West Denton Primary School SEN and Disability Policy

2026-2027

"Enjoying learning and growing together."



Respect



Persevere



Achieve

Coordinators:	SENDCO MA
First written:	September 2026
Approved by Governors:	Oct 2026
To be reviewed:	September 2027
Updates:	

Name and contact details of SENCO:	Melanie Alexander West Denton Primary School Hillhead Road Newcastle upon Tyne NE5 1DN
Length of time in post:	25 years
Professional Development:	• Autistic Spectrum Condition Training • Thrive • Speech and Language • MLD • Sensory and Physical • Social, Emotional and Mental Health Training • Anxiety Workshop • Working memory Training- Ask Psychology Uk • Newcastle SEND Descriptors of Need • Dyslexia Awareness- Katie Stone • Stammering Workshop • Making sense of Autism-Christie Johnston • Blurred lines between Autism and ADHD • EAL psychology Training • UAP Training • Positive Handling • Hypopituitarism Deficiency Training • PDA Training • Nasen resources • CACHE Early years SENDCo Course • Zones of Regulation • PACE Approach • Precision Teaching
SENCO position:	• SLT • DSL Team
Name and contact details of SENCO's Assistant	
Name of Governor responsible for SEND	Pauline Richmond-Atkin
What is the purpose of the SEND Policy?	This policy has been compiled with the experience and support of the Staff of West Denton Primary and been shared and agreed with governors. West Denton Primary School has a pupil roll of approximately 311 children. There are currently 76 children on the special needs list, ranging in needs from autism, speech and language difficulties, moderate learning difficulties, ADD and ADHD, foetal alcohol syndrome, attachment disorder and developmental delay. The percentage of children with special educational needs is 27% which is significantly higher than the national average. Each class in school has a Teaching Assistant each morning to support, and in some

	classes, there are additional adults working with pupils. Within class there are teaching assistants and teachers delivering occupational therapy, speech and language and sensory packs, additional phonics and ASD planned provision. West Denton primary also has specialised environments, such as the Rainbow Room and the Hive which provide a bespoke setting to children who are not currently accessing the mainstream curriculum. West Denton Primary also works closely with outside agencies to ensure the best provision for our children.
Rationale:	At West Denton Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish whilst exploring their own strengths and interests. We will respond to individuals in ways which consider their varied life experiences and particular needs and develop their resilience to life within school and the outside world. West Denton Primary School is committed to providing an education that enables all pupils to have a thirst for knowledge which allows them to make progress and achieve to the best of their ability. Staff work to break down barriers to learning in order to develop confident individuals who can make a successful transition into adulthood and contribute towards society.
Objectives:	• To ensure equality of provision for pupils with special educational needs (SEN) and disability • To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014 • To provide full access for all pupils to a broad and balanced curriculum • To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes • To enable pupils with SEN to achieve their potential • To ensure parents / carers are fully engaged in decision making • To consider the views, wishes, voice and feelings of pupils • To provide advice and support for all staff working with pupils with SEN • To provide information about the arrangements for identifying, assessing and making provision for pupils with SEN • To work closely with outside agencies to provide the best advice and resources to fully meet the needs of each child.

Roles and Responsibilities:	
The Special Educational Needs Coordinator (SENCo):	• Overseeing the day-to-day operation of the policy • Coordinating provision for pupils with SEN • Liaising with the Designated Teacher where a looked after pupil has SEN • Advising on the graduated approach to providing SEN support • Liaising with potential next providers of education to ensure a pupil and their parents are informed about options, and a smooth transition is planned • Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Liaising with parents of pupils with SEN • Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies • Being a key point of contact with external agencies, especially the local authority and its support services • Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements • Ensuring that the school keeps the records of all pupils with SEN up to date
The Class teacher providing Quality First Teaching:	• Set high expectations for all pupils • Manage the classroom to ensure a healthy and safe working environment where positive learning can take place. • Provide a learning environment which inspires, motivates and challenges all learners • Plan, assess and review teaching methods which allow for the needs and strengths of the individual • Work closely with the SENDCo and support staff to deliver well planned interventions which answer the questions; Why this? Why now? • Deploy staff effectively to act upon advice given to support children with specific SEN needs. • Communicate with parents to relay information regarding the pupils well- being and achievements.
The Special Educational Needs Teaching Assistants	• The Special Educational Needs Teaching Assistants support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted internal and external interventions. 1:1 and small group support assistants also work alongside children with Education, Health and Care Plans • The SEN team works closely alongside teaching staff to assess, plan, do and review the progress of the children and to agree future targets.
The designated member of staff for child protection	• Ms. Rachael Croll

The designated member of staff for managing pupil premium (PP)	• Ms. Rachael Croll
The designated member of staff for looked after (LAC)	• Ms. Rachael Croll • The SENCo ensures that arrangements are in place for supporting pupils that are looked after and have SEN. SEN reviews and PEP meetings are coordinated and where possible meetings are held on.
Access to Facilities and Provision:	• All pupils initially follow the full curriculum, but adaptations to the timetable, support and subjects taken are constantly reviewed by the staff, LSA's, SENDCO and changed if the need arises • Planning shows differentiation for SEN groups and individuals and the member of staff who is supporting them • Staff complete an annual 'Class Profile Proforma' so that staff are aware of the full spectrum of needs of the cohort • Learners are encouraged to take an adequate amount of physical exercise and to eat and drink healthily. Pupils are encouraged to have bottles of drinking water and to take 'little and often' • School meals are healthy and nutritious • We provide the statutory requirements for PE • We run a full range of extra-curricular clubs and have good links with Newcastle Sports Partnership and ONE Trust schools • Where possible, our afterschool club provides opportunities for outdoor activities • Where pupils express an interest in each activity, we try to provide for it or we signpost them to a relevant provider • Children benefit from cycling lessons (WDPS Cycling) within the school curriculum • Healthy lifestyles are encouraged through the PSHCE course as well as all relevant curriculum areas. This includes work on drugs, sex and alcohol; some supported by outside agencies and tailored to individual year groups • PSHCE is led by a member of staff and delivered through the curriculum • The school buys in an Anti-Social Behaviour Project • The school continues to focus on a clear assessment of National Curriculum Age Related Expectations (ARE) and access for all its pupils • Data tracking systems allow school to watch individual progress and to set clear individual targets for improvement • School monitors the progress of groups of children and acts upon evidence found • Where a pupil is not working on Age related expectations, staff plan, assess and review their progress using the Newcastle SCART targets • The LSA's are a strong team who carry out sessions, plan and assess, keep evidence of work and regularly update the class teacher and SENDCO • SEN Support Plans are regularly updated • All LSA staff have professional development and opportunities to attend network support groups • Good use is made of ICT and the internet for research.

Allocation of Resources:	The head teacher is responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high-quality appropriate support for pupils with SEN. If a pupil's needs cannot be met by the nationally provided threshold, additional funding or support will be applied for from Newcastle Education Authority.
Access to the Curriculum	The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For most of the week, pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet needs. Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities which are accessible by themselves and other family members. Our outdoor learning facilities such as bush craft, the allotments and edible garden are available to children to develop their social skills, resilience and self -belief.
Identification, Assessment, Planning and Review Arrangements:	West Denton Primary School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils, and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. (Teachers' Standards 2012) School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map / intervention map outlines all SEN support and is updated each term. It covers the four broad areas of need; • Communication and interaction • Cognition and Learning • Social, emotional and mental health • Sensory and physical needs The following are not SEN but may impact on progress and attainment: • Disability • Attendance and punctuality • Health and welfare • English as an additional language (EAL) • Receipt of pupil premium • Being a looked after child • Being a child of service personnel SEN support – four-part cycle The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concern, checklist is completed and discussed with the SENDCo.

	Assess The class or subject teacher, working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents and pupils (where appropriate) will be asked to contribute to the assessment and agree on a course of action. **Plan** Parents will be formally notified and invited to share their opinions in a meeting when support plans are made. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information systems such as the pupils SEN support Plan, Class profile proforma or school provision map. **Do** The class or subject teacher will remain responsible for working with the pupil daily and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCo will support the above. **Review** The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENDCo, will revise the support considering the pupil's progress. If a pupil does not make expected progress over a sustained period school will consider involving specialists.
Which services does WDPS liaise with?	• Educational Psychology Service • School Health • Children's and Young People's Services (CYPS) • Speech and Language Impairment Team • Communication and Interaction Team • School Improvement Service (SIS) • SEN Teaching and Support Service (SENTASS) • Social Services and Looked After Children Team. • Zone West • Barnardo's • Family Support Service • Toby Henderson Trust • Single Point of Access (SPA) • Educational Psychologist • Hearing Impairment Team • Visual Impairment Team • Neurological Nursing Service • Diabetes Nurse • SEND Outreach Service • SEND Outreach Service – Early Years • Attendance and Inclusion • Social services • Family support service

	• SEMH Team • Speech and Language service • Zone West • ASAP • Specific Learning Difficulties Team • Music Service • Thomas Bewick Outreach
Additional Top Up Funding	Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority. The SENDCo in conjunction with teaching staff, professionals and parents, may consider making a referral for an Education, Health and Care Plan from the LEA.
Education, Health and Care Plans (EHCP)	Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health Care Plan Assessment. School will provide the local authority with evidence of the action taken as part of SEN support.
Where can the SEN Information Report be found?	This report can be found on the school website and within the school brochure. It outlines the provision WDPS makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.
Transition Arrangements	West Denton Primary transition is carefully planned. To ensure successful transition to secondary the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Parents and pupils are invited to attend final review meetings and staff are available to make additional visits with pupils to the secondary provision. Key information about SEN provision will be shared with the next school /setting through the review process. When a pupil with SEN transitions within a Key Stage, all SEN information is passed to the receiving school and the SENCo or SENDCo's assistant makes contact.
Partnership with Parents/Carers:	West Denton Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Information, Advice and Support Services information is also given, including contact details for the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats, and sufficient notice is given for meetings to enable parents/carers time to prepare. Our Parental Support Adviser, Lyndsay McMenzie, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. An Early Help Plan (EHP) is used to coordinate support for children and their families who have a range of needs.
Family Support	The Pastoral lead and Deputy Head are proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating training.

Pupil Participation:	The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express their strengths and any concerns. All pupils are aware of their individual targets, and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed with the SEN Teaching Assistants and Teachers on a termly basis. Pupils in Key Stage 1 and 2 pupils (where appropriate) are invited to attend their termly review meeting.
Monitoring and Evaluating the Success of Provision	A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN: • Regular observation of teaching by the senior management team • Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils • Assessment records that illustrate progress over time – e.g. phonics assessment, reading ages • Pre and post assessments for those pupils who are withdrawn for targeted interventions • Success rates in respect of individual targets are monitored and alerts given to staff if progress slows • Monitoring by the governor with responsibility for SEN • The views of the parent / carer and pupils. (Questionnaire for parents of pupils with SEN, pupil views of additional and different provision they receive.) • Regular meetings between SENDCo, SENTAs and head teacher and governors • Provision Mapping – used as a basis for monitoring the impact of interventions.
Staff Development:	The SENDCo ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. ECT staff are offered support and in school training by the SENDCo.
Medical Conditions	West Denton Primary will follow the recommendations of the Children and Families Act 2014 about arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.
Admission Arrangements:	The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.
The Complaints Procedure:	Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is

	firstly that the key worker / class teacher / form tutor attempts to resolve matters, then if required the SENCo and /or head teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer. To access the ONE Trust Complaints Policy please follow this link: ONE (Owl North East) Trust - Policies
This SEN and Disability policy will be reviewed and amended annually. **Policy updated September 26** **To be reviewed September 27**	