



Dringhouses Primary School

Special Educational Needs (SEND) Policy

Signature of Chair of Governors

Signature of Headteacher

Date of Adoption: **April 2026**

Date of Review: **1yrs** **April 2027**

Reviewing Committee: **Full Governing Body**

Statutory / Non-Statutory

SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

This policy is written in line with the SEND Code of Practice 2015, the Education Act 1996, the Children and Families Act 2014 and the Equality Act 2010

Definitions

Learning difficulty - Children have Special Educational Needs and Disabilities if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision - educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools.

A child has a learning difficulty 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 within the area of the local authority

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.

Special Educational Provision means

Educational provision which is additional to, or otherwise different from, the education provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

See section 312, Education Act 1996 Chapter 1

Aims and Objectives

Our aim is to ensure that every child's needs are recognised and met appropriately. At Dringhouses Primary School, we are committed to ensuring all children, including those with SEND, are able to reach their full potential through inclusive practice, high-quality teaching and partnerships by:

- That children's particular needs are identified at an early stage and that they should be supported to ensure continuing progress and development with careful planning, assessing and reviewing.
- That a family-centred approach to SEND is essential to achieve the best outcomes; parents know their children best.
- Parents will be informed, supported and involved in their children's education and be able to contribute to their child's ongoing development.
- That the views and wishes of the child be taken into account, in light of their age and understanding.
- In providing a caring and supportive environment for all children.
- All children are valued equally, with the opportunity to develop to their full potential.
- All children should receive a broad, balanced and relevant curriculum and be able to take full part in school life.
- Children with SEND are the responsibility of all staff.
- School staff will be informed and supported in ways of assisting children and addressing their future development.
- Children will have access to the appropriate resources to enhance learning.
- That the school's policy and provision for SEND will be kept under regular review.

- The school will implement special educational provision under Section 21 of the Children and Families Act 2014.

Roles and Responsibilities

‘The quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff’ (6.4 code of practice 2014) and therefore the responsibility is a matter for the school as a whole.

In addition to the governing body, the school’s Head Teacher, the SENDCO (special educational needs co-ordinator) and SLT (senior leadership team); teachers and TAs (teaching assistants) have important responsibilities.

The 2012 teacher standards require all teachers to:

Section 5: Adapt teaching to the strengths and needs of all pupils:

- *Differentiate appropriately, using approaches which enable pupils to be taught effectively.*
- *Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these.*
- *Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development.*
- *Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.*

The role of the Governors

- The role of the Governing Body at Dringhouses Primary School is to ensure that the necessary provision is made for any pupil who has SEND.
- They will monitor, support, review and challenge the effectiveness of the school’s policy and provision for SEND and report back to the Governing Body.
- They will play a major part in self-review, with one governor being responsible for SEND. The governor responsible for SEND is **Mr Dave Hardcastle**

The role of the Head Teacher

The Head Teacher, has the responsibility for the day to day management of provision for children with SEND.

- They will keep the governing body informed of the school’s arrangements and provision for children with SEND.
- They will appoint a Special Educational Needs Coordinator (SENDCo) for the school.
- They will keep up to date through the SENDCo with all the action taken towards helping pupils with SEND.
- They will ensure that all staff are aware of their responsibilities in relation to SEND and are supported through professional development.

The role of the Special Educational Needs Coordinator.

The school’s Special Educational Needs co-ordinator (SENDCO) at Dringhouses School is **Mrs Sarah Murray**. She has been a class teacher for over 25 years and has The Post Graduate Certificate in Vulnerable Learners and the National Award for Special Educational Needs and Disabilities Coordination.

The key responsibilities of the SENDCo are:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for children with special educational needs.

- Liaising with and advising teachers.
- Maintaining the school's SEND register and overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Regularly meeting with the governor responsible for inclusion.

Co-ordinating and Managing Provision

The SENDCO, in collaboration with the Head Teacher and Governing body, plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND. The SENDCO works closely with staff, parents, carers and other agencies to co-ordinate the provision made for children with SEND.

The SENDCO, with the support of the Head Teacher, and colleagues, seeks to develop effective ways of overcoming barriers to learning and raising the achievement of children with SEND. This is achieved through the analysis and assessment of children's needs, by monitoring the quality of teaching, termly pupil progress meetings with each teacher, monitoring the standards of pupils' achievements by tracking progress, the allocation of additional support for children with SEND and by setting targets for improvement. SEND provision is an integral part of the school development plan, and the quality of SEND provision is continually monitored.

All children in school on the SEND register have personal folders on the school network shared drive and include: SEND EHCP or pupil passport, meeting notes and contact with parents, intervention records and reports from other agencies and professionals.

Admission Arrangements

At Dringhouses Primary School we strive to be fully inclusive, acknowledging the range of issues of which account needs to be taken in the pursuit of this aim. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (section 316), *'if a parent wishes to have their child with a statement educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility'*.

Under section 37 Children and Families Act 2014, the school named in an Education, Health and Care Plan (EHCP) must admit the child. This is not an oversubscription criterion – schools *must* admit such children regardless of whether they have places available. Admission authorities must not imply in their published admission arrangements that they have discretion over the admission of children with an EHCP.

Children with EHCPs are not admitted through the admissions arrangements and are placed in schools through the EHCP process.

Allocation of Resources

All schools in the City of York receive funding for pupils with SEND in three main ways:

- The base budget covers teaching and curriculum expenses as well as the cost of the SENDCO.
- The delegated budget covers the additional support required
- If a child has an Education, health and care plan, additional funding is provided by the LA.

Dringhouses Primary School follows LA guidance to ensure that all pupils' needs are appropriately met. At least 100% of the school's devolved budget for SEND is spent on SEND.

Identification and Assessment

Each child with SEND is unique and their needs will be considered individually, however the SEND Code of Practice 2014 categorises SEND into four broad groups:

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

As a response to SEND being on a continuum, a structured system is in place. Every teacher should :-

Refer to the SENDCO with initial identification

Meet with parents

Develop a pupil passport in co-production with parents and pupil. The passport will follow the pupil through their school career and alert teachers to targets, classroom strategies and aids for transitions.

Liaise with relevant professionals.

Make adaptations to curriculum and resources in line with the pupils need.

Statutory Assessment

When a request for statutory assessment is submitted, the CYC Education Health and Care Plan panel/SEND Assessment Panel (SENDAP) gather information to decide whether an Education Health and Care Plan is required. The panel also decides the appropriate funding, linked to CYC SEND banding threshold level initially and when subsequent plans are submitted as part of the annual/interim review process. The funding is used flexibly to provide a wide range of support and intervention, recorded to ensure transparency for parents/carers and LA.

The bandings

Band 1	Specific and Targeted Provision	£4,000
Band 2	Enhanced Provision	£8,000
Band 3	Exceptional Provision	decided at resource allocation panel

Curriculum Access and Inclusion

At Dringhouses Primary School we strive to be inclusive, promoting a sense of community and belonging through the:

- Inclusive ethos.
- Broad and balanced curriculum for all children.
- Systems for early identification of barriers to learning and participation including the learning and physical environment.
- High expectations and appropriate targets for all children.

Evaluating Success

The success of the SEND policy and provision is evaluated through some of the following:

- Monitoring of classroom practice
- Analysis of pupil tracking data and test results for individual pupils and cohorts
- Value-added data for pupils on the SEND register

- Monitoring of procedures and practice by the Governors for inclusion
- The LA moderation process for SEND
- The School Development Plan

Other vulnerable groups

Other groups of children are classed as vulnerable and are monitored closely, in line with government guidelines and expectations. These include: looked after children; forces children and children eligible for free school meals (collectively under the umbrella of Pupil Premium*); children with English as an additional language; traveller children and other minority groups.

*Pupil Premium is an amount of money allocated to school for each child in the three eligible categories and is used to ensure their vulnerability does not lead to under-achievement or to further support/enrich the education of those children who are making required progress.

Safeguarding

Children with SEND can face additional safeguarding challenges. Staff must be aware of these challenges and the barriers that can exist when recognising abuse and neglect on this group of children. Additional information on safeguarding can be found in the Dringhouses Primary School, policy for safeguarding. If any member of staff has any worries about safeguarding they must report these to the schools Designated Safeguarding Lead.

Arrangements for Complaints

Complaints are dealt with initially by the class teacher and/or SENDCo and then if necessary by the Head Teacher. (Please see the Complaints Procedure, which is available from the school office and on the school website at www.dringhouses.york.sch.uk/)

York SEND and disability, information, advice and support Service SENDDIASS

SENDIASS provides impartial support, advice and information for parents/carers of children with special educational needs to enable them to take an active role in decisions about their child's education. Independent parental support is also available to inform and advise parents of children with SEND, particularly those who are undergoing statutory assessment of their child's needs. The contact number is 01904 554312 or 01904 554562.

Staff Development

Newly qualified teachers and other new staff members are informed of the school's policy and procedures for SEND. Opportunities are given for staff training on SEND issues. The School SENDCo regularly attends SEND training provided by the Local Authority in the form of SENDCo Forums held termly. Where necessary information from these sessions is cascaded to staff.

Links with Other Agencies

Where necessary, the SENDCo – in consultation with the class teacher and parents/carers – may seek advice from agencies/specialists, including education, social care, psychology and a range of health care services.

Partnership with Parents

We are committed to the role of parents, believing that partnership plays a key role. Parents are involved with the class teacher when a concern is raised, and when special educational needs are identified the teacher and SENDCo keep parents informed.

- Parents are welcomed and encouraged to participate as partners from the outset and throughout the child's educational career at the school.

- The school recognises that parents have valuable knowledge and expertise in relation to their child which can contribute to the view of the child's needs and the best way of offering support. Information from the parent is used to develop the child's 'pupil passport'.
- Parents have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Our school SEND offer is available on the school website, which has links to the Local Authority offer for SEND.

The Voice of the Child

We involve children, where appropriate, to participate in their learning by involving them in setting targets for their education plan. Achievements are noted and celebrated and difficulties clarified and addressed. Children's views are sought and recorded as part of the annual review process. The ways in which they are encouraged to participate reflect the child's maturity.

Transition Arrangements

When children move schools, either at phase transfer or at any other time, primary schools are required to transfer all school records within fifteen days of the child ceasing to be registered at the school. For all children with an EHCP transferring to secondary education in Year 6, an annual review will be held in the autumn term of year 6 to request a secondary school, with all documentation sent to the Local Authority. A spring/ summer review will then involve the secondary school and transition arrangements will be put into place.

Dringhouses Primary School offer

Our school SEND offer is updated annually and can be found on our website <https://www.dringhouses.york.sch.uk/-> Key information – SEND

Or visit directly

<https://www.dringhouses.york.sch.uk/send/>