



## Ward Jackson Church of England Primary School

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SEND Policy 2026/27

## Ward Jackson Church of England Primary School Special Education Needs and Disability (SEND) Policy

This policy promotes the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND) at Ward Jackson Church of England Primary School. It is also in line with the 'local offer' from Hartlepool authority.

### What is the Local Authority Local Offer?

- The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Hartlepool Local Offer can be accessed at:  
[SEND Local Offer - Family Hubs in Hartlepool](#)

### Principles

**Equal Access to Education:** Every child with special educational needs has the right to a broad, balanced curriculum and to learn alongside their peers, in line with the DfES Special Educational Needs Code of Practice 2014 and The Special Educational Needs Personal Budgets Regulations.

**Holistic Development:** We are dedicated to encouraging and enabling all pupils to reach their full potential—intellectually, socially, emotionally, and physically—while considering their age, aptitude, and abilities.

**Respect and Self-Esteem:** Every pupil deserves to feel respected, fostering a positive self-image and strong self-esteem within a safe, happy, and nurturing environment.

**Valuing Children's Voices:** The feelings and opinions of our children are both valued and prioritized in everything we do.

**Parental Partnership:** We recognize and value the vital role that parents and carers play in supporting their child's learning, building strong partnerships for shared success.

**Teacher Accountability:** All teaching staff at Ward Jackson Church of England Primary School are fully accountable and committed to ensuring every child enjoys their learning journey and makes meaningful progress.

### Aims

**Commitment to Inclusion:** We are passionate about fostering a fully inclusive environment where every child feels valued and supported.

**Tailored Teaching:** Our aim is to provide teaching strategies, resources, and learning opportunities that are carefully adapted to meet the diverse needs of all pupils.

**Partnership with Families:** We are dedicated to building strong partnerships with parents and carers, keeping them well-informed about their child's learning journey and encouraging a close collaboration between home and school.

**Early Identification and Progress Monitoring:** We strive to identify children with SEN as early as possible and conduct regular progress reviews to ensure their unique needs are met effectively.

**Bridging Learning Gaps:** Through targeted interventions and tailored support, we work tirelessly to help children on the SEN register bridge gaps in their learning and achieve parity with their peers.

**Empowering Potential:** With guidance, care, encouragement, and challenge, we aim to empower every child to realise and fulfil their true potential.

**Nurture Provision:** Ward Jackson CE Primary School recognises that some children require additional pastoral, emotional, communication and developmental support to access learning successfully.

The school operates a graduated nurture provision which provides:

- Small group teaching and intervention.
- Emotional literacy and regulation support.
- Communication and interaction support.
- Sensory-informed approaches and environments.
- Structured routines and predictable environments.
- Opportunities to develop resilience, confidence and independence.
- Adapted curriculum delivery where appropriate.

The provision is informed by the principles of nurture and seeks to remove barriers to learning whilst promoting successful inclusion within the wider school community.

Children accessing nurture provision remain part of their class community and support is reviewed through the Assess-Plan-Do-Review process.

## Objectives

**Identify and Support Pupils with SEND:** Identify pupils with special educational needs and disabilities, and provide effective support in consultation with parents, teachers, the SENDCo, and outside specialists where appropriate.

**Adhere to SEND Code of Practice 2014:** Work within the guidance provided in the SEND Code of Practice 2014.

**Whole School Approach:** Operate a whole school approach to the management and provision of support for SEND and nurture.

**Effective SENDCo Role:** Provide a SENDCo who will work within the SEND inclusion policy, liaise effectively with staff, children, parents, outside agencies, and other professionals.

**Staff Support and Advice:** Provide support and advice for all staff working with special educational needs pupils.

**Parent Partnership and Engagement:** Develop and maintain partnerships and high levels of engagement with parents.

**Curriculum Access for All:** Ensure access to the whole curriculum for all pupils.

**Develop Expertise Through Collaborative Practice:** Work in partnership with the Expert at Hand model and wider external services to build staff capacity and improve outcomes for children with additional needs.

## Identifying Special Educational Needs

The definition of Special Educational Needs taken from The Special Educational Needs Code of Practice 0-25 years is:

- *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 the same age*  
*Or*
- *Has a disability that prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions*

Section 6.25-6.32 of the SEND Code of Practice identifies 4 broad categories of special educational needs:

- **Communication and interaction (CI)**
- **Cognition and learning (CL)**
- **Social, emotional and mental health difficulties (SEMH)**
- **Sensory and/or Physical needs (S/P)**

As such, all children who require School Support **must** be registered under one of these categories. In addition, we will monitor those children who we feel have an Additional Need but do not meet the threshold for School Support.

When a child or young person is recognised as having additional needs and requires SEND registration, the SENDCo or other member of SLT will discuss this with the parent or carer and a copy of the school's SEND registration form will be completed and signed by the parent. Forms will be scanned and uploaded to Scholarpack and hard copies will be filed.

Ward Jackson CE Primary School recognises and celebrates neurodiversity.

We understand that pupils may experience differences in how they learn, communicate, interact socially, process sensory information and regulate emotions.

We aim to provide an inclusive learning environment where strengths are recognised and barriers to learning are reduced through reasonable adjustments, adaptive teaching and personalised support.

### **Ordinarily Available Provision**

Ward Jackson CE Primary School is committed to providing high-quality Ordinarily Available Provision for all pupils.

This includes:

- Quality First Teaching.
- Adaptive teaching strategies.
- Flexible approaches to recording.
- Visual supports.
- Clear routines and predictable classroom environments.
- Overlearning and repetition where appropriate.
- Reasonable adjustments.
- Emotional and sensory support.

These strategies form the foundation of support for all children, including those with identified SEND.

### **Graduated Approach to SEN Support**

Ward Jackson CE Primary School works in line with Hartlepool Borough Council's Expert at Hand model.

The Expert at Hand approach promotes early identification, collaborative problem solving and timely access to specialist advice.

Through consultation and joint planning, school staff can develop their knowledge, skills and confidence in meeting a range of additional needs whilst ensuring support remains centred around the child and family.

The model complements the graduated approach outlined within the SEND Code of Practice.

| <b>Phase 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                |
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| Stage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Person responsible                                                                                             |
| 1. Staff to initially highlight concerns to SENDCo, who will then offer advice and support that can be put into place in the classroom as part of differentiation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Senior Leadership Team (SLT)<br>Special Educational Needs and Disability Coordinator (SENDCo)<br>Class Teacher |
| 2. Identify what the barrier is, discuss strategies for Quality First Teaching to put in place to accelerate progress.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SLT SENDCo<br>Class Teacher                                                                                    |
| 3. Identify those children who are still not making progress, despite quality first teaching strategies being applied. Implement targeted interventions matched to the identified area of need. These interventions should have clear outcomes, be time limited where appropriate and be regularly monitored for impact.                                                                                                                                                                                                                                                                                                                                                                                                      | Class Teacher<br>SENDCo                                                                                        |
| 4. If a pupil continues to experience significant barriers to learning despite well-implemented Ordinarily Available Provision, Quality First Teaching and targeted intervention, the school may access consultation and advice through Hartlepool Borough Council's Expert at Hand model.<br>This collaborative approach enables school staff, families and professionals to seek specialist advice and develop effective strategies at the earliest opportunity.<br>Consultation may involve Educational Psychology, Speech and Language Therapy, Occupational Therapy, Learning Support Services, CAMHS or other relevant agencies. Recommendations from consultation will form part of the Assess-Plan-Do-Review process. | Class Teacher<br>SENDCo<br>Learning Support Teacher<br>Other professionals (SALT, EP, OT etc)                  |
| 5. Class teacher and SENDCO will continue to monitor progress. A SEN Support Plan will be put into place. This is a plan that will show what the child's needs are and SMART targets will be put in place, to help overcome their difficulties. These plans are reviewed at least termly dependent upon the child's progress.                                                                                                                                                                                                                                                                                                                                                                                                 | Class Teacher<br>SENDCo                                                                                        |

**Phase 2**  
**ASSESS – PLAN- DO- REVIEW PROCESS**

| STAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | PERSON RESPONSIBLE                                                                                                                                         |
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| <p><b>Intervention</b></p> <p>-Intervention to be completed, assessed and recorded on the correct proforma so that the teacher has access to all work carried out and can therefore inform judgements on progress made.</p> <p>-Ongoing assessment of pupils with SEND is the responsibility of the class teacher. Feedback to the SENDCo should occur when issues begin to emerge.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Class Teacher</p>                                                                                                                                       |
| <p><b>Review Process</b></p> <p>Termly review meetings will be conducted to track the progress of SEND pupils against their set targets. These discussions should include:</p> <ul style="list-style-type: none"> <li>• <b>Evidence of Progress:</b> Gathered from various sources such as observations, work scrutiny, assessments, and standardized tests.</li> <li>• <b>Progress Evaluation:</b> Determine if the child is on track to meet their end-of-year target and if there is an improvement in their previous rate of progress.</li> <li>• <b>Application of Learning:</b> Assess whether the child has transferred learning and skills from interventions to their classwork.</li> <li>• <b>Pupil and Parent Feedback:</b> Consider the responses and feedback from both pupils and parents.</li> </ul> <p>The class teacher and the SENDCo will review and analyse the impact of interventions each term to ensure that future provisions are effective for the child.</p> <p>If, during the review cycle, it is determined that the child is still not achieving the desired outcomes despite targeted support, further discussions will take place with parents and any supporting professionals. At this point, additional funding (Individual Pupil Support), a Coordinated Care Plan (a formalised, detailed provision document), or an Education, Health, and Care (EHC) plan will</p> | <p>Class Teacher<br/>Support Staff<br/>SENDCo<br/>Learning Support Teacher<br/>Other professionals (SALT, EP, OT etc)</p> <p>Parents/Carers<br/>Pupils</p> |

be considered. A Coordinated Care Plan will always be devised in collaboration with parents/carers, school staff, the pupil, and other agencies prior to the EHC process. If an EHC plan is successfully applied for, then;

#### **Children with Education, Health and Care Plans (EHCPs)**

- **Familiarity with the Plan:** All adults working with a child who has an EHCP must read and be familiar with its content.
- **Support Strategies:** Implement a clear range of strategies and approaches to support class differentiation.
- **Monitoring Progress:** Teachers must regularly monitor progress towards meeting agreed outcomes and adjust planning as needed.
- **Termly Review:** The SENDCo will monitor progress termly in collaboration with relevant staff, parents, and pupils.

This ensures that children with EHCPs receive consistent and effective support tailored to their individual needs.

#### **Social, Emotional and Mental Health Support**

The school recognises the increasing prevalence of social, emotional and mental health needs amongst children and young people.

Support may include:

- Nurture provision.
- Emotional literacy interventions.
- Thrive and ELSA-informed approaches.
- Individual regulation plans.
- Pastoral support.
- Behaviour support plans.
- Risk assessments where appropriate.
- Referrals to external services when required.

We work closely with families and professionals to promote engagement, wellbeing and successful inclusion.

#### Training and Resourcing:

A notional sum is set by the Local Authority for Ward Jackson C of E Primary School. This sum is allocated for and is ring fenced for SEND. This sum is calculated by prior attainment of the children, FSM numbers and the deprivation factor. This sum is broken down at the end of the financial year and shared with SEN governor to show impact.

We buy additional services from the Educational Psychology team, The Speech and Language department and the Learning Support Teacher. Other agencies such as the Hearing-Impaired Service, CAMHS and Occupational Therapy are invited into school as required.

Staff receive ongoing professional development relating to:

- SEND and inclusion.
- Neurodiversity.
- Trauma-informed practice.

- Nurture principles.
- Communication and interaction needs.
- Social, emotional and mental health needs.
- Adaptive teaching.
- Sensory processing differences.

Opportunities for consultation through the Expert at Hand model contribute to the development of whole-school expertise and inclusive practice.

#### Roles and Responsibilities:

**Special Educational Needs and Disability Coordinator** – Liam Savage

**The Special Educational Needs and Disability Governor** – Emma Daly

**Designated Officer for Child Protection** – Amy Sparkes, Tracy Cass, Lewis Barker-Platt

**Deputy Officers for Child Protection**- Lewis Barker Platt and Tracy Cass

**Person responsible for Pupil Premium and Looked After Children funding** – Amy Sparkes

**Pastoral lead / Learning mentor** – Tracy Cass

**Pastoral teaching assistant** – Lorraine Emerson

**Wellbeing team** – Amy Sparkes, Tracy Cass, Lorraine Emerson

#### Storage and managing of information

All information is treated with the highest level of confidentiality and is in line with the school's policy and GDPR regulations on data protection and storage of information.

#### Dealing with complaints

Any complaints that parents of pupils should have with SEN or Disability at Ward Jackson Church of England Primary School should refer to the school's complaints procedure policy.

#### Reviewing the policy

The SEND policy will be reviewed annually.

Updated - Sept 2026