NEW SILKSWORTH ACADEMY

ALLIANCE • AMBITION • ACHIEVEMENT

SEND Policy

Policy Dated:	September 2027
Adopted by Governing Body:	
Date of Next Review:	September 2027
Reason for Review/Revision:	As per review cycle
Publication Scheme	School website
Version	08
Lead	Sarah Mincher Lead SENDCo

SEND Policy September 2026

This policy is informed by the following legislation and guidance and aims to reflect the inclusive philosophy of New Silksworth Academy.

- The Special Educational Needs and Disability code of Practice: 0 to 25 years (Updated Jan 2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Children and Families Act 2014 https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted
  The Equality Act (2010) https://www.legislation.gov.uk/ukpga/2010/15/contents
- The Children's Act (1989)
- The Disability Discrimination Act (1995)
- LA Policy and Guidelines.
- Sunderland LA SEN Professional Handbook.
- School Admission Policy
- The Lamb Inquiry
- New Silksworth Academy SEN Information Report to Parents.
- Working Together to Safeguard Children (2015, updated July 22)
- KCSIE 2026
- Keeping children safe in education 2026: September 2026
- Supporting pupils at school with medical conditions (Dec 2015)
- Supporting pupils at school with medical conditions
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

Introduction

At New Silksworth Academy we believe that all children have an equal right to a broad and balanced curriculum which will enables them to achieve their full potential. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.
We endeavour to secure special educational needs provision for those pupils whom this is required, that is *'additional to and different from'* that provided within the differentiated curriculum that New Silksworth Academy provides for all pupils. Teachers take account of the individual needs of all pupils and make provision, where necessary, to support individuals or groups of children, thus enabling them to participate effectively in all areas of school life including curriculum and assessment activities.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

"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 them''.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught."

Aims

- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs (SEN).
- View our SEN provision as an ongoing, developing process.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Ensure that teaching staff are aware of and are sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Incorporate Special Educational Needs procedures including Personal Support Plans (PSPs) into curriculum planning and make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Continue to develop effective partnerships between school, parents and carers and outside agencies to ensure a multi-disciplinary approach to the resolution of issues.
- To work in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs
- Encourage children, parents and carers to participate in decision-making.
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and give sufficient information for carefully planned progression.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have and give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.
- To create an environment that meets the special educational needs of each child, ensuring that they achieve their full potential and engage in activities alongside their peers.
- To identify and support the roles and responsibilities of staff in providing for pupil's special educational needs.
- To enable all pupils to have full access to all elements of the school curriculum and reasonable adjustments to be made if necessary including those pupils with medical conditions.

- To ensure that where appropriate the wishes of the pupils and views of individual parents are taken into account.

Roles and Responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's general policy and approach to provision for pupils with SEN, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- ensures appropriate provision is made for any child with SEN.
- reports annually to parents on the school's policy for children with SEN.
- ensures all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum.
- appoints a representative of the governing body to oversee SEN provision.
- ensures discussions with parents regarding SEN matters at relevant meetings.

Our named governor for SEND is : Sophie Clinton

The Head Teacher

The Head Teacher, Mrs Robins, is responsible for the day-to-day management of all aspects of the school's work, including provision for Special Educational Needs. The Head Teacher, in liaison with the SENDCo, keeps the Governing Body informed of all developments with regard to SEN.

The SENDCO

Mrs Mincher is our Lead SENDCo (Special Educational Needs Coordinator) and MS Asleigh Blake is out SENDCo. They works with the Headteacher and staff to oversee the provision for pupils with special educational needs.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN

- liaising with the relevant Designated Teacher where a looked after pupil has SEN

- advising on the Graduated Approach to providing SEN support

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

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

Teachers:

All staff are aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. They carry out these procedures with pupils in their class, under the direction of the SENDCo.

As outlined in the Code of Practice (2014) we aim to use our best endeavours to ensure that such provision is made for those who need it. 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'.

All staff have a duty to liaise with the SENDCo to ensure that they are up to date with recent reports and correspondence from outside agencies regarding children in their care. All teachers also have a responsibility to ensure that that any records, reports or information requested by external agencies are monitored by the SENDCo and discussed with parents prior to sending.

Quality First Teaching

All children should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers must set high expectations for every child, whatever their prior attainment. All teachers are teachers of children with SEN. They have a responsibility to:

- Use appropriate assessment to set targets which are deliberately ambitious.

- Plan lessons to address potential areas of difficulty and remove barriers to a child's achievement. In many cases, such planning will mean that children with SEN and disabilities will be able to study the full national curriculum.
- Maintain records and assessments for pupils with SEN.
- Plan for provision and differentiation.
- Provide PSP's in liaison with support staff, children, parents and carers and SENDCO (when necessary).

Teaching Assistants:

- Liase and plan with teachers and SENDCo for the provision of pupils with SEN.
- Record/report on provision and progression of pupils.

Broad areas of need (As outlined in the SEN Code of Practice (2014)

Children's needs and requirements may fall into more than one of the broad areas of need. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEN Register or both. Children whose difficulties are solely due to home language differing from the language in which s/he is taught are not identified as having SEN. Children may have special educational needs either throughout, or at any time during, their school career at New Silksworth Academy. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the four areas of need as identified in the Code of Practice 2014:

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

SEN Support in School

Where a pupil is identified as having SEN, school will take action to remove barriers to learning and put effective special educational provision in place. It is particularly important that there is no delay in making any necessary special educational provision. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life. This SEN support may take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated**

approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

The Graduated Approach: The Four Part Cycle-

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant and advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and /or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Where it is decided to provide a pupil with SEN support, the parents **will** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. Parents, via review meetings, will be fully aware of the planned support and interventions.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo & Headteacher.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

School Support

Children of all abilities are supported through high **quality first teaching**. Where a child is seen to have additional needs school may provide additional support such as:

- Some additional small group support with a teacher or a Teaching Assistant.
- Additional resources eg word banks, number squares, use of commercial schemes such as Direct Phonics/Bug Club Programme
- Teaching activities to be adapted to the preferred learning style of the child, eg a multi-sensory, practical approach or use of visual cues
- Use of technology to support learning
- Individual behaviour systems/charts
- Adaptation of the Curriculum or classroom
- Alternative methods of recording e.g. pictures, cut and stick activities, technology

SEN Support:

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 consider involving specialists.

Involving specialists

School may involve specialists at any point to advise on early identification of SEN and effective support and interventions. School will involve a specialist where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. Children and parents will be involved in any decision to involve specialists. The involvement of specialists and any actions discussed or agreed will be shared with parents and teaching staff supporting the child in the same way as other SEN support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. The school has access to a range of external agencies and uses them effectively to support children with SEN. These include:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Educational Welfare Officers
- CAMHS (Children and Adolescent Mental Health Services)
- CYPS (Children and Young Persons Services)
- Sensory Support Service including Visual and Hearing Impairment Team
- School Nurse
- Other medical professionals

Education Health and Care Plan:.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
If it is felt that a child meets the criteria, the SENDCo will speak to parents to discuss the process and gain consent to gather information to submit an Education, Health and Care needs assessment request.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which our school can meet the child needs without an EHC plan.

Following a request for an EHC needs assessment, or the child having otherwise been brought to its attention, the local authority **must** determine whether an EHC needs assessment is necessary. The local authority **must** make a decision and communicate the decision to the child's parents or to the young person within 6 weeks of receiving the request.

Complaint procedures following a decision not to carry out an EHC Assessment

Contact the Sunderland Carers Centre, to discuss your concerns, on 0191 5493768 or email sendiass@sunderlandcarers.co.uk If you are still not satisfied, you can contact the mediation/dispute resolution service to discuss the following:

a. your right as the child's parent or young person to request mediation under section 53 (health care issues) or 54 (educational or social care issues) of the Act;

b. the requirement to obtain a mediation certificate in accordance with section 55(4) (you do not wish to pursue mediation) or (5) (you have participated in mediation) before any appeal can be made to the First-tier Tribunal;

c. your requirement to inform the local authority— (i) if you or young person wishes to pursue

mediation, (ii) the mediation issues, and

(iii) where the mediation issues are or include the fact that no health care provision, or no health care provision of a particular kind, is specified in the EHC plan, the health care provision that the child's parent or young person wishes to be specified in the EHC plan;

d. contact details for any person acting on behalf of the local authority whom the child's parent or young person should contact if they wish to pursue mediation.

You can access the mediation service through Barnardos SEND Mediation Service, Disability Access, Inclusion and Support Service, 20 Bewick Road, Gateshead. NE8 4DP. Tel: 0191 478 4667 or by email on daismediationservices@barnardos.org.uk

If you still do not agree with the decision not to assess, parents and young people have the right to make an appeal to the SEND Tribunal Service. You may do so only after you have contacted an independent mediation adviser and discussed whether mediation might be a suitable way of resolving the disagreement.

Parents and young people can register an appeal with the SEND Tribunal one month from the date of a certificate which has been issued following mediation or being given mediation information, whichever is the latter. If you wish to appeal to the tribunal you should do so within 2 months of the date of the local authority's notice (the letter) containing a decision which can be appealed.

The address for the Tribunal is: HM Courts & Tribunals Service, Special Educational Needs & Disability Tribunal, 1st Floor, Darlington Magistrates' Court, Parkgate, Darlington, DL1 1RU. Telephone number 01325 289350 and their email is sendistqueries@tribunals.gsi.gov.uk

They have a website at: http://www.sendist.gov.uk/. You can obtain a claim form from them.

Advice on making SEND appeals to the Tribunal is available from www.gov.uk.

Reviewing an EHC plan

EHC plans will be used to actively monitor children's progress towards their outcomes and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months.

Parents and Carer Participation

The school actively encourages and recognises the rights of parents and carers in terms of their involvement in the provision of their child's special educational needs. With reference to the graduated response we work in partnership with the parent and carer in decision making regarding the methods by which their child's needs will be met.

Pupil Participation

The school actively encourages the involvement of children in their education. We aim to further develop the child's self-confidence and self-esteem and encourage the child to comment on SEN provision using an appropriate medium.

This approach is often referred to as a **person-centred approach**. By using this approach within a family context, professionals and local authorities can ensure that children and parents are involved in all aspects of planning and decision-making.

Confidentiality and Information Sharing

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

Every Year Group has a SEN file which must be kept up to date by Class Teachers. These are kept in an accessible but secure place.

Confidential information is kept by the Headteacher or SENDCO in a secure place.

Admissions

Where a child or young person has SEN but does not have an EHC plan they **must** be educated in a mainstream setting except in specific circumstances (see below). The School Admissions Code of Practice requires children and young people with SEN to be treated fairly.
Admissions authorities:

must consider applications from parents of children who have SEN who do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures

must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs

must not refuse to admit a child on the grounds that they do not have an EHC plan

Transition

We liaise with feeder nurseries to ensure smooth transition of children with SEN. We also value the importance of developing effective relationships with secondary schools particularly Venerable Bede and Farringdon, to which the majority of our pupils transfer. When a child moves to another primary school all relevant information including personal files is forwarded as soon as possible.

Local Authority Network Meetings

Mrs Mincher and/or Ms Blake attend Network meetings led by Together for Children, Sunderland (SEN Advisory Team). These sessions provide up to date information with regards to 'The SEN Information Report' and statutory requirements of SEN provision in school. She then feeds back any relevant information to other school staff.

Staff Training

All teaching and support staff are given opportunities to improve their practice and develop their understanding of SEN issues through a comprehensive system of staff training.

Some training is carried out within school during School Development meetings and Professional Development Days and other training is external.

Monitoring, Evaluation and Review of SEN Policy and Guidelines

This document is subject to review as part of the cycle of whole school self-evaluation.

Complaints

Any problem or concern should be raised promptly with the class teacher or SENDCo. If your concern is more serious you may prefer to make an appointment to discuss it with the Head Teacher. All staff will make every effort to resolve your problem promptly at this informal stage. In the majority of cases these discussions resolve the concern but if you are still dissatisfied you should make a formal complaint. See Complaints Policy for further Information please see our school website documents.asp.

Date of Publication: September 2026
Date of Review: September 2027