

# Special Educational Needs and Disability (SEND) Policy

## Hawthorn Primary School



**Approved by:** Safeguarding and Inclusion Committee

**Last reviewed on:** September 2025

**Next review due by:** September 2026

The SEND policy should be read in consultation with the Accessibility Plan, Annual SEND Report and the SEND Information report. Together they include details of:

- Admission arrangements for pupils with SEN or disabilities;
- The steps we have taken to prevent pupils with SEND or disabilities from being treated less favourably than other pupils;
- The facilities provided to assist access to school by pupils with SEN and disabilities.

(Children and Families Act 2014, Part 3)

**SENDCo** - Sara Mulvey has been in post since 2014. She is PGCE trained and has an accredited National Award for Special Educational Needs Coordinator (NASC) qualification. Sara is one of the Assistant Head Teachers and Designated Safeguarding Leads at Hawthorn Primary School.

Sara can be contacted in the following ways:

📞 Phone: 0191 2734237

✉ Email: [sara.mulvey@hawthorn.newcastle.sch.uk](mailto:sara.mulvey@hawthorn.newcastle.sch.uk)

### **Statement of Intent**

At Hawthorn, we provide an inclusive and creative learning environment enriched with experiences to nurture individuals socially, emotionally and academically enabling them to develop positive relationships. In all aspects of school life, we foster environmental awareness and responsibility; creating a positive impact on the local and global environment. We support children to work together to achieve, succeed and become the best version of themselves.

This policy outlines the framework for Hawthorn Primary School to meet its duty, obligation and principal equality values to provide a high-quality education to all of our pupils, including those with SEND, and to do everything we can to meet the needs of our pupils with SEND.

### **Objectives**

Through successful implementation of this policy, we aim to:

- Take into account legislation related to SEND and Disabilities , including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2014 (updated 2024), The Special Educational Needs and Disability Regulations 2015 (updated 2024), The Special Educational Needs ( Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping children safe in education 2015 (updated 2025), Supporting pupils at school with medical conditions 2014 (updated 2017), Working together to safeguard children 2015 (updated 2025);
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEND to achieve their potential.
- To ensure families are fully engaged in decision making.
- To take into account the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEND.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

### **Admission Arrangements**

Hawthorn Primary School has adopted the criteria set out in the LA's admission policy. We welcome pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND. (Please see our admissions policy for details of admission arrangements for pupils with SEND and disabilities.)

## **Roles and Responsibilities**

The Special Educational Needs Coordinator (SENDCo) is responsible for:

- Overseeing the day-to-day operation of the policy;
- Coordinating provision for pupils with SEND;
- Liaising with the Designated Teacher where a Child in Care has SEND;
- Advising on the graduated approach to providing SEND support;
- Liaising with parents/carers of pupils with SEND;
- 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/carers are informed about options and a smooth transition is planned;
- Working with the Head Teacher and school governors to ensure that school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring we keep the records of all pupils with SEND up-to-date;
- Complete relevant documentation required for additional funding for pupils at SEND Support, High Needs Funding, Individual Pupil Support and those with EHCPs;
- The SENDCo has achieved the National Award for SEND Coordination.

### **The Class Teacher:**

- Sets high expectations which inspire, motivate and challenge pupils;
- Promotes good progress and outcomes for pupils;
- Plans and teaches lessons in which teaching responds to the strengths and needs of pupils with SEND
- Works closely with support staff in the planning and monitoring of interventions;
- Makes accurate and productive use of assessment to inform the four-part cycle;
- Manages behaviour effectively to ensure a good and safe learning environment;
- Fulfils wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice;
- Communicates effectively with parents/carers with regard to pupils' achievements and pupils' well-being.

Teaching assistants are deployed where they are needed throughout the school to ensure pupil progress and independence. Some work in class to support pupils (either 1:1 or within a group activity) and others may use their skills to run targeted interventions/ programmes.

The Governor responsible for monitoring SEND provision is Mr Jeff Lough.

The designated leads for child protection are: Mrs Jane Dube, Head Teacher, Mrs Lorraine Shields, Family Support Coordinator, Mrs Rachel Clayton and Mrs Sara Mulvey, Assistant Head Teachers. The designated member of staff responsible for managing pupil premium is Mrs Jane Dube, Head Teacher.

### **Children in Care (CiC)**

The designated member of staff for CiC is our Family Support Coordinator, Lorraine Shields. Lorraine ensures that arrangements are in place for supporting pupils that are in care and also have SEND. SEND reviews and PEP meetings are coordinated and, where possible, meetings are held on the same day.

### **Access to Facilities and Provision**

Please refer to our accessibility plan, which can be found on our school website. It outlines how we:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils and families.

## **Allocation of Resources and Funding**

The Head Teacher and SENDCo are responsible for the operational management of the budget for SEND provision. We use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000), additional funding will be applied for from the Local Authority.

## **Access to the Curriculum**

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is accessible to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our SEND Information Report and Annual SEND Report provides a clear description of the details of what is available for all children with SEND through Quality First Teaching and what is additional and different provision. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. We also monitor uptake of our extra-curricular activities.

## **Identification, Assessment, Planning and Review Arrangements:**

Hawthorn follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole-school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2011, updated 2021). School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A year group provision map outlines all SEND support and is updated each term.

There are 4 broad areas of need:

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

The following are not SEND but may impact on progress and attainment:

- Medical needs
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a child in care
- Being a child of service personnel

## **SEND Support – a four-part cycle**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND.

Where a pupil's progress has slowed or stopped, an emerging differences checklist is completed and discussed with Parents/Carers and the SENDCo. Teachers will complete an Initial Support Plan to follow the assess-plan-do-review cycle and decide relevant next steps. At this point, discussions will take place between school and home to decide next steps and whether a SEND Support Plan would be appropriate.

## **Assess**

The class teacher, working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment through discussions and review meetings.

## **Plan**

Parents/carers will be formally notified via a face-to-face meeting at school. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on our school information system linking to a pupil's SEND Support Plan. SEND Mainstream Guidance is used to support planning.

## **Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher and SENDCo will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the above. SEND Universally Available Provision will be implemented.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be formally reviewed on an agreed date. Reviews will be held with parents/carers at least three times per year. The class teacher, working with the SENDCo, will revise the support in light of progress. Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals. School liaises with the following services - Educational Psychologist, School Health, School Effectiveness SEND Team, SEND Outreach Service (SENDOS), Occupational Therapy (OT), Language Enhancement Action Package for Schools (LEAPS), Speech and Language Therapy (SALT) and, when appropriate, Social Services and Virtual Schools.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

**Further details on provision for pupils with SEND can be found in the SEND Information Report.**

## **Early years pupils with SEND**

At Hawthorn Primary School, we ensure all staff who work with young children are alert to emerging differences and respond early. We will:

- Ensure that staff listen and understand when parents/carers express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all pupils throughout the early years.
- Use our best endeavours to make sure that pupils with SEND gets the support they need.
- Ensure that pupils with SEND engage in the activities of school, alongside pupils who do not have SEND.
- Designate a teacher to be the SENDCo.
- Provide information for parents/caters on how we support pupils with SEND.
- Prepare a report on the:
  - Implementation of SEND policy and procedures.
  - Arrangements for the admission of pupils with SEND.
  - Steps being taken to prevent pupils with SEND from being treated less favourably than others.
  - Facilities provided to enable access to the school for pupils with SEND.
  - Accessibility plan showing how we plan to improve access over time.
- Inform parents/carers of the special educational provision their child accesses.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle – see below.

## **Education Health and Care Needs Assessments and Plans (EHCPNA and EHCPs)**

Staff recognise that whilst taking relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, we will consult with parents/carers and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood. As part of the EHC needs assessment, we will:

- Respond to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Provide the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gather any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

### **Reviewing EHC Plans**

Teachers monitor and review pupil's progress during the year and conduct a formal review of the EHC plan at least annually. As part of this process we:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place;
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services;
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting;
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting;
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times;
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents;
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan;
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan;
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element;
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged;
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged;
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

### **Preparing for Adulthood**

At Hawthorn, we are aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. We recognise the importance of starting early, centring on pupil aspirations,

interests and needs, and ensure that pupils are supported at developmentally appropriate levels to support smooth transitions. To support pupils with SEND we:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them;
- Support pupils so that they are included in social groups and develop friendships;
- Ensure that pupils with SEND engage in school activities together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity;
- Engage with secondary schools, as necessary, to help plan for any transitions.

### **Safeguarding**

At Hawthorn Primary School we recognise that evidence shows pupils with SEND are at a greater risk of abuse and harm, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying;
- May face additional risks online, e.g., from online bullying, grooming and radicalisation;
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

Staff understand that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils;
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges;
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The Head Teacher and Governing Body ensure that our Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff have due regard for the procedures outlined in our Positive Behaviour and Wellbeing Policy.

Care is taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

School staff are alert to the potential need for early help for pupils with SEND and additional needs.

Pupils with SEND are taught about how to keep themselves and others safe including online. Teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENDCo.

### **Publishing Information**

Information is published on our school website about the implementation of this policy, as well as supporting documents such as our SEND Information Report and Annual SEND Report. The information published is updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The **SEND Information Report** is also published on the school website. It includes all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

The **Annual SEND Report** includes an evaluation of the impact of the above provision on outcomes for pupils with SEND.

### **Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school. Parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process.

### **Partnership with Parents/Carers**

Hawthorn Primary School Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND register and the graduated response, outlined in the Code of Practice, is explained to them.

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS)** for impartial information, advice and support in relation to their pupil's SEND and/or disability. The Newcastle SENDIASS Manager is Sarah Francis. She can be contacted on 0191 2116255 or by email: [sarah.francis@newcastle.gov.uk](mailto:sarah.francis@newcastle.gov.uk)

Please see the Newcastle [local offer](#) for further information.

Parents/carers are fully involved in the review process. Interpreters are arranged for those who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

We are proactive in supporting parents/carers in a variety of ways including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help (formally known as Common Assessment Framework - CAF) is used to coordinate support for children and their families who have a range of needs.

### **Pupil Participation**

The views of all pupils are valued. Pupils with SEND are involved in decision making and supported to express any concerns. Where appropriate, pupils are involved in writing and updating their support plans each term. Pupils in Key Stage 2 are invited to attend their review meetings.

### **Monitoring and Evaluating the Success of Provision**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- Regular observation of teaching by the Senior management team;
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils;
- Assessment records that illustrate progress over time;
- Pre and post assessments for those pupils who are withdrawn for targeted interventions;
- Monitoring by the Governor with responsibility for SEND;
- The views of parents/carers and pupils through annual questionnaire for parents of pupils with SEND and pupil voice activities;
- Regular meetings between SENDCo, Head Teacher and Family Support Coordinator;
- SEND Support Plans and Year Group Provision Maps – used as a basis for monitoring the impact of interventions;
- LA SEND Review to externally validate provision and outcomes for pupils with SEND.

### **Staff Development**

The Senior Leadership Team reviews the training needs of staff through Professional Development reviews and pupil progress to plan appropriate CPD in relation to SEND. The SENDCo ensures staff are informed of local and national developments in relation to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Early Career Teachers are offered support and in-school training by the SENDCo. There is regular training in place for all Teaching Assistants. Training is also offered within our WEST (West End Schools Trust) for SENDCos.

**See SEND Information Report for detail**



### **Medical Conditions**

Hawthorn Primary School will follow the recommendations of “Supporting Pupils at School with Medical Conditions” (2017) with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

**Please see our Medical Policy for more details.**

### **Managing Complaints**

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that class teacher attempts to resolve matters, then if required, the SENDCo and /or Head Teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint.

The Governing Body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authority’s commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

Parents/carers will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

### **Related Documents**

- Admissions
- Accessibility Plan
- Annual SEND Report
- Attendance
- Positive Behaviour and Wellbeing Policy
- Complaints
- SEND Information Report
- Supporting Children with Medical Conditions
- Safeguarding
- Teaching and Learning