



Special Educational Needs and Disabilities (SEND) Policy

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SENDCo: Emma Dickinson

Policy Approved by: Alison Johnson

Date: 21st September 2026

Governor with responsibility for SEND: Joanne Hird

Date: 21st September 2026

1. Vision and Values

Crook Primary School is an inclusive, nurturing and ambitious community. Our vision is to create an inclusive, welcoming and supportive learning environment in which every child and young person, including those with Special Educational Needs and/or Disabilities, is valued, respected and given every opportunity to achieve their full potential.

We recognise that every learner is unique and that children may require different levels or types of support at different stages of their education. We are committed to identifying needs at the earliest opportunity and providing appropriate, timely and affective support so that all pupils can access learning, participate fully in school life and develop academically, socially and emotionally.

We aim to:

- create a culture of belonging, safety and respect;
- ensure all pupils experience success and progress;
- work collaboratively with families and professionals to achieve the best outcomes.

What this looks like in practice...

This means our classrooms are calm, structured and flexible; our adults model empathy and curiosity; and our pupils are encouraged to take pride in their progress, however small.

2. Policy Development and Implementation

This policy reflects our shared commitment to inclusion and aligns with Durham County Council guidance.

It will be reviewed annually and updated to reflect statutory changes, Ofsted findings, and school improvement priorities.

Responsibility for implementation:

- **SENDCo:** coordinates and implements SEND provision across the school, supporting teachers and monitoring impact in partnership with the Headteacher and Senior leadership team.
- **Headteacher:** has overall strategic responsibility for inclusion and SEND, ensuring statutory compliance and effective deployment of resources.
- **SLT:** has responsibility to ensure that inclusion is embedded and SEND is prioritised in school systems.
- **Governing Body:** monitors the effectiveness of the policy and provision.
- **All staff:** share responsibility for implementing inclusive practice in every classroom and meeting the needs of all pupils.

3. Statutory Framework

This policy complies with the following legislation and guidance:

- SEND Code of Practice (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- Supporting Pupils with Medical Conditions (DfE, 2017)
- Durham County Council Graduated Response and Thresholds (2024)
- Ofsted Education Inspection Framework (2024)

4. Equal Opportunities and Inclusion

We celebrate diversity and ensure that differences are respected and valued. We:

- promote equality of access and opportunity;
- make reasonable adjustments to remove barriers;
- monitor data to identify and close gaps;
- ensure representation and inclusion across the curriculum;
- embed social, emotional and mental health support into our practice.

With a high proportion of pupils on SEN Support and EHCPs, our provision reflects the diversity of our community. Classrooms are language-rich, visual, and organised with accessibility in mind. Staff embed nurture principles across school, recognising that relationships are the foundation for learning.

5. Definition of SEND

A pupil has a Special Educational Need if they have a learning difficulty or disability requiring special educational provision that is additional to or different from that made generally for others of the same age (SEND Code of Practice, 2015).

The four broad areas of need are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Many pupils may also have medical needs or disabilities as defined by the Equality Act (2010).

6. Identification and Assessment

Teachers, parents, pupils or external professionals may raise concerns.

We identify need through:

- classroom observation and formative assessment;
- data tracking and progress analysis;
- discussions with parents, pupils and staff;
- advice from external agencies.

Early identification enables timely intervention and reduces escalation of need.

Teachers use our school SEND pathway documents to support early identification. Information is logged on Arbor, CPOMS and reviewed collaboratively with the SENDCo. Staff know that the first step is always to look for barriers, not labels.

7. Graduated Response: Assess – Plan – Do – Review

Our Graduated Response follows Durham LA guidance and reflects best practice:

Assess: Gather information and analyse barriers.

Plan: Agree outcomes, strategies and provision with pupil and parents.

Do: Implement planned support — teachers remain accountable for progress.

Review: Evaluate impact termly; adjust provision where needed.

Provision and progress are recorded on Arbor, the SEND register and SEND trackers.

If a pupil's needs remain significant, despite targeted support, we may request additional top up funding or an Education, Health and Care (EHC) Needs Assessment.

8. Provision and Support

We provide a continuum of support matched to individual needs, which may include:

- high-quality adaptive teaching, visual scaffolds, and differentiated resources;
- targeted interventions for literacy, numeracy, speech and language, or social skills;
- nurture and regulation programmes;
- access to specialist advice and equipment;
- support for transitions between classes or settings.

All provision aims to promote independence and reduce barriers to participation.

Examples of provision in place across school include: precision teaching approaches, match-select-name approaches, SALT programmes, OT programmes, nurture-based interventions, social and friendship skills interventions, and emotional literacy groups. Where appropriate, pupils access our quieter learning space – designed to offer calm regulation, sensory support and focused intervention.

9. Supporting Pupils with Medical Needs

We follow DfE guidance Supporting Pupils with Medical Conditions (2017).

- Individual Healthcare Plans are created and reviewed annually.
- Staff receive training for specific medical procedures.
- Medical and SEND needs are coordinated to ensure a holistic approach.

10. Staff Development and Training

All staff share responsibility for inclusive practice. The SENDCo ensures ongoing professional development, focusing on building confidence and consistency, through:

- whole-staff training (responding to SEN, adaptive teaching, regulation, and communication);
- specialist sessions with external professionals (e.g. EP, SALT, OT, CAMHS);
- coaching and modelling of strategies in classrooms;
- induction for new staff and ECTs on SEND processes and expectations.

Impact of training is reviewed through lesson observation, pupil progress, and staff feedback.

11. Partnership with Parents and Pupils

We recognise that parents and carers know their children best. We aim for true co-production by:

- involving parents at every stage of the Graduated Response;
- sharing plans and reviews termly;
- offering informal check-ins
- valuing pupil voice and promoting self-advocacy.

We maintain an open-door policy and pride ourselves on the quality of our relationships with families.

Parents are directed to [Durham SENDIASS](#) for impartial advice and support.

12. Roles and Responsibilities

- **Governing Body:** oversees the effectiveness of SEND provision and ensures the school fulfils its statutory responsibilities.
- **Headteacher:** holds overall strategic responsibility for inclusion and SEND, ensuring statutory duties are met, resources are deployed effectively, and the SENDCo is supported and line-managed.
- **SLT:** monitors inclusive practice across school and ensures SEND priorities are embedded in whole-school improvement.
- **SENDCo:** leads the day-to-day coordination of SEND provision, supporting staff, monitoring impact, and reporting to the Headteacher and governors.
- **Class Teachers:** are responsible for the progress and wellbeing of all pupils in their class, delivering adaptive teaching and recording and reviewing support in partnership with the SENDCo.
- **Support staff:** deliver targeted interventions and classroom support under teacher direction, promoting independence and engagement.

13. Transitions

Transitions are planned and supported to ensure continuity and confidence:

- **Within school:** handover meetings and pupil transition visits.
- **To Crook Primary:** liaison with nurseries and feeder schools.
- **To secondary school:** meetings with receiving SENDCos, additional visits, and Year 6 transition reviews.

14. Monitoring, Evaluation and Review

The impact of this policy and SEND provision is reviewed through:

- analysis of progress data;
- pupil and parent feedback;
- classroom observations;
- governor monitoring visits.

A termly feedback report is presented to governors and informs the SEND Information Report and School Development Plan.

15. Complaints

Concerns regarding SEND provision should be raised initially with the class teacher or SENDCo.

If unresolved, they can be escalated to the Headteacher or Governing Body.

A formal complaint can be made following the procedure within our Complaints Policy.

Parents may also seek support from [Durham SENDIASS](#).