



# Inclusion, Special Educational Needs & Disability (ISEND)

Hebburn Lakes Primary is a happy, successful, supportive school where *Everyone Cares* and *Everyone Matters*. We take pride in our children learning in a positive, safe and welcoming environment, and through the delivery of a rich and varied curriculum we:

**Work Together** setting the highest expectations and levels of respect for each other,

**Learn Together** by having the courage and confidence to take risks and

**Achieve Together** through aspiring to be the best we can be throughout our journey to become independent lifelong learners.

Policy Approved by Governing Body:

Chair of governors:

Date: January 2025 Head Teacher:

Date: January 2025 [Review Date: January 2026](#)



## Policy Review

Review Date	Changes made	By whom	Date Shared
March 23	Minor changes to names of staff.	A Docherty	26.3.23
January 2025	Minor changes to names of staff and Names of funding streams. Updated links	A Docherty	

## Aims

Our ISEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## Mission Statement

Hebburn Lakes Primary is committed to providing an appropriate and high quality education to all children in our care. We believe that all children have a common entitlement to an interesting Academic and Social Curriculum, which is accessible to them – and to be fully included in all aspects of school life. We value all children equally and strive to eliminate prejudice and discrimination, and to develop a caring, nurturing environment where all children can flourish and feel safe.

We believe that educational inclusion is about equal opportunities for all learners, whatever their ability, age, background, condition, ethnicity or gender. We pay particular attention to the provision for and the achievement of different groups of learners, such as:

- Girls and boys,
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees, • Learners who need support to learn English as an additional language (EAL) • Learners with special educational needs
- Learners who have a physical disability,



- Learners who have a medical condition,
- Those who are looked after by the local authority
- Others such as those who are sick, young carers, or families under stress.

## **Inclusion Principles:**

- Staff at Hebburn Lakes Primary value children of different abilities and support inclusion.
  - Within each class, teaching and learning styles, organisation and the environment will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner schools and other specialist provisions are made and children included into mainstream school on full or part-time basis.

## **Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## **Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special or additional educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools



Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the

same age by mainstream schools.

## **Arrangements for providing access to learning and the curriculum:**

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible through adaptive teaching strategies to ensure that all children can access the support they need to succeed.

- Learning opportunities will be absorbing, rewarding and effectively differentiated.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Differentiation will take a variety of forms with learning intentions made explicit. Activities may be adapted, or planned separately as appropriate.
- Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

## **Objectives of the policy**

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many children, at some time in their school career, may experience difficulties which affect their learning, and that these may be long or short term. This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to one or a mixture of the following areas outlined in the Code of Practice (2015):

<b>1. Communication and Interaction</b>	<b>2. Cognition and Learning</b>
<b>3. Social, Emotional and Mental Health</b>	<b>4. Sensory, Physical &amp; Medical</b>



**Admission arrangements** – We will:

- Treat all applications equally and will not discriminate against pupils with special educational needs or a medical condition.
- Admit those children with special educational needs but who do not have an EHC Plan.
- Not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support, unless we feel that an alternative provision would be more appropriate.
- Follow the guidelines set out within the Local Authority Admissions Policy.

## **Responsibility for coordination of ISEND provision**

The overall responsibility for inclusion and special educational needs rests with the Head Teacher and Governing Body, however several members of staff work in close collaboration with the SENDCo to ensure that the diverse range of pupil needs are met.

In our setting the following roles and responsibilities are in place:-

### **Inclusion/Special Educational Needs and Disability**

**Co-ordinator** Ms J. Donkin

**Inclusion Team:** L Craik, J Growcott, N Farrell and N Main.

- Work with the headteacher and SEND governor to determine the strategic development of the ISEND policy and provision in the school
- Have day-to-day responsibility for the operation of this ISEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate assessment, support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively



- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Ensures that the ISEND Policy, Disability Act 2010, Code of Practice and relevant guidance are implemented effectively across the school and Early Years
- Ensures equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.
- Lead termly Team Meetings in collaboration with the SLT to discuss and monitor the progress of children, to identify needs as they arise and provide support as early as possible.
- Manage Inclusion Support Staff timetables, training and resources.
- Provides specific provision, matched to individual needs, for those children recorded as requiring **SEN support**.
- Undertakes necessary observations and/or assessment of pupils.
- Complete documents to request **Education and Health Care Plans, Early Help Plans and STEP funding** and support parents and pupils with the relevant sections they need to complete.
- Arrange and lead Review and Planning meetings.
- Work closely with receiving schools to organise **transition** time-tables and provide **integration/inclusion** support to children who are moving on to new schools or classes;
- Contributes to the professional development of staff.
- Assist the Specialist Resource Base staff with all aspects of the day-to-day running of the units;
- Attends termly Senco network meetings and SEND Panel meetings as they arise.

**Senior Leadership Team**



Mrs A. Moody (HT) Mrs H. Redfern (DHT) Mrs A. Docherty (AHT)

- Ensures that the daily management of ISEND and Safeguarding provision is effective
- Keeps the governing body informed of all matters relating to its responsibilities for the provision of ISEND.

- Ultimately responsible for pupil admission

- Work closely with the SENDCo, Teaching and Support staff

- Collaborate with SENDCo to monitor interventions, assess pupils. •

Monitor and assess the effective distribution and use of Pupil Premium.

- Create, monitor and update Care Plans for Staff and Pupils

- Work with individual pupils as necessary.

- Monitor curriculum and planning to ensure that targets from EHC Plans and Success Passports are embedded within teaching and learning.

- Monitor tracking to ensure ISEND pupils are making progress.

- Attend termly Team and Progress meetings to discuss and monitor the progress of children, to identify needs as they arise and suggest support as early as possible.

- Ensure that staff receive appropriate training opportunities.

**Pastoral Support Officer**

Miss R. King

- Work closely with the SENDCo, the teaching and support staff
- Attend termly Team Meetings to contribute information regarding EH, Cared For, CiN and CP issues of children on ISEND register.
- Make referrals to and liaise with outside agencies.
- Work closely with parents and carers.
- Provide 1-1 support to groups or individuals as required.
- Attend appropriate training.



### **Specialist SEMH TA**

Mrs L.Hudson

- Provide Nurture sessions to groups or individuals as required.
- Provide other specific interventions such as Circle of Friends
- Attend appropriate training
- Work 1:1 with specific children who require further support
- Establish constructive relationships with pupils
- Set challenging and demanding expectations and promote self-esteem and independence
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes

### **Specialist Support Base Teams**

**Miss N Fada** (T.I.C KS2), **Miss R Spokes** (HLTA KS2 ) **Miss C Hughes** (TA) **Mr R Cave** (T.I.C KS1), **Mrs B McCarthy** (HLTA KS1)

- Provide effective and appropriate social and academic curriculum and interventions to children with complex needs within the KS1 and KS2 attached provisions.
- Make referrals to and liaise with outside agencies as required.
- Offer advice, support and strategies to Parents/Carers, Class Teachers and TA's with regards to effective behaviour management.
- Assist Class Teachers with the development of Behaviour Support Plans.
- Offer pupils effective strategies to monitor and regulate their own behaviour and emotions.
- Support the SENDCo with observations, assessments and referrals.



- Assist the SENDCo with observations of pupils within local primary schools and offer advice to these schools.
- Assist with transitions into new classes or schools.

**Class Teachers**

- Ensure they use the Ordinarily Available Provision.
  - Are aware of the school's policy for the identification and assessment for pupils who require ISEND support and the provision it makes for them.
- Recognise that they are responsible for the progress of their SEND cohorts.
- Will provide quality first teaching, up-to-date monitoring of progress and ensure that planning and the learning environment is appropriately differentiated and/or adapted to suit **all** pupil needs.
- Will be involved in a termly meeting to discuss pupils who require ISEND and in collaboration with the SLT and SENDCo, contribute to the provision map.
  - Will develop Range sheets and Success Passports as required to ensure that the children in their care make suitable academic and social progress.
- Contribute to the review of and further development of educational and safeguarding plans.
- Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

### **Parents/Carers**

- Will work closely with the school in order to develop a partnership that will support ISEND pupils. (See Working in partnership with parents and external support agencies)
- Contribute to Education, Health and Care Plans

Contribute to the development of Accommodation and Strategy plans.



### **Pupils**

- Where appropriate pupils will be involved in the creation of individual Success Passports and Targets.
- They will contribute to and their views sought during reviews of Education, Health and Care Plans.

**Governing Body:** Serena Goddard

- Has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs
- Ensures that provision for ISEND is of a high standard
- Reports annually to parents on the effectiveness of the schools ISEND policy
- Has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. This governor ensures that all governors are aware of the school's ISEND provision, including the deployment of funding, equipment and personnel.

## Identification and review of pupil needs

**Early Identification** – We feel it is vital that pupils who require Inclusion or SEND provision are identified at an early stage. **Every teacher in this school is responsible for identifying pupils with ISEND.** The Class Teacher and/or SENDCo will inform parents or guardians at the earliest opportunity of the school's concerns and invite them to contribute their views towards their child's needs.

The Local Authority has provided all schools within this catchment area with a comprehensive document known as **The SEND Ranges** which provides a guide for assessing and identifying SEND needs from **RANGE 1** universal support within a mainstream setting through to **RANGE 7** for pupils requiring highly specialised levels of support (perhaps 24 hours).



Support and intervention is provided at 3 different levels:

- **Universal** is the whole class/group so would be training, advice and support and resourcing.
- **Targeted** level is small groups and/or specialist interventions / support is 1:1 and time limited.
- Children at a **specialist** level require a specialist provision / setting to meet their needs.

All class teachers who have a concern are required to complete a **RANGE** document and describe in detail the strengths and weaknesses of the child. Parents and carers views are also added to this document.

The school's system includes reference to information provided by:

- Baseline assessment results
- National Curriculum descriptors for the end of a key stage
- Progress measured against end of year expectation (emerging, developing, secure and mastery)
- Progress measured against the Pre Key Stage level descriptors (SEND) • Standardised screening and assessment tools
- Observations of behavioural, emotional and social development • An **Education, Health and Care Plan**
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs
  - Another school or LEA which has identified or has provided for additional needs.

**Universal Level** – class teacher (or parent) has identified a **cause for concern**.

Discussion has taken place with parents and some adaptations have been put in place. The child may participate in 'fix its'. These adaptations and their impact will be reviewed the following term.

**Targeted Level** – Child has not made expected progress and requires a higher level of support. This could involve participating in small group interventions or requiring a higher level of differentiation across the curriculum.

- using extra staff to work closely with the pupil
- more effective strategies via staff development or training
- group support

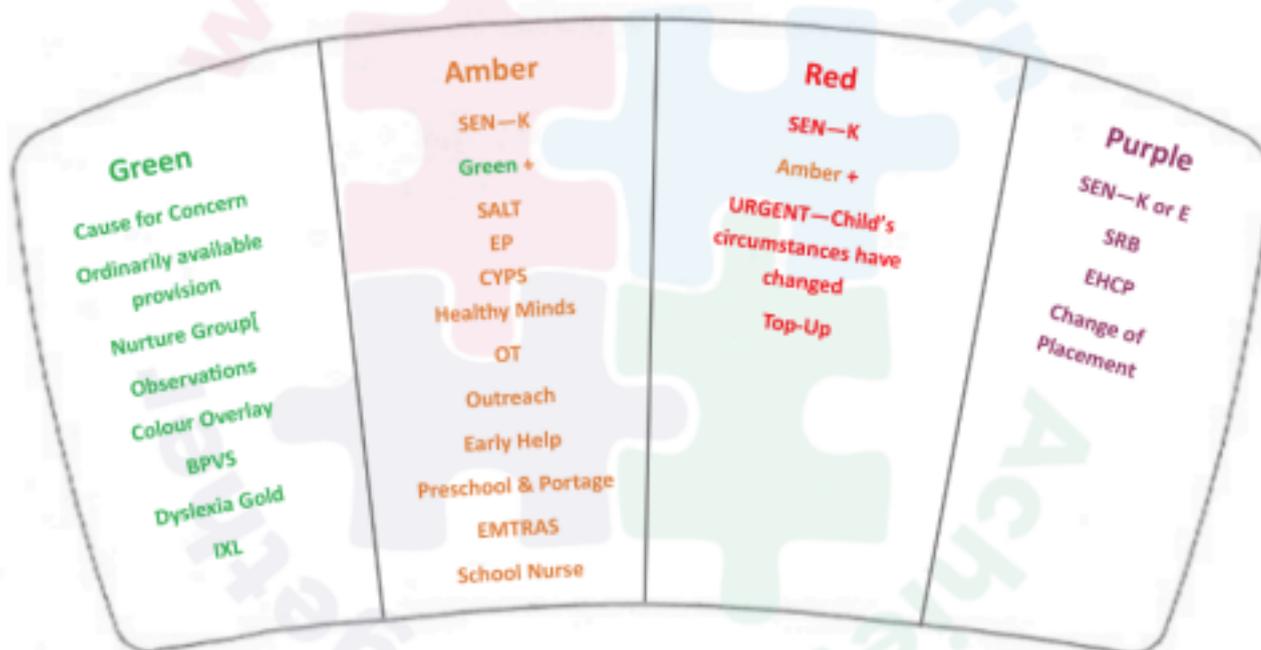


- devising interventions and monitoring their effectiveness by providing extra adult

time

- LEA support for advice on strategies and equipment or staff training

Their needs may call for referral to an outside agency, a RAG rated approach, such as Educational Psychology Service. Impact will be reviewed the following term. At this point the child will be added to our **SEND register** at **SEND Support (K)**. It may be that we also begin to consider applying for **STEP** funding. The SENDCo and staff will then follow the referral process.



**Specialist Level** - child is in receipt of a highly differentiated curriculum and may require 1:1 support from an adult (perhaps more than one). An **Education Health and Care Plan** may be applied for or already in place. It may be that despite all efforts from mainstream staff that an alternative provision is sought.

#### Triggers for SEND support include:



- little or no progress
- show difficulty developing literacy or numeracy skills
- present persistent emotional and behavioural difficulties

- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and / or interaction difficulties, which continue despite curriculum differentiation.

Once a child has accessed SEND Support the class teacher, SENDCo and parent will contribute to the development of an **Accommodations and Strategy** plan.

### 3 Part Success Accommodations and Strategy Plan

- Will be developed for all children with an Education, Health and Care Plan (EHCP).
- Record strategies for pupil progress by concentrating on two or three individual SMART targets that closely match the pupil's needs;.
- Accommodations and Strategy plans run on a termly basis and should be reviewed at least termly.
- Be used as a working document by the Class Teacher, HLTA/TA and Inclusion/Intervention Staff and should be annotated with notes to describe how the pupil is/is not meeting the targets.
- Evidence of the Accommodations and Strategy plan should be linked to planning.

**PLAN** – identify barriers to learning and indicate steps that will be taken by the school to enable individuals to make progress. Targets are also indicated on the passport and are reviewed termly.

**DO** – The school will put the planned support into place. The class teacher, SENDCo and any support staff working with that child are responsible for tracking progress and ensuring that support is effective.

**Review** – The support each child receives should be reviewed at the time agreed in the passport. It is at this point that it can be decided if the support is having a positive impact, whether the outcomes have been achieved or if any changes are required.

For adequate progress, the child must:

- Close the attainment gap between the child and their peers



- Have progress similar to that of peers starting at the same attainment baseline, (but may be less than the majority of peers)
- Match or better their previous rate of progress

- Demonstrate an improvement in self-help or social or personal skills •

Demonstrate an improvement in behaviour

During the review, if it is felt that the child has made good progress and SEN support is no longer deemed appropriate, the plan will cease and the child will be removed from the register.

When adequate progress has not been made:

- little or no progress made,
- working at National Curriculum levels well below that expected of a child of a similar age,
- still face difficulties in developing literacy and numeracy skills, •
- present persistent emotional and behavioural difficulties,
- have sensory or physical problems, which require additional specialist equipment and advice from specialists,
- have communication or interaction problems which prevent the development of social relationships.
  - The child will continue to have their needs supported via the appropriate provision map and accommodations and strategy plan..

Where a child continues to make little or no progress despite SEND Support from school and outside agencies, it may be necessary to seek further assistance from the Local Authority by requesting an **Education, Health and Care assessment**. Once the Local Authority has gathered all information from everyone involved with the child, and feels that the child requires provision beyond what the school can offer, then the assessment may lead to an **Education, Health and Care Plan**.

**Inclusion and Special Educational Needs Pathway – A Graduated Response** All schools are expected to have a clear and graduated approach in place to supporting the needs of all children. At Hebburn Lakes this is in the form of 4 tiers:

Tier	Timescale :	Overseen by:	School Actions:	External Agencies which may be involved:
1	At least 2 term	Class Teacher	The child's progress will have been identified within one or more areas as	Pre school and portage Speech & Language Therapist



			<p>demonstrating concern.</p> <p>A discussion with parents will take place and class teachers will take advice from the SENDCo.</p> <p>An in school range sheet will be completed and additional support through quality first teaching implemented in the classroom.</p>	<p>EMTRAS</p> <p>Universal agencies such as the school nurse and health visitor</p>
2	At least 2 terms	Class Teacher with involvement from the SENDCo	<p>Review of progress with child's parents/guardians</p> <p>1-1 and small group intervention</p> <p>Range document updated and progress towards targets monitored</p>	<p>Early Help may be considered in order to ensure support for the family</p> <p>Outreach</p> <p>Emotional resilience team Healthy Minds / Safer Hands</p> <p>Hearing Impaired Service</p> <p>Visual Impaired Service</p>
3	This would depend on the needs of the child and the timing of next steps	SENDCo with involvement from the Class Teacher	<p>Direct involvement of the SENDCo</p> <p>Specific SEND planning meeting</p> <p>Consideration as to whether additional funding/support is needed</p> <p>Accommodations and strategies document completed - with clear targets</p> <p>Consideration as to whether an Education Health Care plan needs assessment may be</p>	<p>Early Help may be considered in order to ensure support for the family</p> <p>Educational psychology</p> <p>Children and Young People Service</p> <p>Outreach</p> <p>Hearing Impaired Service</p> <p>Visual Impaired Service</p> <p>Occupational Therapy or Physiotherapy Services</p> <p>Emotional resilience team</p>



			needed and timescales may begin to be discussed	
4	Following agreement by the SEND panel that a needs assessment is required the statutory timescale for assessment is 20 weeks.	SENDCo with involvement from the Class Teacher	<p>High level of support needed.</p> <p>Monitored closely by SENDCo</p> <p>Referral to local authority SEND panel to consider whether an EHCP is needed to support the child's needs</p> <p>Termly review with parents</p>	<p>If agreed, allocated Local Authority SEND officer to oversee outcomes within the plan</p> <p>All Agencies which have been involved throughout the tiered approach</p>

## Medical Conditions

Hebburn Lakes Primary staff work closely with the School Nurse Service, Sensory Service and parents and pupils to update, maintain and follow Health Care plans. This relationship ensures that children who have a medical condition have their educational and medical needs met within school under the framework set out under the **Children and Families Act 2014**, in accordance with statutory guidance **'Supporting pupils at school with medical conditions'** and with reference to our own **Administration of Medicines Policy**.

Where necessary and appropriate, staff receive relevant training to meet the needs of a child with a medical condition.

Information about a child's medical needs are displayed in the staff room and are made known to those people who work with that child on a regular basis. Where

necessary, dedicated staff will administer prescribed medication to children with long term and complex conditions as and when required. At such times, staff will sign a record of administration and should have another staff witness.

## **Allocation of resources for vulnerable pupils, those with ISEND or who have complex or long term medical conditions.**



The Head Teacher is responsible for the resourcing of special educational needs provision within the school, including the provisions for children with Education, Care and Health Plans. Responsibility for this also falls under the role of the SENDCo.

The Head Teacher informs the governing body of how the funding is allocated to support special educational needs.

The Head Teacher and SENDCo meet, at least once annually, to agree on how to use the funds directly related to EHC Plans and special educational needs generally.

## **Pupil Premium**

We ensure that all teaching and learning opportunities meet the needs of all children. Appropriate provision is made for all pupils who belong to vulnerable groups and we ensure that the needs of socially disadvantaged pupils are adequately assessed. Pupil Premium is carefully ring-fenced to ensure that it is spent on the target group of pupils. Our Assistant Head and the Attendance Officer target attendance and behaviour, nurturing links with families in order that these issues do not become barriers to learning.

Achievement data is used to check that pupil premium interventions or techniques are working and adjustments are made accordingly. Teachers and support staff understand their role in helping pupils achieve.

We provide a range of intervention groups – one-to-one, paired and group. These cover key skills in numeracy, literacy, fine/gross motor development and coordination, memory development as well as speaking and listening skills. A range of resources are utilised including ICT.

Enrichment activities include trips and visits such as Pantomime, farms, museums, library, swimming pool, links with Sunderland AFC, and Thurston Outdoor Education Centre. Regular visitors to school include Technology Tom, Party Animals,

Magicians, Story Teller, Walk it and Bike to school.

## **Attached Specialist Resource Bases**

Following a consultation by the Head Teacher, admissions to the SRB are via the Local Authority and SEND team. Should parents wish for their child to be considered for a place or to visit the school, this must be agreed by the child's SEND officer (in the case



of an EHCP) or the SEND Team. Parents are advised to contact them prior to making contact with the school.

The school has two attached specialist resource bases for Key Stage 1 and 2 children who display complex Social, Emotional and Mental Health needs. The bases are situated within the school building, and can accommodate six and nine pupils respectively. Children placed in these provisions can have significant emotional, behavioural and or language problems, together with special educational needs. The pupils are drawn from outside the school's catchment area. Emphasis is placed on promoting positive social, emotional and behavioural development whilst providing full access to the National Curriculum. The school has an ethos of inclusivity and wherever possible the children from these provisions are included in all aspects of school life.

A positive policy aimed at assessment and re-integrating children into mainstream schooling is operated whenever the child's progress is deemed sufficient i.e. by the Head Teacher and the Teacher in Charge, in consultation with parents and outside agencies.

The SENDCo works very closely with both provisions to support staff with behaviour management, assessment, record keeping and Integration. For more information please read the base Policies.

## **Complaints procedure**

Parents who have a grievance or complaint about the nature or amount of additional provision that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

See link for further information: [Complaints Policy](#)

## **In service training**

Identified in-service training will be undertaken in line with the school's Professional Development Policy.

## **Links with other schools**



The school works closely with other schools to ensure that any relevant information regarding a pupil with special educational needs is passed on when the child leaves or is requested upon admission.

In addition, whenever a child who is currently on the school provision map is about to change schools, we always advocate the development of an Integration Plan in collaboration with the receiving school. This maximises the likelihood of a successful transition from one school to another.

## **Links with other services**

The SENCO liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. Speech Therapy
3. School Nurse Service
4. Community Paediatrician
5. Early Help Team
6. Physiotherapy
7. Occupational Therapy
8. Children and Young People Service.
9. Emotional Resilience Team
10. Attendance Enforcement Team
11. Sensory Service
12. EMTRAS

Parents/Carers are informed and permission is requested if an outside agency should become involved.

## **Useful Websites:**

[SEND Local Offer](#)

[Government Code of Practice 0 - 25](#)

## Monitoring arrangements

This policy and information report will be reviewed by Ms J Donkin (SNEDCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## Links with other policies and documents



This policy Links to:

- Accessibility plan
- Behaviour Policy
- Equality
- Supporting pupils with medical conditions.