIE) (current version).
- Working Together to Safeguard Children (current version).
- Teachers' Standards 2012.
- Education Inspection Framework (EIF) and current Ofsted inspection guidance.
- National Curriculum Framework and associated statutory guidance.
- Durham County Council Local Offer and locally agreed procedures for SEND.

2.2 Our school has separate policies in place for:

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Accessibility Plan, Equality Objectives, Behaviour Policy, Anti-Bullying Policy, Supporting Pupils with Medical Conditions Policy, Attendance Policy, Assessment Policy, Data Protection Policy, Complaints Policy, Admissions Policy, Educational Visits Policy and Health and Safety Policy.

2.3 Our SEND Information Report sets out how we implement this SEND Policy and meet our duties under the Children and Families Act 2014 and Equality Act 2010. The SEND Information Report is reviewed annually and published on the school website.

2.4 Information for parents and carers regarding SEND, including the SEND Code of Practice, the school's SEND Information Report and the Durham Local Offer, is available through the school website and Durham County Council's Local Offer website. Parents and carers may also contact the SENDCo for further information and advice.

Section 3: Profile and Values

3.1 Our School Profile

Beechdale Nursery and Consett Infant Federation is a Mainstream school.

3.2 Our School Values

At Beechdale Nursery and Consett Infant school Federation we are committed to creating an inclusive environment where every child feels a sense of belonging and is valued as a unique individual. We recognise the importance of listening to and acting upon the views, wishes and feelings of children, ensuring that they are involved in decisions about their learning and development wherever possible. We are committed to providing equality of opportunity for all children and to removing barriers that may prevent them from achieving their full potential. Through early identification and timely intervention, we aim to provide appropriate support that enables children to make good progress and experience success. We work closely with parents, carers and professionals across education, health and social care to ensure a coordinated approach to meeting children's needs. Our ultimate goal is to equip every child with the knowledge, skills, confidence and resilience required for future learning, positive wellbeing and successful participation in society.

Our school values:

- We aim to provide a welcoming, caring environment in which every child is supported and encouraged to develop through play, to their full potential. In this secure environment each person is valued and respected.
- We aim to stimulate the children, and encourage their development by providing an enjoyable, challenging and interesting environment.
- We recognise each child's individual needs and provide appropriate play experiences to aid development
- We aim to give each child time and opportunities to acquire basic skills and concepts which will form a foundation for their mainstream education and future life.
- We aim to work in partnership with parents/carers acknowledging each other's roles. We recognise that a child's education does not begin when your child enters nursery. In previous years he/she has learnt much in the home environment from experiences you have provided. At nursery we try to build on these experiences and develop a partnership with parents which we hope will continue throughout your child's school years.
- We aim to make every child feel wanted and important and to encourage them to be independent so that they can make their own decisions and care for themselves, their friends and their nursery environment
- All children are encouraged to participate in the life of our school
- All our teachers are teachers of children with SEND and are responsible for their progress and development

Section 4: Aims and Objectives of our approach to SEND

4.1 We aim to:

- Put our school values into practice every day and foster a culture of inclusion, belonging and high aspirations for all children;

- Use our best endeavours to ensure that every child, including those with SEND, can access a broad, balanced and ambitious curriculum and achieve success;
- Promote equality of opportunity by identifying and removing barriers to learning, participation and achievement;
- Encourage meaningful participation from children, parents, carers and professionals in decision-making and the planning of support;
- Ensure that children's views, wishes and feelings are listened to and taken into account wherever possible;
- Identify additional needs at the earliest opportunity and provide timely, effective intervention and support;
- Support children's social, emotional and mental wellbeing alongside their academic progress;
- Prepare children for future learning and positive life outcomes by developing their independence, confidence and resilience;
- Work collaboratively with education, health and social care professionals to provide a coordinated approach to support;
- Clearly communicate what support is available, why it is being provided and how its impact will be reviewed;
- Fulfil our statutory responsibilities under SEND and equality legislation.

4.2 Our Objectives are:

- To work in partnership with families, external agencies and professionals involved in supporting children within our school;
- To promote children's self-esteem, emotional wellbeing and positive mental health, enabling them to develop meaningful relationships based on respect for themselves and others;
- To adopt a whole-child, whole-school approach to the identification, assessment and provision of support for children with SEND;
- To ensure that every teacher is a teacher of every child, including those with SEND, through high-quality teaching and ongoing professional development;
- To ensure that all staff understand their responsibilities in supporting children with SEND and promoting inclusive practice;
- To deploy support staff effectively while recognising that additional intervention cannot replace high-quality classroom teaching;
- To provide personalised and differentiated learning opportunities that build on each child's strengths, interests and individual needs;
- To identify needs as early as possible, particularly for vulnerable and disadvantaged children, and to regularly monitor and review the impact of support;
- To ensure that children are actively involved in discussions about their learning and support, taking account of their views, wishes and feelings;
- To make reasonable adjustments and provide appropriate support to enable children to participate fully in all aspects of school life;

- To reduce barriers to learning and narrow gaps in attainment and achievement between vulnerable learners and their peers;
- To focus on individual progress and outcomes across academic, social, emotional and developmental areas as key indicators of success;
- To develop and support the role of the SENDCo in leading, coordinating and evaluating SEND provision across the school;
- To map, monitor and evaluate provision to ensure that resources, staffing and interventions are used effectively and lead to positive outcomes for children;
- To work collaboratively with the Local Authority, health services and other agencies to secure a coordinated and multi-professional approach to meeting children's needs;
- To maintain an up-to-date understanding of the Local Offer and available services in order to maximise access to universal, targeted and specialist provision;
- To support successful transitions between classes, phases and settings through effective planning and information sharing;
- To ensure that safeguarding arrangements fully consider and respond to the additional vulnerabilities that may be experienced by some children with SEND;
- To act at all times in the best interests of the child while ensuring the effective and efficient use of available resources.

Section 5: Definitions of SEN and of Disability

5.1 SEN Definition

A child or young person has SEN 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 or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

5.2 Communication and Interaction (C and I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. 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 with Autism Spectrum Condition (ASC) or 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.

5.3 Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD),
- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; 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, which may include dyslexia, dyscalculia, developmental coordination disorder (DCD/dyspraxia) and dysgraphia.

5.4 Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEN. Some children may experience social, emotional and mental health needs arising from adverse childhood experiences, trauma, anxiety or other mental health difficulties which impact upon their learning and participation in school life.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable 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 (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

5.5 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 on-going support and equipment to access all the opportunities available to their peers.

5.6 Difficulties which may not be related to SEN

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or Previously Looked After Child
- Being a child from service family

5.7 Disability

The definition of disability under the Equality Act 2010 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 provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

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 with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The school will make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers and can access all aspects of school life. We offer a wide range of extra-curricular activities, through after-school clubs, breakfast club and school trips that can be accessed by all children.

5.8 Identifying SEND

The purpose of identification is to work out what action the school needs to take, not to fit a child into a particular category. Individual children often have needs that span more than one area of need and support will be planned according to the child's identified strengths, needs and desired outcomes.

Section 6: Graduated approach to identifying if a child requires SEN Support

6.1 Graduated approach

In accordance with the SEND Code of Practice, the school adopts a graduated approach to identifying and supporting children with Special Educational Needs and Disabilities (SEND). Decisions regarding SEND provision are based on a clear analysis of a child's needs and are informed by teacher assessment, progress and attainment data, observations, parental views, the views of the child and, where appropriate, advice from external professionals. Provision is reviewed regularly to ensure that support remains effective, responsive and focused on achieving positive outcomes.

Support for children with SEND follows the cycle of:

Assess → Plan → Do → Review

This graduated approach enables staff to identify needs early, implement appropriate support, monitor progress and make adjustments where necessary.

The views, wishes and feelings of the child are considered throughout the assessment, planning and review process in a manner appropriate to their age, stage of development and communication needs.

6.2 Whole School Identification and Assessment

All children's needs are identified and met as early as possible through:

- Ongoing observation, assessment, target setting and monitoring arrangements;
- The graduated cycle of Assess, Plan, Do and Review;
- Listening to and responding to parental concerns;
- Listening to and taking account of the child's views, wishes and feelings;
- Analysis of attainment, progress and developmental information;
- Regular review of children's learning and development;
- Monitoring the effectiveness of teaching and learning;
- Liaison with previous settings and schools during transition;
- Information sharing with relevant professionals from education, health and social care;
- Involvement of external agencies where concerns indicate a need for specialist advice or assessment;
- The use of school management and assessment systems to track progress, identify barriers to learning and evaluate the effectiveness of provision.

Children's needs are discussed regularly by teaching staff and school leaders to ensure that appropriate support and intervention are provided in a timely manner.

6.3 General Provision for All Children

All children have access to high-quality, inclusive teaching that is adapted to meet their individual needs.

Quality First Teaching (QFT)/Ordinarily Available Provision (OAP) includes:

- Adaptive teaching approaches for all children;
- Targeted questioning and scaffolded support;
- Preparation for new learning and vocabulary development;
- High expectations for all children;
- The effective use of resources and classroom support.

Children who are underachieving may receive additional support to accelerate progress but will not necessarily be identified as having SEND.

Reasonable adjustments will be made, where required, to ensure that disabled children are able to access learning opportunities, activities and experiences alongside their peers.

The school's provision mapping process enables leaders to:

- Strategically plan provision;
- Ensure effective deployment of resources;
- Identify strengths and gaps in provision;
- Evaluate the impact of interventions;
- Demonstrate accountability for resource allocation;
- Support school improvement and self-evaluation;
- Ensure provision is focused on achieving positive outcomes for children.

6.4 Examples of Curriculum Access and Provision

Where children require support that is additional to, or different from, that available to all children, the school may provide:

- Adapted teaching strategies
- Differentiated tasks;
- Pre-teaching and overlearning opportunities;
- Targeted small-group intervention programmes;
- Evidence-based interventions;
- Additional adult support where appropriate;
- Speech and language programmes;
- Social communication support;
- Emotional wellbeing and friendship groups;
- Sensory or movement-based activities;
- Personalised resources and equipment;
- Individual support programmes;
- Support to access clubs, educational visits and wider school activities;
- Support from specialist external services where required.

Provision will always be matched to identified need and intended outcomes.

6.5 Monitoring and evaluation of progress

The effectiveness of provision is monitored through:

- Ongoing assessment against agreed outcomes;
- Teacher assessments and observations;
- Work scrutiny and moderation activities;
- Monitoring of teaching and learning;
- Attendance and wellbeing information;
- Discussions with children and parents/carers;
- Evaluation of intervention programmes;
- Regular pupil progress meetings;
- SEND reviews and support plan reviews;
- Feedback from external professionals where appropriate.

Individual progress and outcomes are considered across academic, social, emotional and developmental areas.

6.6 SEND support

Where a child is identified as requiring provision that is additional to, or different from, that normally available through Quality First Teaching or Ordinarily Available Provision, they may be placed on the school's SEND Register and receive SEND Support.

The school uses its delegated SEND resources and notional SEND budget to provide appropriate support according to individual need and desired outcomes. Provision is determined by assessed need rather than a prescribed level of funding.

Children receiving SEND Support will have a SEND Support Plan which:

- Identifies strengths as well as areas of need;
- Records desired outcomes and agreed targets;
- Identifies appropriate provision, strategies and reasonable adjustments;
- Records the views of the child (where appropriate) and their parents/carers;
- Identifies responsibilities for implementing support;
- Provides a framework for monitoring and reviewing progress.

Targets and outcomes will be agreed through discussion between:

- The child, where appropriate;
- Parents/carers;
- Class teachers;
- The SENDCo;
- Support staff;
- External professionals where involved.

SEND Support Plans will normally contain up to four specific, measurable, achievable, relevant and time-bound (SMART) targets or outcomes.

Support plans are reviewed at least termly using the Assess, Plan, Do, Review cycle. At each review, consideration will be given to:

- Progress towards agreed outcomes;
- Effectiveness of provision;
- Any changes in needs;
- The child's and parents' views;
- Next steps and future support.

Where a child has made sustained progress and no longer requires provision that is additional to or different from that ordinarily available, support may be discontinued

following discussion with parents/carers. In this case, they will continue to be monitored on the SEND register and then removed as required.

Risk Assessments, Individual Healthcare Plans and Personal Emergency Evacuation Plans (PEEPs), where required, will be reviewed regularly by relevant staff to ensure they remain appropriate and effective.

Section 7: Request for statutory education, health and care assessment

For some children with SEND, despite the school, family and other agencies working together to provide appropriate support through the graduated approach, expected progress may not be made. In these circumstances, external professionals, including an Educational Psychologist and other relevant specialists, may need to be involved in assessing the child's needs and contributing to planning and reviewing provision.

The school will use its delegated SEND resources and available provision to support children with identified special educational needs. Where a child has significant and/or complex needs and may require provision beyond that which would normally be available through the school's resources, consideration may be given to requesting an Education, Health and Care (EHC) Needs Assessment from the Local Authority.

Parents/carers and, where appropriate, the child will be fully involved in discussions about the need for an EHC Needs Assessment and will be supported throughout the process.

A multi-agency meeting may be arranged to review the child's needs, progress and outcomes and to consider whether a request for statutory assessment is appropriate. Advice may be sought from the Local Authority SEND Team and relevant professionals before a request is submitted.

Section 8: Statement of Special Educational Needs or Education Health and Care Plan

Children with an Education, Health and Care Plan (EHCP) will have access to all arrangements available for children receiving SEND Support. In addition, the provision specified within the EHCP will be implemented and monitored to ensure that the child's identified needs are met and that progress is made towards agreed outcomes.

An Annual Review of the EHCP will be held in accordance with the requirements of the SEND Code of Practice. Reviews will consider the child's progress, attainment,

wellbeing, views and aspirations, the effectiveness of current provision, and any amendments required to the Plan.

Parents/carers, the child (where appropriate), school staff and relevant professionals will be invited to contribute to the review process to ensure a collaborative and person-centred approach.

Where necessary, interim or early reviews may be arranged if there is a significant change in the child's needs, circumstances or provision requirements.

The school's review procedures comply with the requirements set out in the SEND Code of Practice: 0-25 Years.

Section 9: Management of SEND within our school (see SEN on the school website)

9.1 General

The Governing Body has delegated responsibility for the day-to-day implementation of this SEND Policy to the Special Educational Needs and Disabilities Co-ordinator (SENDCo). The SENDCo is responsible for reporting regularly to the Governing Body and the designated SEND Governor regarding the effectiveness of SEND provision across the school.

The school is committed to providing an inclusive environment in which all children, including those with SEND and disabilities, are valued, supported and enabled to achieve their full potential. All staff share responsibility for ensuring that children with SEND receive high-quality teaching and appropriate support to enable them to participate fully in all aspects of school life.

The Designated Teacher for Looked After and Previously Looked After Children works closely with the SENDCo where a child has SEND alongside additional vulnerabilities or needs. All staffing appointments and deployment of resources are made in accordance with equal opportunities legislation, safeguarding requirements and safer recruitment procedures.

New members of staff receive appropriate induction and are made aware of the school's SEND procedures, policies and the needs of the children for whom they are responsible.

9.2 SEND Governor

The Governing Body has appointed a designated SEND Governor to support the school's strategic oversight of SEND provision.

The SEND Governor will:

- Monitor the effectiveness of the school's SEND arrangements;
- Support the Governing Body in fulfilling its statutory duties relating to SEND;
- Receive updates from the SENDCo regarding SEND provision, outcomes and developments;
- Promote an inclusive culture and equality of opportunity for children with SEND;
- Provide appropriate challenge and support regarding SEND provision and outcomes.

The SEND Governor does not have responsibility for individual children but has a strategic role in ensuring that the school's SEND responsibilities are effectively fulfilled.

9.3 The Head Teacher

The Headteacher has overall responsibility for the strategic leadership and management of SEND provision within the school.

The Headteacher will:

- Monitor and evaluate the progress and attainment of all children, including those with SEND;
- Ensure that SEND provision forms part of the school's strategic development planning;
- Work closely with the SENDCo and Governing Body to secure high-quality provision;
- Ensure that appropriate staffing, training and resources are available;
- Promote an inclusive culture where all children are supported to achieve their potential;
- Ensure that statutory duties relating to SEND, equality and safeguarding are fulfilled.

9.4 The SENDCo

The SENDCo will oversee the day-to-day operation of this policy and SEND provision across the school.

The SENDCo will:

- Be a qualified teacher and hold, or be working towards, the National Professional Qualification for SENCOs (NPQ for SENCOs) in accordance with statutory requirements;
- Coordinate the provision made for children with SEND;
- Support and advise teachers and support staff regarding effective SEND practice;
- Contribute to the strategic development of SEND provision across the school;
- Monitor and evaluate the quality and effectiveness of SEND provision;
- Maintain and review the SEND Register and associated records;
- Oversee the implementation of the graduated approach through Assess, Plan, Do, Review;
- Support staff in identifying children who may have SEND at the earliest opportunity;
- Monitor the impact of interventions and support programmes;
- Ensure that children and their parents/carers are fully involved in planning, reviewing and evaluating support arrangements;
- Coordinate SEND Support Plans and Annual Reviews of Education, Health and Care Plans (EHCPs);
- Liaise with parents/carers and maintain effective communication regarding SEND provision;
- Liaise with external agencies, health professionals, educational psychologists and Local Authority services;
- Ensure effective transition arrangements are in place when children move between classes, phases and settings;
- Contribute to staff training and professional development relating to SEND;
- Attend network meetings and relevant professional development opportunities;
- Work closely with the SEND Governor and senior leaders to monitor the effectiveness of SEND provision;
- Ensure that the school's SEND Information Report is reviewed annually and published on the school website.

9.4 Classroom Teachers and Key Workers

All teachers and key workers are responsible and accountable for the progress and development of every child in their class, including those who receive additional support from teaching assistants or specialist staff. Teachers are responsible for implementing the graduated approach of Assess, Plan, Do, Review, with support from the SENDCo where appropriate.

Class teachers and key workers will:

- Provide high-quality teaching that is adapted to meet the needs of individual children;
- Maintain high expectations and aspirations for all children;
- Identify and respond to emerging additional needs at the earliest opportunity;

- Implement agreed support strategies, interventions and reasonable adjustments;
- Ensure that children with SEND can access learning opportunities and participate fully in school life;
- Monitor and review progress towards agreed outcomes;
- Work collaboratively with parents/carers and involve them in planning and reviewing support;
- Take account of the views, wishes and feelings of children when planning provision;
- Contribute to SEND Support Plans, Annual Reviews and multi-agency meetings where appropriate;
- Work closely with support staff and external professionals to ensure effective provision;
- Promote children's independence, confidence and wellbeing.

9.5 Safeguarding and SEND

The school recognises that children with SEND can face additional safeguarding challenges and may be particularly vulnerable to bullying, abuse, neglect, exploitation or barriers to communication. Staff understand that additional needs may affect a child's ability to recognise, report or communicate concerns.

All staff receive safeguarding training and are aware of the potential additional vulnerabilities experienced by some children with SEND. Safeguarding arrangements for children with SEND are implemented in accordance with the school's Child Protection and Safeguarding Policy and the current statutory guidance, *Keeping Children Safe in Education*.

The school is committed to ensuring that safeguarding procedures are inclusive, accessible and responsive to the needs of all children, including those with SEND.

Section 10: Partnership with Parents/Carers

We recognise that parents and carers know their child best and are key partners in their child's education and development. We are committed to working collaboratively with families, valuing their knowledge, views, aspirations and experiences. We believe that effective partnership working is essential in securing the best possible outcomes for children with SEND.

Wherever appropriate, children will be supported to contribute their views, wishes and feelings alongside those of their parents and carers. We are committed to

ensuring that decisions regarding provision and support are made through a person-centred approach that places the child and family at the heart of the process.

Our school aims to work in partnership with parents and carers by:

- Working effectively with all agencies and professionals involved in supporting children and their families;
- Giving parents and carers opportunities to play an active and valued role in their child's education and the planning of SEND provision;
- Making parents and carers feel welcomed, respected and listened to;
- Encouraging parents and carers to raise concerns and share information about their child's strengths, needs and aspirations at the earliest opportunity;
- Maintaining open, honest and timely communication with parents and carers and responding promptly to questions and concerns;
- Recognising parents and carers as partners in decision-making and involving them fully in assessing, planning, reviewing and evaluating provision;
- Focusing on children's strengths as well as areas of need and discussing ways in which home and school can work together to support progress and wellbeing;
- Agreeing appropriate outcomes and targets for children and involving parents and carers in reviewing progress towards these outcomes;
- Keeping parents and carers informed throughout assessment, intervention and review processes;
- Ensuring information is provided in an accessible format, including support for parents and carers with English as an Additional Language or other communication needs;
- Signposting parents and carers to sources of information, advice and support, including Durham SENDIASS and other relevant services where appropriate;
- Publishing and reviewing the school's SEND Information Report annually on the school website;
- Providing information about SEND provision, support services and the Durham Local Offer through the school website and other communication channels;
- Consulting with parents and carers regularly through review meetings, parents' evenings, SEND Support Plan reviews, Annual Reviews and informal discussions as appropriate.

The school values the contribution that parents and carers make to their child's education and is committed to establishing positive, respectful and productive relationships that support children in achieving their full potential.

Section 11: Involvement of Children

Children have the right to be involved in decisions about their education, learning and support. We recognise the importance of listening to children's views, wishes and feelings and ensuring that they are given opportunities to contribute to decisions that affect them in a way that is appropriate to their age, stage of development and individual needs.

We are committed to promoting a person-centred approach and actively encouraging children to participate in planning, reviewing and evaluating their learning and support arrangements.

We endeavour to involve children fully by encouraging them to:

- Share their views, wishes and aspirations about their education and school experiences;
- Discuss what helps them to learn effectively and identify any barriers they may be experiencing;
- Contribute to target setting and the review of their progress;
- Participate in SEND Support Plan reviews and, where appropriate, Annual Reviews of Education, Health and Care Plans (EHCPs);
- Develop an understanding of their strengths, achievements and areas for development;
- Reflect on their own learning and celebrate success;
- Contribute to decisions about support strategies and reasonable adjustments where appropriate;
- Develop confidence, independence and self-advocacy skills;
- Participate fully in wider school life and contribute to the school community.

The school will ensure that children are supported to communicate their views through a range of age-appropriate and accessible methods. Staff will take account of children's individual communication needs and will work with parents/carers and professionals where necessary to ensure that all children are able to participate meaningfully in decisions affecting them.

Section 12: Supporting pupils at school with medical conditions

The school recognises that some children have medical conditions that require ongoing support to enable them to access education fully and participate safely in all aspects of school life. We are committed to ensuring that children with medical conditions receive the support they need to achieve their full potential and are not disadvantaged in accessing educational opportunities.

Some children with medical conditions may be disabled under the Equality Act 2010 and the school will make reasonable adjustments to ensure they are not placed at a substantial disadvantage compared with their peers.

Some children with medical conditions may also have Special Educational Needs and Disabilities (SEND) and may have an Education, Health and Care Plan (EHCP), which brings together educational, health and social care provision. Where this is the case, the school will work closely with families and professionals to ensure that support is coordinated and effective.

The school works in partnership with parents/carers, healthcare professionals, the Local Authority and other relevant agencies to ensure that appropriate arrangements are in place to support individual medical needs.

Where required, Individual Healthcare Plans (IHPs), risk assessments and Personal Emergency Evacuation Plans (PEEPs) will be developed and reviewed regularly. Staff will receive appropriate information, guidance and training to support children with specific medical conditions safely and effectively.

Children with medical conditions will be supported to participate fully in lessons, educational visits, physical education, extra-curricular activities, breakfast club and other aspects of school life wherever it is safe and appropriate to do so.

Information relating to medical conditions is shared appropriately with relevant staff to ensure the safety and wellbeing of children. The school's procedures for supporting pupils with medical conditions are detailed further in the Supporting Pupils with Medical Conditions Policy.

Section 13: Effective Transition

The school recognises that successful transitions are essential in supporting children's wellbeing, progress and achievement. We are committed to ensuring that transition arrangements are carefully planned and personalised where necessary, particularly for children with SEND.

For all children, we will ensure early and effective planning for transition into our school, between classes and year groups, and to the next phase of education. We work closely with children, parents/carers, staff and external professionals to ensure transitions are positive and well supported.

Our transition arrangements may include:

- Information sharing between settings and schools;
- Meetings between staff, parents/carers and relevant professionals;
- Transition visits and familiarisation opportunities;
- Additional visits and personalised transition programmes where required;
- Opportunities for children to express their views, concerns and aspirations regarding transition;

- Sharing of SEND records and support information to ensure continuity of provision;
- Collaborative planning between SENDCos and other professionals involved with the child.

For children with SEND, transition arrangements may include reasonable adjustments and enhanced support to help reduce anxiety and promote confidence. This may include photographs, social stories, transition booklets, additional visits or meetings with key members of staff.

When children are due to transfer to another setting or school, parents/carers will be supported in considering available options and making informed decisions. Relevant information will be shared securely with the receiving setting in order to support continuity of learning and provision.

The transition needs of children with an Education, Health and Care Plan (EHCP) will be discussed as part of the Annual Review process. The SENDCo will work closely with receiving settings and relevant professionals to ensure that appropriate support arrangements are in place.

The school maintains close links with local schools, in particular Consett Junior School, and settings to support smooth and effective transitions for all children, particularly those with SEND.

Section 14: Admission Arrangements

Beechdale Nursery and Consett Infant Federation is committed to providing an inclusive education for all children. No child will be refused admission on the grounds of their Special Educational Needs and Disabilities (SEND), disability, ethnicity, language, gender, faith or background. Admission arrangements for children with SEND are in accordance with the school's Admissions Policy and statutory requirements.

The school welcomes children with SEND and will work closely with parents/carers, previous settings, the Local Authority and other relevant professionals to identify and meet individual needs as early as possible. Information will be gathered prior to admission, where appropriate, to support effective transition planning and ensure suitable provision is in place.

The school will make reasonable adjustments, in accordance with the Equality Act 2010, to ensure that disabled children are not placed at a substantial disadvantage and are able to access the curriculum, school environment and wider opportunities available within the school community.

Where a child has an Education, Health and Care Plan (EHCP), the school will work with the Local Authority and parents/carers to ensure that appropriate arrangements are in place to support a successful placement and transition into school.

Section 15: Accessibility and Access Arrangements (including KS1 tests)

Beechdale Nursery and Consett Infant school Federation is committed to providing an inclusive education for all children. No child will be refused admission on the grounds of their Special Educational Needs and Disabilities (SEND), disability, ethnicity, language, gender, faith or background. Admission arrangements for children with SEND are in accordance with the school's Admissions Policy and statutory requirements.

The school welcomes children with SEND and will work closely with parents/carers, previous settings, the Local Authority and other relevant professionals to identify and meet individual needs as early as possible. Information will be gathered prior to admission, where appropriate, to support effective transition planning and ensure suitable provision is in place.

The school will make reasonable adjustments, in accordance with the Equality Act 2010, to ensure that disabled children are not placed at a substantial disadvantage and are able to access the curriculum, school environment and wider opportunities available within the school community.

Where a child has an Education, Health and Care Plan (EHCP), the school will work with the Local Authority and parents/carers to ensure that appropriate arrangements are in place to support a successful placement and transition into school.

Section 16: Storage of records

The school processes and stores information relating to children with SEND in accordance with the Data Protection Act 2018, UK General Data Protection Regulation (UK GDPR) and the school's Data Protection Policy.

SEND records are maintained securely and may be held in both paper and electronic formats. Access to these records is restricted to staff and professionals who require the information in order to fulfil their responsibilities and support the child's educational, health and wellbeing needs.

The school ensures that personal information is:

- collected and processed lawfully, fairly and transparently;
- kept accurate and up to date;
- stored securely;
- accessed only by authorised individuals;
- retained and disposed of in accordance with statutory requirements and the school's records retention procedures.

Information may be shared with relevant professionals and agencies where it is lawful, appropriate and necessary to support the child or fulfil statutory duties. Parents/carers will be informed about information sharing arrangements unless there is a safeguarding or legal reason not to do so.

When a child transfers to another school or educational setting, SEND records will be transferred securely and promptly to support continuity of provision and ensure that the receiving setting has the information required to meet the child's needs effectively.

All staff and governors are expected to maintain confidentiality and comply with the school's policies relating to data protection, information security and confidentiality.

Section 17: Complaints

At Consett Infant School, we aim to work closely with parents/carers and to resolve concerns promptly through open communication and partnership working.

If parents/carers have concerns regarding SEND provision for their child, they are encouraged to discuss these initially with the child's class teacher. Where concerns remain unresolved, they should be referred to the SENDCo and, if necessary, the Headteacher.

The school will make every reasonable effort to address concerns informally and reach a satisfactory resolution wherever possible.

Where a concern cannot be resolved through discussion with school staff, parents/carers may make a formal complaint in accordance with the school's Complaints Policy. The Governing Body will consider complaints that have not been resolved through the school's informal procedures.

Parents/carers may also seek independent advice, information and support from Durham SEND Information, Advice and Support Service (SENDIASS) or other relevant support organisations. Where concerns relate to an Education, Health and Care Plan (EHCP), parents/carers may access mediation services and appeal to the First-tier Tribunal (Special Educational Needs and Disability) where appropriate.

A copy of the school's Complaints Policy is available on the school website or from the school office.