



Challenge, Equality & Opportunity

Havannah First School SEN Policy

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- **Approving Body:** Governing Body
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Introduction and Whole-School Context

This policy must be read in consultation with the following interconnected statutory documents published on our school website:

- **The Accessibility Plan** (Detailing the facilities provided to assist physical, environmental, and curricular access)
- **The Annual SEN Information Report** (Outlining what we do and how we do it)
- **The Parents/Carers' SEND Information Guide**
- **The School Admissions Policy** (Accessible via our website)

Together, these documents form our comprehensive strategic framework. They outline our formal admission arrangements for pupils with SEND, the proactive steps taken to prevent pupils with SEND from being treated less favourably than their peers, and our whole-school compliance with the **Equality Act 2010**.

To ensure a cohesive and robust approach to child welfare, inclusion, and academic achievement, this policy links directly with the following school frameworks:

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Teaching and Learning Policy
- Inclusion & Equal Opportunities Policies
- First Aid, Medication, and Intimate Care Frameworks

Rationale and Curriculum Intent

At Havannah First School, **every child is equal, valued, and unique**. We cultivate a safe, inclusive, and nurturing environment where all pupils can flourish. We tailor our provision to respond dynamically to

individuals, fully accounting for their varied life experiences, neurodiversities, and specific developmental needs.

Our whole-school curriculum intent directly drives our SEND provision. We scaffold and adapt our curriculum so that pupils with SEND can fully access and embed these four core pillars:

We are resilient

Building confidence, independence, and determination in our learners.

We understand ourselves and each other

Fostering a culture of empathy, emotional literacy, and belonging.

We are creative

Championing diverse ways of thinking, problem-solving, and expression.

We can build knowledge and skills

Guaranteeing sequential, robust, and ambitious learning journeys.



Havannah First School is committed to delivering a high-quality education that enables all pupils to make excellent progress. We empower our pupils to achieve their best, become confident individuals living fulfilling lives, and make a seamless, successful transition into the next stage of their education and adulthood.

Statutory Framework and Compliance

This policy is written in line with the statutory duties, guidance, and regulations set out by the Department for Education (DfE) and the Ministry of Justice. It is explicitly designed to comply with the legal frameworks governing the education, safeguarding, and support of children and young people with Special Educational Needs and Disabilities (SEND).

This policy complies with, and operates under, the following primary legislation:

- **The Children and Families Act 2014 (Part 3):** Detailing the legal duties regarding children and young people with SEND.
- **The Equality Act 2010:** Establishing the absolute duty to make proactive reasonable adjustments and prevent discrimination against children with SEND.
- **The Education Act 1996 (Section 317):** Placing a statutory duty on the Governing Body to use their 'best endeavours' to guarantee appropriate provision is secure.
- **The Children Act 1989 (Section 17):** Governing school and multi-agency duties toward children classified as 'in need', including children with SEND.
- **The Data Protection Act 2018 and UK GDPR:** Enforcing the secure handling, storage, and processing of sensitive personal data, medical records, and Education, Health and Care Plans (EHCPs).

This policy is also informed by, and directly complies with, the following statutory regulations and national guidance:

- **Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015):** Providing the underlying operational framework for identifying and supporting pupils.

- **The Special Educational Needs and Disability Regulations 2014:** Outlining the legal requirements for SEN Information Reports and localised offers.
- **Keeping Children Safe in Education (KCSIE - Current Edition):** Addressing the statistically heightened safeguarding risks and unique protection vulnerabilities of children with SEND.
- **Supporting Pupils at School with Medical Conditions (2014):** Guiding the integration of medical needs alongside educational provision.
- **The School Admissions Code:** Ensuring completely fair, legal, and non-discriminatory admission access for pupils with additional needs.
- **The Special Educational Needs (Personal Budgets and Direct Payments) Regulations.**
- **The Special Educational Needs and Disability (Detained Persons) Regulations 2014.**

Our Policy Objectives

- To ensure complete equality of provision and opportunity for pupils with SEND across all aspects of school life.
- To implement robust tracking and screening systems that identify individual needs at the earliest possible opportunity.
- To provide unrestricted access for all pupils to a broad, balanced, and highly ambitious curriculum through targeted adaptation and scaffolding.
- To ensure that the needs of pupils with SEND are systematically identified, assessed, planned for, and regularly reviewed to continuously improve outcomes.
- To remove learning barriers and enable pupils with SEND to reach their full academic, social, and emotional potential.
- To ensure parents and carers are fully engaged in co-producing targets and sharing in all decision-making.
- To capture, value, and act upon the views, wishes, and feelings of the pupils themselves.
- To provide high-quality CPD, strategic advice, and practical support for all staff working with pupils with SEND.
- To publish and maintain transparent, detailed information regarding our school arrangements for identifying, assessing, and supporting pupils with SEND.

Admission Arrangements

The school warmly welcomes pupils with Special Educational Needs and Disabilities. In accordance with the School Admissions Code and the Equality Act 2010, applications for children with SEND are treated fairly and equitably.

Children with an Education, Health and Care Plan (EHCP) that names Havannah First School are allocated places through the statutory consultation process, ahead of the standard admissions wave. The school works closely with Newcastle Local Authority and families to ensure that the environment, resources, and staffing are prepared effectively to support a successful transition.

Please refer to the information contained in school's Admissions Policy which can be accessed on the school website (<https://www.havannah.newcastle.sch.uk/web/admissions/123801>)

Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCO)

The day-to-day operation of this policy is coordinated by the SENCO, Mrs Sue Ward (Assistant Headteacher), who has successfully completed the National Award for SEN Coordination (NASENCO).

Responsibilities include:

- Overseeing the daily strategic implementation of the SEND policy and whole-school provision maps.
- Coordinating precise provision for pupils on the SEND Register.
- Liaising seamlessly as the Designated Teacher where a Child in Care (CIC) or Previously Child in Care (PCIC) has SEND.
- Advising and mentoring teaching staff on the effective execution of the Graduated Approach.
- Advising on the strategic deployment of the school's delegated budget and resources to maximise pupil impact.
- Liaising with, supporting, and empowering the parents and carers of pupils with SEND.
- Acting as the principal operational link with external partner agencies, including Newcastle Local Authority support services, Educational Psychologists, Health and Social Care professionals, and voluntary bodies.
- Collaborating with potential next educational providers to manage a rigorous, transition process for pupils moving on from Havannah First School.
- Working closely alongside the Headteacher and Governing Body to ensure the school fully meets its statutory responsibilities under the Equality Act 2010.
- Ensuring that all SEND documentation, records, and pupil profiles are robust, strictly accurate, and updated in real-time.

The Class teacher

At Havannah First School, every teacher is a teacher of SEND. Class teachers hold direct accountability for the progress and outcomes of all pupils in their care. Responsibilities include:

- Setting high expectations that inspire, motivate, and challenge every pupil, regardless of their starting points.
- Promoting strong individual progress and positive holistic outcomes for pupils with SEND.
- Planning, refining, and delivering high-quality, inclusive teaching where lessons are adapted to match the precise strengths and needs of pupils with SEND.
- Directing and working collaboratively with support staff to plan, deliver, and monitor the impact of targeted interventions.
- Utilising accurate data and formative assessments to drive the four-part cycle of the Graduated Approach: Assess, Plan, Do, Review.

- Managing the classroom environment and behavior effectively to guarantee a safe, predictable, and optimised learning setting for neurodivergent pupils.
- Fulfilling wider professional duties, including attending specialist SEND training, implementing external professional advice, and managing the effective deployment of classroom assistants.
- Communicating regularly, transparently, and supportively with parents and carers regarding their child's well-being, adaptations, and achievements.

Teaching Assistants

Our team of experienced Teaching Assistants plays a vital role in executing our whole-school inclusion strategy. TAs operate under the direct guidance of the SENCO and Class Teachers. They support individuals and groups at the SEND Support level of provision through:

- The delivery of evidence-based, targeted interventions and catch-up programmes.
- In-class scaffolding and guided support to foster independence rather than over-reliance.
- Providing regular qualitative feedback to class teachers to inform the *Assess, Plan, Do, Review* cycle.

Governance, Safeguarding, and Vulnerable Groups

Governance and Strategic Oversight

The **Governing Body** holds **ultimate strategic responsibility** for ensuring that Havannah First School meets its statutory duties under the Education Act 1996 and the Equality Act 2010.

Our designated SEND Governor is **Roksana Rutherford**

The SEND Governor provides robust challenge and oversight, ensuring the school exercises its "**best endeavours**" for all SEND pupils. This is achieved through termly monitoring visits, review of the impact of provision maps, and scrutiny of the annual SEN Information Report.

Safeguarding and Child Protection

Our safeguarding and SEND networks operate as an interconnected team:

- **Designated Safeguarding Lead (DSL):** Helen McKenna (Headteacher)
- **Deputy Designated Safeguarding Leads (DDSLs):** Gary Burnett (Deputy Headteacher), Sue Ward (SENCO/Assistant Headteacher), and Rebecca Storey (Early Years Lead).

Disadvantaged and Vulnerable Groups

Pupil Premium: Managed by Gary Burnett (Deputy Headteacher) alongside the Headteacher. We carefully track pupils who have both **SEND** and are in receipt of Pupil Premium funding. This helps us combine their funding to provide the best possible support.

Children in Care (CIC) and Previously Children in Care (PCIC): The SENCO, Sue Ward, acts as the Designated Teacher for CIC, collaborating directly with the Headteacher and class teachers. **Termly Multi-Agency Reviews** guarantee that looked-after pupils with SEND receive synchronised care. A comprehensive **Personal Education Plan (PEP)** is co-produced alongside Newcastle Local Authority representatives to lock in ambitious, highly targeted educational milestones.

Access to Facilities, Provision, and Resource Allocation

Accessibility Framework

In accordance with our statutory **Accessibility Plan**, the school proactively drives equality of opportunity by:

- Maximising physical, environmental, and spatial access across the school site.
- Scaffolding and adapting the curriculum to eradicate learning barriers for disabled pupils.
- Improving the delivery, format, and multi-sensory presentation of written information.

Medical Management

Medical needs are managed safely to guarantee zero exclusion from school life:

- **Routine Medications:** Maintained securely within a locked cabinet inside the designated Medical Room.
- **Emergency Medications:** Maintained inside individual classrooms—stored securely away from pupils but immediately accessible to trained staff in an emergency.

Strategic Allocation of Financial Resources

The Headteacher and SENCO retain joint operational accountability for the SEND budget. The school deploys a tiered approach to funding, combining the **Notional SEN Budget** and **Pupil Premium allocation** to secure high-impact, evidence-based provisions.

- **High Needs Funding:** Where a pupil's complex needs exceed the nationally prescribed threshold of **£6,000**, the school initiates an application for an Education, Health and Care Plan (EHCP) to secure statutory top-up funding from Newcastle Local Authority.
- **Short-Term Intervention:** For immediate or highly complex emergent needs, the school applies for **Individual Pupil Support funding** from the High Needs Block via the local **SEN Advice and Support Allocation Panel (SEN ASAP)**.

High-Quality Inclusive Teaching and Curriculum Access

The Universal Offer: High-Quality Inclusive Teaching

At Havannah First School, **ambition is maintained for all**. All pupils receive excellent, inclusive **High-Quality Teaching** that is adaptively planned to meet diverse learning profiles. Continuous formative assessment, precise pedagogical scaffolding, and adaptive environmental engineering are core components of our

universal classroom practice. Teachers hold absolute accountability for the progress, engagement, and holistic development of every pupil in their class.

Targeted and Specialist Interventions

To accelerate progress and address specific conceptual gaps, some pupils access time-limited, targeted interventions. These are delivered individually or in small groups:

- Interventions are meticulously mapped out, evidence-based, and explicitly tied back to the pupil's daily classroom learning.
- The **Parents/Carers' SEN Information Guide** and the **Annual SEN Information Report** explicitly define what constitutes our universal classroom offer versus what is "additional to and different from" standard provision.

Beyond the Classroom: Enriched Inclusion

Pupils with SEND are actively empowered, supported, and expected to fully participate in all extra-curricular clubs, residential trips, and wider school community events alongside their peers. Where required, the school liaises directly with external providers to implement precise risk assessments and reasonable adjustments. For pupils jointly identified as SEND and eligible for Pupil Premium, the school routinely funds these enrichment activities to eliminate financial barriers to inclusion.

Identification, Assessment, and the Graduated Approach

The Graduated Approach Framework

Havannah First School embeds the statutory four-part cycle—**Assess, Plan, Do, Review**—as detailed in the **SEND Code of Practice (2015)**. This system is deeply integrated into whole-school monitoring, directly upholding Standard 5 of the Teachers' Standards ("*Adapt teaching to respond to the strengths and needs of all pupils*").

We identify needs across the **Four Broad Areas of Need**:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional, and Mental Health (SEMH) Difficulties
4. Sensory and/or Physical Needs

We explicitly recognise that while factors such as *Disability, Attendance, Welfare, EAL, Pupil Premium, Care Status, or Service Personnel status* may impact progress and attainment, they do not inherently constitute a special educational need.

The Four-Part Assessment Cycle (Assess, Plan, Do, Review)

Early identification is driven by our robust **Termly Pupil Progress Meetings**. Where data or behavioral indicators show a pupil is not making expected progress despite high-quality adaptations, an **Initial Concerns Form** is completed by the class teacher and evaluated alongside the SENCO

- **Assess:** The class teacher and SENCO conduct a comprehensive, holistic analysis of the pupil's needs. This integrates academic tracking, developmental milestones, teacher assessments, parental input, and the views of the pupil. Where appropriate, specialised external diagnostic profiles are commissioned.
- **Plan:** Parents/carers are formally engaged to discuss emergent needs during Parents' Evenings or dedicated appointments. The class teacher, with SENCO oversight, co-produces a formal **Newcastle Support Plan**. This captures clear, short-term, SMART targets, alongside specified adaptations and intervention timelines. The plan is recorded securely on the school's information system and reflected on the whole-school and class provision maps.
- **Do:** The class teacher retains direct accountability for the daily progress and outcomes of the pupil. The teacher directs, monitors, and evaluates the impact of any support or interventions delivered by Teaching Assistants or specialist staff, ensuring adjustments translate directly into independent classroom success.
- **Review:** The impact and effectiveness of the provision are formally reviewed **at least three times per year** with parents/carers and the pupil. Support is dynamically adapted in light of progress. If a pupil fails to make expected progress over a sustained period despite rigorous intervention, the school involves specialised external services, including:
 - Educational Psychology Service and Ask Psychology
 - Newcastle School Improvement Service (SIS) SEND Support & Outreach Services
 - Speech and Language Therapy (SALT)
 - Children and Young People's Service (CYPS / NHS Mental Health Services)
 - School Health, Social Services, and the Children in Care Team.

Statutory Assessment and Transitions

Education, Health and Care Plans

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 and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support. Further details on provision for pupils with SEND can be found in the Parents/Carers' SEN Information Guide (see website or contact school office for a paper copy).

Parents/Carers' SEND Information Guide

This guide, and the Annual SEN Report, can be found on the school website. These outline the provision normally available for pupils with SEN as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

Transition Arrangements

Transitions are meticulously planned and are designed to prevent regression and alleviate anxiety for vulnerable learners.

- **Middle School Transfer:** To guarantee a seamless transition to Middle School, the SENCO coordinates early-transition mapping meetings. Parents, carers, and pupils are fully involved in designing the transition itinerary.
- **Information Sharing:** Complete SEND records, Support Plans, professional external assessments, medical histories, and successful classroom strategy profiles are securely transferred to the receiving setting well in advance of the pupil's start date.
- **Enhanced Transition Support:** This includes coordinated teacher handover meetings, additional familiarisation visits, the creation of personalised transition booklets, and direct liaison with the receiving school's SENCO to pre-arrange environmental and curriculum adaptations.

Partnerships, Evaluation, and Statutory Resolution

Co-Production and Partnership with Parents/Carers

At Havannah First School, we recognise that parents and carers are experts on their own children. We are committed to a model of authentic **co-production**.

- **Transparent Communication:** Parents and carers are immediately informed when a child is identified as requiring SEND Support. The **Graduated Approach** cycle is thoroughly explained.
- **Strategic Advocacy:** If needed, families are pointed toward the **Newcastle SEND Information, Support and Advice Service (SENDIASS)**. This service provides independent, impartial advice and assigns an Independent Supporter to navigate the statutory Education, Health, and Care Plan (EHCP) pathways.
- **Accessible Engagement:** Comprehensive notice is provided for all reviews to give families time to prepare. The school endeavors to make information accessible to all families.
- **Early Help and Family Support:** Where a family experiences wider, intersecting vulnerabilities, the school helps to coordinate **Early Help** frameworks. Through our network, we refer families to **Family Support Partners** to deliver targeted, home-centered advice and holistic support.

Pupil Voice and Participation

We champion the rights of the child to shape their own educational journey. Pupils with SEND are continuously supported to express their views, aspirations, and concerns:

- **Target Ownership:** Pupils are actively taught their personal targets and participate in monitoring their own micro-successes.
- **Person-Centred Reviews:** Prior to formal reviews, structured, child-friendly tools are used to capture the pupil's perspective.

Robust Quality Assurance: Monitoring and Evaluating Provision

Our **Annual SEN Information Report** provides transparent data evaluating the success of our provisions. We maintain a relentless cycle of quality assurance to guarantee that "additional to or different from" support directly impacts student outcomes, using:

- **Pedagogical Scrutiny:** Frequent, formal classroom observations and learning walks conducted by the Senior Leadership Team (SLT) focusing on adaptive teaching methods.
- **Data Analysis:** Rigorous termly tracking of academic milestones, reading/spelling ages, and developmental growth, keeping expectations high.
- **Intervention Evaluation:** Mandatory **pre- and post-intervention assessments** to evaluate the exact speed of catch-up progress for pupils using targeted provisions.
- **Target Achievement:** Systematic reviews tracking success rates against individual SMART targets.
- **Governance and Leadership Accountability:** Strategic monitoring visits by the designated SEND Governor and weekly operational review briefings between the SENCO and the Headteacher.
- **Provision Mapping Analytics:** Continuous analysis of school provision maps to determine the cost-versus-impact efficiency of deployed resources.

Professional Workforce Development (CPD)

The Senior Leadership Team systematically synchronizes staff training with the evolving neurodiverse needs of our school.

- **Targeted CPD:** Learning needs are identified via professional appraisals, performance management cycles, and pupil progress trends. Training is delivered through a blend of internal expert mentoring and advanced instruction from external medical, psychological, and behavioral specialists.
- **Monitoring Changes:** The SENCO guarantees that all staff are routinely updated regarding emerging national legislation and local inclusion initiatives.
- **Early Career Induction:** **Early Career Teachers (ECTs)** receive a structured, bespoke SEND induction and ongoing shoulder-to-shoulder coaching from the SENCO to confidently embed adaptive teaching competencies early in their careers.

Supporting Pupils with Medical Conditions

In full compliance with **Section 100 of the Children and Families Act 2014**, the school ensures that children with medical conditions are comprehensively supported to maintain full access to education, including school trips and physical education. Where a pupil has a complex medical profile alongside an identified special educational need, their **Individual Healthcare Plan (IHCP)** and **Newcastle Support Plan** are intentionally integrated and reviewed simultaneously to provide a unified package of care.

The SEND Complaints Procedure

The SEND Complaints Procedure

We aim to resolve any concerns swiftly and collaboratively. If a parent or carer is dissatisfied with the SEND provision, the school executes a transparent, staged resolution pathway:

1. **Stage 1 (Informal Resolution):** The class teacher engages with the family immediately to attempt to resolve the issue within **one week** of the concern being raised.

2. **Stage 2 (Leadership Escalation):** If unresolved, the matter is formally reviewed by the SENCO and the Headteacher to adjust classroom strategies or resource mapping.
3. **Stage 3 (Formal Governing Body Review):** If a resolution is not reached, the complainant is directed to the formal **School Complaints Policy** in accordance with **Section 29 of the Education Act 2002**. The Governing Body's complaints panel will formally investigate.
4. **Stage 4 (Local Authority & Disagreement Resolution):** Where internal processes are exhausted, the school actively directs families to Newcastle Local Authority's independent, commissioned **Disagreement Resolution Service** and **Mediation Services**, as outlined in the local authority's **Local Offer**.

Success Criteria for Policy Evaluation

This policy is functioning successfully when the following holistic markers are demonstrably verified across our SEND cohort:

- **Nurtured Self-Esteem:** Pupils show high levels of emotional well-being, resilience, and pride in their learning.
 - **Ambitious Progress:** Continuous, individualised academic and developmental progress is achieved, closing the attainment gap against starting points.
 - **Absolute Belonging:** Pupils are fully included, physically, socially, and through the curriculum, in every dimension of Havannah First School life.
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Policy Governance and Review Timeline

- **Date Agreed by Governing Body:** October 2026
 - **Policy Review Cycle:** Annual
 - **Next Review Due:** Summer Term 2027
 - **Date of Last Operational Review:** September 2026
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