

SEN Policy and Information Report

Tow Law Millennium Primary School



Approved by: FGB

Date:

Last reviewed on: Summer 2025

Next review due by: Summer 2026

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1. Aims

Our SEN policy and information report aims to:

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

Our school is committed to the identification and assessment of the special educational needs in all pupils in its care and to the provision of the necessary resources of personnel, time, materials and expertise, which are available to the school to meet those needs. The school is also committed to the preparation of accessibility strategies and plans for increasing the accessibility of the school for disabled pupils.

Each pupil in the school is entitled to a broad, balanced, relevant and differentiated curriculum. We aim to provide equality of access to a curriculum for each child irrespective of the gender, race, creed or cultural background and taking account of their needs. We aim to provide education for all in line with the Equality Act 2010 taking account of the following protected characteristics:

- *Disability*
- *Gender reassignment*
- *Pregnancy and maternity*
- *Race*
- *Religion or belief*
- *Sex*
- *Sexual orientation*
- *Age (only applicable to staff, not pupils)*
- *Marriage and Civil Partnerships (only applicable to staff, not pupils)*

We aim to:

- give every child the opportunity to achieve their potential
- provide support and guidance for each person within the school
- create a safe, caring atmosphere where children can engage with learning
- promote equal opportunities in an environment which tolerates difference, whilst developing an awareness of similarities between cultures.

We aim to help all individuals to form successful friendships, develop self-esteem and confidence, develop a sense of responsibility and to understand the need for tolerance, honesty, self-discipline and respect for others.

2. 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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special 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 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCOs are Alex Mahon and Helen McNally.

Contact details are – Tel: 01388 730283 Email: towlaw@durhamlearning.net .

They will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 pupils and their parents are informed about options and a smooth transition is planned
- To work with the governing board 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 SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN Information Report

5.1 The kinds of SEN are described in four broad categories

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction: *Children with speech, language and communication needs have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication*
- Cognition and learning: *Children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs for example, dyslexia, dyspraxia*
- Social, emotional and mental health difficulties: *Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).*
- Sensory and/or physical needs: *Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. These needs may include, for example, visual impairments, hearing impairments, processing difficulties, epilepsy*

5.2 Identifying pupils with SEN and assessing their needs

We are committed to the equal inclusion of all pupils in all areas of primary school life. We recognise the diverse and individual needs of all pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We understand that children learn and develop in different ways. However, many children, at some time in their school life may need a little extra help. A special educational need can be a number of different things. At Tow Law Millennium Primary, we have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to CPOMs. We will formally notify parents when it is decided that a pupil will receive SEN support. Parents will be part of the outcome setting arrangements for individual pupil support plans.

5.4 Assessing and reviewing pupils' progress towards outcomes

We have ongoing formal and informal systems in place to ensure progress for all children is monitored closely. Children with special educational needs are observed closely to ensure the curriculum is tailored to most appropriately meet their needs. We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant the assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We cater for each child's individual needs as they prepare for transition. We liaise closely with other establishments, organising induction sessions and transition meetings.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. In order to successfully match pupil ability to the curriculum, we remain committed to:

- A range of teaching styles combined with an innovative & supportive curriculum
- Adapted learning materials
- Access to computing & technology
- Additional in-class and out-of-class support
- Flexible groupings
- Extra-curricular activities including small group support and booster or extension sessions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions. They will support pupils on a 1:1 basis or within small groups as appropriate to deliver a variety of interventions including, but not limited to:

- Lego Therapy/Six bricks

- Gross or fine motor movement & skill development
- Speech & Language programs
- Blank level questioning
- Equal access to after-school clubs and school trips
- Precision teaching

We work with an extensive range of services and professional, consulting a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of individual children are met. We encourage professionals to visit to observe, support and work with members of staff to share expertise and resources. Wherever possible, staff implement programs of work, exercises and programs recommended.

5.9 Expertise and training of staff

Each year the needs of our children within school are carefully considered and training is organized to upskill staff as and where appropriate. The majority of our staff are either 1 day First Aid or Paediatric First Aid Trained. The First Aiders at work are Helen McNally & Nicola Mawson. We all hold Safeguarding & Child Protection Level One, with three experienced members of our team being Level Two Child Protection trained. Staff have regular up-to-date medical training – asthma, allergies, administration of medication. In addition, Support Staff have a selection of SEND training relating to Autism, ADHD and mental health. We currently have a regular weekly Speech & Language technician working with individual children and IT based therapy through Mable. We work closely with the ‘Piece of Mind Team’ (previously named Mental Health Support Team) to support early help and intervention for pupils with SEMH needs.

5.10 Securing equipment and facilities

Each child is a unique individual and as such, the support, equipment and facilities they may require and receive will be tailored to their personal requirements. We store medication in lockable, easy-adult-accessible cabinets or the medical fridge in the staffroom. IT resources are used and stored in line with school policy. Teachers and support staff continually review and revise how everyday activities and experiences within the curriculum can be adjusted and targeted to ensure that individual children are fully involved at an appropriate level.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils’ individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to monitor provision across year groups
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils in our school.

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our school is accessible for disabled pupils/parents as the building is all on one level. We have a disabled toilet within the main school building and an accessible electric changing bed in Early Years.

Our school Accessibility Plan is available to view both on our school website: www.towlaw.durham.sch.uk or the Headteacher’s office.

5.13 Support for improving emotional and social development

At Tow Law Millennium Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching of our PSHE (including RSE) curriculum and indirectly through times such as registration, assemblies and with every conversation adults have with pupils throughout the day.

Support staff can also deliver support interventions on topics like self-esteem, friendship and social skills, bereavement, recognising feelings etc.

The SENDCOs, with the consent of the parent, may feel it is appropriate to coordinate additional support for children to access. This may include: interventions with a key person, time with member of SLT, support through the early intervention 'Piece of Mind Team', an external referral to CAHMS (Child and Adolescent Mental Health Service), counselling through Mable (online resource) or an external therapeutic intervention.

We work very closely with the 'Piece of Mind Team' and have a named link for our school setting: Morgan Ward is our Educational Mental Health Practitioner. Mrs McNally (SENDCO and Mental Health and Wellbeing Lead) has regular communication with Morgan to coordinate support for pupils and families at our school. This support may take on the form of: 'We eat elephants' or 'FRIENDS' programme within school, referrals for parent-led CBT course or access to a number of specialist staff within the Piece of Mind team.

Some pupils may benefit from additional support through specific behaviour strategies, such as the use of social stories, time out spaces and personalised reward charts.

Please refer to our Anti-Bullying Policy and Respectful Relationship Policy for additional information regarding how we address issues around bullying and behaviour at Tow Law Millennium Primary School.

5.14 Working with other agencies

Parents may be asked to give permission for our school to refer individual children for specialist support offered by an outside agency or specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help parents and the school to understand your child's particular needs better and be able to support them more effectively. Some of the agencies we work alongside are:

- Social Communication & Interaction Team
- Behaviour Support Team (Crisis/Inclusion primary partnership)
- SEN and Inclusion Team
- Education Psychology Service
- Speech and Language Therapy Service
- Integrated Children Services
- Occupational Therapy Service
- Children and Adolescence Mental Health Service
- Piece of Mind Team (previously Mental Health Support Team)
- School Nurse / Emotional health resilience nurse
- Let's talk – Speech and Language technician
- EWEL – emotional wellbeing and effective learning team
- Cognition and learning team
- Neurodevelopmental pathway
- Mable speech and language therapy

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher Miss Mawson in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Durham SEND Information Advice and Support Service is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND. This service provides confidential information advice and support through a range of services: home visits, attending meetings in educational settings and liaison with all services working with children and young people.

Durham SEND Information Advice and Support Service:

- is a free, impartial local service.
- provides confidential information advice and support.
- works directly with parents and carers of children and young people with SEND.
- works directly with young people with SEND.
- works in partnership with parents/carers, young people, educational settings the local authority and other agencies.
- supports parents and young people to inform and influence local policy and practice.
- enables parents/carers and young people to make informed choices and decisions with confidence.
- has a role in making sure that parents' and young people's views are heard and understood and that these views inform local policy and practice.
- is able to put parents and young people in touch with other local and national organisations.

<http://www.durhamsendiass.info>

5.17 Contact details for raising concerns

Please contact your child's class teacher if you have any queries, questions or concerns regarding progress, attainment and need.

- Telephone the school office 01388 730283
- Email school Email towlaw@durham.sch.uk

5.18 The local authority local offer

County Durham Local Offer is designed to help you find the very best support for your child or young person (from birth to 25 years) with special educational needs and disabilities (SEND). It is here to help you find information, advice and guidance about the types of services and support available to you.

Our local authority's local offer is published here: <https://www.durham.gov.uk/localoffer>

Our school contribution to the local offer can be found on the County Durham Families Information Service website:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/organisation.page?id=g-9xj-h7qpk&>

6. Monitoring arrangements

This policy and information report will be reviewed by our SENCO and SEN Governor **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.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan

- Respectful Relationship Policy
- Equality information and objectives
- Supporting pupils with medical conditions

These policies can all be found on our school website: www.towlaw.durham.sch.uk or a copy can be provided by staff in our school office.