



West View Primary School

Special Educational Needs & Disabilities Policy

Policy approved by Local Governors: September 2025
Date for Review: September 2026

Definition - taken from 'Special educational needs and disability code of practice: 0 to 25 years'

A child or young person has SEND 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 are likely to 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.

More details about the SEND Code of Practice can be found on the Department for Education's website: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/special-educational-needs-and-disability-code-of-practice/special-educational-needs-and-disability-code-of-practice)

You can view Hartlepool's SEND Local Offer here: [SEND Local Offer - Family Hubs in Hartlepool](#)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the provision and services that are available both to those families in Hartlepool where a child has an Education, Health and Care Plan (EHCP) as well as those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Our School Vision: ☆ Dream Big. Aim High. Shine Bright. ☆

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- [Local Government Act 1974 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1974/76)
- [Disabled Persons \(Services, Consultation and Representation\) Act 1986 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1986/504)
- [Children Act 1989 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1989/24)
- [Education Act 2011 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2011/25)
- [Mental Capacity Act 2005 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2005/9)
- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-guidance)
- [The Equality Act 2010 \(Disability\) Regulations 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2010/1264)
- [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/12)

- [The Special Educational Needs \(Personal Budgets\) Regulations 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukhr/2014/1000/contents/made)
- [The Special Educational Needs and Disability \(Amendment\) Regulations 2015 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukhr/2015/1000/contents/made)
- [The Special Educational Needs and Disability \(Detained Persons\) Regulations 2015 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukhr/2015/1000/contents/made)
- [UK General Data Protection Regulation | ICO](https://ico.org.uk/for-organisations/data-protection/data-protection-act)
- [Data protection: The Data Protection Act - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/legislation/the-data-protection-act)
- [Health and Care Act 2022 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukhr/2022/1000/contents/made)
- [The Special Educational Needs and Disability \(Amendment\) Regulations 2024 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukhr/2024/1000/contents/made)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/supporting-pupils-with-medical-conditions-at-school)
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children)
- [Mental health and wellbeing provision in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/mental-health-and-wellbeing-provision-in-schools)
- [School admissions code - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-admissions-code)
- [Keeping children safe in education - GOV.UK](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- [Reasonable adjustments for disabled pupils | Equality and Human Rights Commission \(drc-gb.org\)](https://www.equalityhumanrights.com/en/our-work/reasonable-adjustments-for-disabled-pupils)

This policy operates in conjunction with the following school documents and policies:

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Complaints Policy
- Equality and Information Objectives
- Mental Health and Wellbeing Policy
- Personal, Social and Health Education (PSHE) Policy
- Positive Handling Policy
- Safeguarding and Child Protection Policy
- SEND Information Report
- Supporting Pupils with Medical Conditions Policy
- Transition Policy

Our Aim

We aim to provide every child with access to a broad and balanced education - this includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

Staff members seek to identify the needs of pupils with SEND as early as possible.

This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND.
Continuous monitoring of those pupils with SEND by school staff will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

This will be coordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.

This includes supporting them with understanding SEND procedures and practices and providing regular feedback on their child's progress. Parents will be invited to two parental consultations throughout the year. There will be three opportunities across the year for parents and carers to review their child's Individual Education Plan, alongside the class teacher. A written annual school report will be sent out in July.

Work with outside agencies when pupils' needs cannot be met by the school alone.

Some of these services include Educational Psychology Service (EP), Speech and Language Therapy (SALT) and Children and Adult Mental Health Services (CAMHS).

Create a school environment where pupils can contribute to their own learning.

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as involvement within the school council, residential visits, school plays and sports teams.

We have also taken into account specific research when designing our learning environment:

Fisher et al (2014) found that 'Children were more distracted by the visual environment, spent more time off task, and demonstrated smaller learning gains when the walls were highly decorated than when the decorations were removed.' This may be especially significant for pupils with additional needs, such as ASD, who are more likely to struggle if there is too much information presented at once.

'Trying to concentrate on the relevant information on the board, when this board is surrounded by posters, pupils' work and lists of words, could prove to be too much stimulation' - McAllister (2010).

Responsibility of the co-ordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Natalie Boagey (SENDCo). Mrs Boagey has successfully achieved the National Award for SEND Co-ordination (NASC). She can be contacted on 01429 267466.
- Mrs Boagey is also ably supported in the coordination of the day-to-day provision of education for pupils with SEND by Ms Michelle Clarke (Social Inclusion Manager). Ms Clarke can also be contacted on the school number 01429 267466 or via her work

mobile on 07919392166.

Co-ordinating SEND provision

The SENDCo will hold details of all pupils on the SEND register. Pupils' records are all stored electronically on CPOMS.

All staff can access:

- West View Primary School - SEND Information Report and SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' Special Educational Needs and Disabilities, including targets set and copies of reports from external agencies
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Hartlepool's SEND Local Offer and the school website
- Up to date information is accessible electronically on the school shared area

In this way, every staff member will have complete and up-to-date information about all pupils on the SEND register and their requirements, which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents/carers and the wider community in order to aid the effective coordination of the school's SEND provision.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/15). This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Please also refer to the school's Admissions Policy.

Specialist SEND Provision

We are committed to whole school inclusion and are an Inclusion Quality Mark 'Flagship School'. In our school, we support children with a range of special educational needs and disabilities. We will seek specialist SEND provision and training from external services where necessary, in order to ensure that we are providing the best possible support.

Facilities for pupils with SEND

West View Primary School complies with all relevant accessibility requirements.

Please also refer to the school's Accessibility Plan.

Safeguarding

West View Primary School recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, 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.

West View Primary School recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers 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.

The Headteacher and Local Governors will ensure that the school's 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 will have due regard for the procedures outlined in the school's Positive Handling Policy. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the wider safeguarding team.

Please refer to the school's policies for Positive Handling and Safeguarding and Child Protection.

Allocation of resources for pupils with SEND

For those pupils with the most complex needs, additional funding ('High Needs') is retained by the Local Authority. This is accessed through an application to the 'Seeking Support' panel. The SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority - it is they who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCo and school's Senior Leadership Team to agree on how the allocation of resources is used.

Identification of pupils needs

Broad areas of need

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The quality and appropriateness of the overall provision is regularly reviewed and its impact on the number of children or young people identified with SEND is also monitored. Behavioural difficulties do not necessarily mean that a child or young person has a special

educational need or disability and should not automatically lead to a pupil being registered as having SEND.

A graduated response:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities, which will aid the pupil's academic progress and enable them to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register, they will continue to be monitored.
- g) Parents will be fully informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge from home with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent consultation meetings.
- i) Parent consultation meetings are used to monitor and assess the progress being made by all children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add the child to the SEND register. The aim of formally identifying a pupil with SEND is to help school staff ensure that effective provision is put in place to remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

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, 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 set 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. As a school, we will continue to track progress using Individual Education Plans (IEPs).

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 other staff to plan and assess the impact of support and interventions and maintain links with classroom teaching. Support with further assessment of the pupil's strengths and areas for development, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

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.

Referral for an 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.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review and will be agreed by the SENDCo and the Headteacher before progressing. Parents and carers are entitled to make their own application for an Education, Health and Care Plan. More information can be found here: [EHC Plans - Hartlepool Sendiass](#)

The application for an Education, Health and Care Plan (EHC Plan/EHCP) will combine information from a variety of sources including, but not limited to:

- Parents
- Teachers
- SENDCo
- Social Care
- Health

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an Education, Health and Care Plan (EHCP). Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about Education, Health and Care Plans can be found here:

[Single Co-ordinated Assessment - Education, Health and Care Plans | Single Co-ordinated Assessment - Education, Health and Care Plans | Hartlepool Borough Council](#)

Education, Health and Care Plans (EHCP)

- a) Following Statutory Assessment, an EHCP will be provided by Hartlepool Local Authority if it is decided that the child's needs are not being met by the support that is ordinarily available. The school, the child's parents and the child will be involved in developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by the Local Authority, staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in school, within the Local Authority and across the wider Academy Trust of which the school is a part. Staff members are kept up to date with teaching methods that will aid the progress of all pupils - including those with SEND.

In class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision. We also set appropriate individual targets that motivate pupils to do their best - achievements at all levels are celebrated.

Inclusion of pupils with SEND

The Headteacher and SENDCo oversee the school's policy for SEND and are responsible for ensuring that it is implemented effectively throughout the school. Pupils with SEND are able to engage in activities available to those pupils in the school who do not have SEND - an equality of opportunity is provided.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside of the classroom as well as working in partnership with staff from other schools and agencies.

We employ a Social Inclusion Manager (Ms Clarke) and two Inclusion Assistants (Mrs Brown and Miss Billyard) to support inclusion across the school.

As a school, we have two trained Emotional Literacy Support Assistants - Mrs Brown and Miss Stokell - who work directly to support children on a 1:1 basis, helping them to manage their SEMH needs. All staff recognise the need to identify children's difficulties quickly to ensure that action is taken to meet their needs.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, we actively encourage feedback from staff, parents and pupils throughout the year. This is done in the form of regular staff, parent and pupil questionnaires, discussions and through meetings with parents.

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they are advised to speak to a member of the Senior Leadership Team who will be able to advise on formal procedures for a complaint.

The school's Link Local Governor for SEND is Mrs Julie Sutton. She may be contacted at any time in relation to SEND matters.

Please refer to the school's Complaints Policy.

Continuing Professional Development (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching with regards to meeting the needs of pupils with SEND.

The SENDCo attends relevant SEND courses, SENDCo forums and facilitates/signposts relevant SEND-focused external training opportunities for all staff.

We recognise the need to train all of our staff on SEND issues and we allocate financial resources within the school's budget to support this professional development. The SENDCo, with the support of the school's Senior Leadership Team, ensures that training opportunities are matched to school development priorities and to those identified through individual appraisals.

Links to support services

West View Primary School continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of a member of the Senior Leadership Team who will then inform the child's parents. By working together, we ensure specialist expertise is secured for our pupils.

Working in partnerships with parents

West View Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND, leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Links with other schools

West View Primary School works in partnership with the other schools in Ad Astra Academy Trust as well as Hartlepool Local Authority. This enables all schools to build a bank of joint resources and to share advice, training and development activities and expertise. This also ensures that we have well planned, enhanced transition programmes in place for children moving to other primary schools, special schools, secondary schools and also for children moving between phases within our school.

For more information, please refer to the school's Transition Policy.

Links with other agencies and voluntary organisations

West View Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo (or another member of the Senior Leadership Team) will be responsible for liaising with the following:

- a) Hartlepool Educational Psychology Service
- b) Social Care
- c) Speech and Language Therapy Service (SALT)
- d) Hearing Impaired Service
- e) Health
- f) CAMHS
- g) Specialist Outreach Services
- h) Local Authority Support Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Monitoring and Review

This policy will be formally reviewed on an annual basis by Mrs Boagey as the school's SENDCo. However, it may be reviewed earlier than this if the government introduces new regulations or if the school receives recommendations on how this policy might be improved. This policy will be publicised to staff, parents and pupils at least once a year and it will also be published on our school website.