Special Educational Needs and Disability (SEND) Policy

Burnside Primary School

Motto: Be Safe, Be Smart, Be Kind

- **Date of Policy:** January 2026
- **Approved by:** Headteacher & Governing Board
- **Review Cycle:** Annual (Next Review: January 2027)
- **Headteacher:** Miss Jane Ramsay
- **SENDCO:** Mrs Corinna Burnip (Qualified Teacher Status / NASENCO)
- **SEND Governor:** Mrs Michelle Brook-Woodcock

Statutory Framework and Definitions

This policy complies with the statutory requirements laid down in the Children and Families Act 2014, the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, and the Equality Act 2010. It has been written by the school's SENDCO in collaboration with senior leaders, staff, governors, and pupils.

Definition of Special Educational Needs (SEN)

A child or young person has SEN 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:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have 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 or mainstream post-16 institutions.

Definition of Special Educational Provision

For pupils aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other pupils of the same age by state-maintained mainstream schools, nursery schools, or relevant early years providers. For children under two years of age, special educational provision means educational provision of any kind.

School Context and Core Statistics

At Burnside Primary School, we embrace neurodiversity and celebrate the unique strengths, talents, and differences of every individual. We recognise that early

identification and targeted intervention are the primary catalysts for positive, long-term outcomes, shaping highly effective support tracks for our pupils. Our commitment is to guide each learner securely on their journey through school and beyond, empowering them to become confident, independent, and successful citizens.

Every pupil at Burnside is regularly assessed using standard internal monitoring systems. This robust data tracking, combined with daily classroom observations, allows us to set ambitious expectations and targets from each child's unique starting point.

Current School SEND Profile

- **Pupils on SEND Register (SEND Support):** 14% of the school population.
- **Pupils with an Education, Health and Care Plan (EHCP):** 0.6% of the school population.

This policy works in conjunction with our broader statutory compliance frameworks and must be read alongside the school Accessibility Plan, Behaviour Policy and Procedures, Equality Information and Objectives, and individual Phase Curriculum Statements.

Roles and Responsibilities

The school community operates a unified approach to SEND. The specific statutory duties of key stakeholders are outlined below:

1. The Governing Board

- Holds strategic oversight of the quality and statutory compliance of the school's SEND provision.
- Collaborates with the Headteacher and SENDCO to determine the financial allocation of the delegated SEND budget.
- Ensures that pupils with SEND are fully integrated into all curricular, social, and enrichment activities.
- Fulfills its reporting duties under the SEND Information Regulations by ensuring the annual SEND Information Report is updated and published on the website.

2. The Headteacher and Deputy Headteacher (Inclusion)

- Manage the strategic development, staffing structures, and resource allocation for SEND across the school.
- Hold executive responsibility for safeguarding, child protection tracking, and ensuring the curriculum remains broad, balanced, and accessible to all learners.

- Work closely with the SENDCO to evaluate the long-term impact of intervention data and funding streams (such as Pupil Premium and High Needs Top-Up funding).

3. The SENDCO (Mrs Corinna Burnip)

- Oversees the day-to-day operation of this policy and maintains the school's official SEND Register.
- Co-ordinates specialized provision for pupils with SEND, rigorously monitoring and reviewing its impact on a termly basis.
- Provides professional guidance, reflective coaching, and continuous professional development (CPD) for teachers and support staff.
- Oversees the deployment and timetabling of Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs).
- Serves as the principal link between the school, parents, the Local Authority, and external medical or psychological support services.

4. Phase Leaders

- Ensure the day-to-day consistency of educational provision, adaptive planning, and tracking systems within their specific year-group phases (EYFS, KS1, LKS2, UKS2).
- Assist the SENDCO in matching intervention resources to emerging cohort needs.

5. Class Teachers

- **The Statutory Directive:** *All teachers are teachers of pupils with special educational needs.* Teaching pupils with SEND is a whole-school, universal responsibility.
- Hold accountability for the progress, attainment, and daily inclusion of every pupil within their class.
- Implement High-Quality Teaching, adaptive lesson planning, and scaffolding frameworks recommended by the SENDCO.
- Coordinate termly SEND Outcomes Meetings with parents, carers, and pupils to review and co-produce targeted individual plans.
- Supervise, brief, and direct any learning support staff working within their classrooms to ensure targeted interventions align with core lesson goals.

The Graduated Response: Waves of Provision

Burnside Primary School implements a tiered, graduated response to pupil needs, categorised across three distinct waves of support. This framework ensures that intervention is proportionate, research-informed, and systematically scaled.

Wave 1: Universal High-Quality Teaching and Ordinarily Available Provision

This describes the high-quality, inclusive, and adaptive teaching that forms the baseline for all pupils in every classroom. We operate on the principle that what is essential for learners with SEND is beneficial for all learners.

- **Key Practices:** Visual timetables, structured working walls, low-stimulus spaces, chunked instructions, scaffolding, dual-coding strategies, and technology-assisted learning. Classrooms are physically and emotionally configured to reduce cognitive load and support diverse sensory profiles.

Wave 2: Targeted Support and Group Interventions

This phase refers to specific, time-limited, evidence-based interventions designed to accelerate progress for pupils who require targeted input to close attainment gaps and achieve age-related expectations.

- **Key Practices:** Small-group phonics catch-up, targeted precision teaching, localized numeracy intervention, and structured social skills groups. These sessions are designed to run alongside core teaching without narrowing the child's access to a broad curriculum.

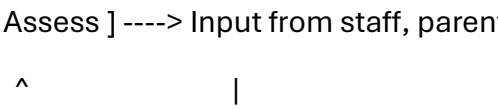
Wave 3: Specialist and Highly Personalised Intervention

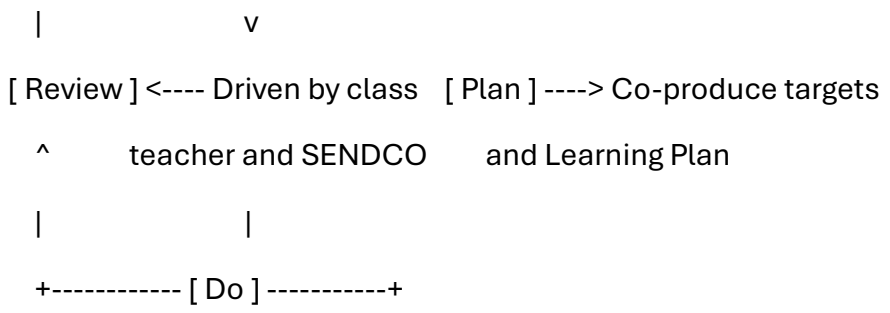
This describes intensive, highly individualized support designed for pupils with identified Special Educational Needs and Disabilities who face persistent barriers to learning.

- **Key Practices:** Bespoke Speech and Language protocols, individual sensory diets, specialized motor-skills plans, and tailored learning targets. Wave 3 provision is formally documented within the pupil’s individual Learning Plan, co-produced alongside parents and reviewed at least termly.

The Assess-Plan-Do-Review (APDR) Cycle

When a class teacher identifies persistent concerns regarding a pupil’s academic, social, or emotional progress despite Wave 1 adaptations, they initiate a structured Assess-Plan-Do-Review cycle. This trial period typically operates over a 6 to 12-week window.





- **Assess:** The class teacher and SENDCO conduct a comprehensive review of the pupil's strengths, learning differences, and performance data, gathering direct input from the parents and the child.
- **Plan:** In total partnership with the family, the school determines the specific outcomes and targets they aim to achieve. The exact adaptations, resources, and intervention timelines are mapped onto an individual Learning Plan.
- **Do:** The planned support is embedded within the pupil's daily routine. The class teacher maintains instructional responsibility, working with the SENDCO to monitor the day-to-day execution of strategies.
- **Review:** At the conclusion of the cycle, the effectiveness of the support is rigorously evaluated against the agreed targets. This evaluation informs the next steps.

If, after multiple documented APDR cycles, a pupil continues to require support that is additional to or significantly different from ordinarily available provision, the school, in formal consultation with parents, will add the child to the SEND Register at the **SEND Support** stage.

Categories of Need and SEND Support

Pupils on the SEND Register have their primary needs identified across one or more of the four broad statutory areas defined by the DfE:

- **Communication and Interaction:** Including speech, language, and communication needs (SLCN) and Autism Spectrum Conditions (ASC).
- **Cognition and Learning:** Including moderate and severe learning difficulties, and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.

- **Social, Emotional and Mental Health (SEMH):** Including attention deficit hyperactivity disorder (ADHD), attachment difficulties, anxiety, and emotional dysregulation.
- **Sensory and/or Physical Needs:** Including visual impairments (VI), hearing impairments (HI), multi-sensory impairments, and physical disabilities requiring specialized equipment or environment modification.

SEND Support and Outcomes Meetings

Every pupil placed at the SEND Support stage or holding an EHCP is assigned a personalised Learning Plan. This plan details their current targets, progress measures, and specific accommodations.

Class teachers facilitate formal Outcomes Meetings with parents and pupils three times per academic year to review these documents. The school provides administrative and accessibility support—including language translators and accessible meeting formats—upon advance request.

Education, Health and Care Plans (EHCP)

Where a pupil's needs remain highly complex and severe, and structured intervention cycles prove that the child's requirements exceed the resources ordinarily available to a mainstream school, the school may request a statutory assessment from the Local Authority.

The SENDCO will compile a comprehensive evidence dossier to submit Northumberland County Council's Consideration of Statutory Assessment (COSA) form. This dossier includes:

- The recorded views and experiences of the parents, carers, and the pupil.
- A detailed profile of the child's needs across the four statutory areas of SEND.
- Longitudinal progress data, work samples, and internal assessment tracking.
- Reports and diagnostic assessments from external specialists.
- A detailed costed provision map showing how the school has deployed its delegated funding.

The Local Authority determines whether to issue a statutory Education, Health and Care Plan (EHCP). Once an EHCP is granted, the school ensures total compliance with its legal directives, coordinating the statutory Annual Review process alongside termly target updates.

Access to the Curriculum, Environment, and Services

Burnside Primary School ensures that all SEND resources, staff deployment, and environmental provisions are managed effectively to ensure total curriculum accessibility:

- **The Physical Environment:** The school site is fully accessible, equipped with specialized ramps and designated accessible toilets to support pupils with physical or mobility difficulties.
- **Strategic Staff Deployment:** Higher Level Teaching Assistants are deployed fluidly across phases to run targeted interventions. A specialist Speech and Language TA works under the direct guidance of external therapists to deliver daily communication protocols across all year groups.
- **The Inclusive Ethos:** Subject leaders and senior executives continuously review the curriculum to ensure it is adaptively scaffolded, culturally rich, and inclusive. We celebrate neurodiversity school-wide, utilizing evidence-based social development frameworks, including our "No Outsiders" programme, to ensure every child understands, advocates for, and respects individual human differences.

Continuous Professional Development (CPD)

We treat ongoing staff training as a non-negotiable priority to sustain a highly skilled workforce. The SENDCO designs and executes a rolling CPD programme that matches school development priorities to emerging student profiles. This training ensures all teachers and support assistants remain expert in current educational research, adaptive teaching pedagogy, sensory regulation models, and statutory safeguarding updates.

Links with External Specialist Services

Burnside Primary School operates a proactive, multi-agency approach to pupil care. The SENDCO maintains formal operational links with the following external services to secure timely specialist advice, diagnostic input, and therapeutic strategies:

- Speech and Language Therapy (SaLT) Services
- Occupational Therapy (OT) and Physiotherapy Teams
- Educational Psychology Services
- Children and Young People's Service (CYPS / CAMHS)
- Northumberland Inclusion Service / High Incidence Needs Team (HINT)
- The Early Help and Family Support Teams
- The 0-19 Health Visitor and School Nursing Service

- Early Years Local Authority Teams and Portage Specialists

Complaints Procedure

If a parent or carer has a concern or complaint regarding the SEND provision, welfare, or care directed to their child, they are encouraged to schedule an initial resolution meeting with the class teacher and Phase Leader.

If the matter requires formal escalation, parents can book an appointment with the Deputy Headteacher or Headteacher. Formal complaints are managed systematically in accordance with the school's statutory Complaints Policy, which can be accessed via our main website policy portal.

Appendix 1: Glossary of Terms

- **ARP:** Additionally Resourced Provision
- **CYPS:** Children and Young People's Service (NHS mental health, behavioral, and neurodiversity assessment pathways)
- **DHT:** Deputy Headteacher
- **EHAP:** Early Help Assessment and Plan (A multi-agency framework designed to support families requiring coordinated inter-agency inputs)
- **EHCP:** Education, Health and Care Plan (A legally binding statutory document issued by the Local Authority detailing a child's high-level needs and funding entitlements)
- **EP:** Educational Psychologist
- **EYFS:** Early Years Foundation Stage (Ages 2 to 5, covering Budding Explorers, Rising 3s, Nursery, and Reception)
- **HINT:** High Incidence Needs Team (Northumberland Local Authority specialist advisory teachers)
- **NASENCO:** National Award for Special Educational Needs Co-ordination (The mandatory post-graduate qualification for UK school SENDCOs)
- **OAP:** Ordinarily Available Provision (The resources, accommodations, and teaching styles expected to be available in all mainstream classrooms)
- **PSHE:** Personal, Social, Health and Economic Education
- **SaLT:** Speech and Language Therapist / Therapy
- **SENDCO:** Special Educational Needs and Disability Co-ordinator

- **SpLD:** Specific Learning Difficulty (e.g., Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia)