

SEND Policy



Preston Grange Primary School

Issue Date: February 2026

Last reviewed: February 2026

Next review due: February 2027

Inclusion at PGPS

All children should have access to learning and opportunities in school. We recognise that some groups have additional barriers to accessing education.

These groups include:

- socioeconomically disadvantaged pupils (those eligible for the pupil premium)
- pupils with SEND; this means pupils receiving special educational needs (SEN) support, and those with an education, health and care (EHC) plan
- pupils who are known (or previously known) to children's social care, such as children in need and looked-after children
- pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic.

This policy outlines Preston Grange Primary School's approach to pupils with SEND.

Inclusion Manager (SENDCO):

Governor Responsible for SEND: Chair of Governors

They ensure that Preston Grange Primary School policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies currently within the school.

The policy was written with due regard to all relevant legislation and statutory and non-statutory guidance, including, but not limited to, the following:

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

What are special educational needs?

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her... A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age... Special educational provision means educational or training provision that is additional

to, or different from, that made generally for others of the same age in a mainstream setting in England'

We recognise that our responsibility is, *'to work out what action (we) need to take, not to fit a pupil into a category.'* (Code of Practice 2015).

Aims and beliefs

At PGPS, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. High Quality Teaching and other relevant provision through universal approaches is at the centre of how we approach all learning. We aspire to raise the aspirations of, and expectations, for all pupils with SEND. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to be included in all school activities.

Our aim is to support all children at PGPS to achieve through a wide range of strategies and ensure all children are making progress.

Objectives

The objectives of this policy, working with the guidance provided in the SEND Code of Practice 2015, are as follows:

- to create an inclusive environment that meets the special educational needs of each child in order that they can achieve their learning potential and to be fully engaged in all activities with pupils who do not have SEND
- to respond to families/carers and pupils' views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through universal as well as well targeted continuing professional development
- to ensure support for pupils with medical conditions are included in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through universal approaches, reasonable adjustments and targeted support, to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The Graduated Approach

We follow a graduated approach -this means looking at the individual needs of a young person and exploring options to help them to make progress.

There are three levels of support depending on the child or young person's needs. We use an Assess, Plan, Do, Review model to assess needs and implement appropriate support.

1. **Universal.** This is support that is available to all young people as part of the graduated approach.
2. **Targeted.** This is additional support that is available to support young people with specific needs. This level of support may require a referral to other professionals and have a criteria to meet to access support. Young people accessing targeted support should also continue to access universal support. At this point children are added to the SEND register, which is an internal register holding information on all students identified as having additional needs.
3. **Statutory.** This is specialist, statutory support for a small number of young people who require an EHCP. Young people accessing statutory level support should also have access to universal and targeted support.

Assess. This is when any possible needs are identified and assessed. These could relate to cognition and learning, language and communication, social, emotional and mental health or sensory and physical. Possible needs in these areas can be identified by school staff, other professionals, parents/carers and or young people.

Plan. A plan of additional support is put together by school and in agreement with parents/carers. This must be recorded, and a review date agreed.

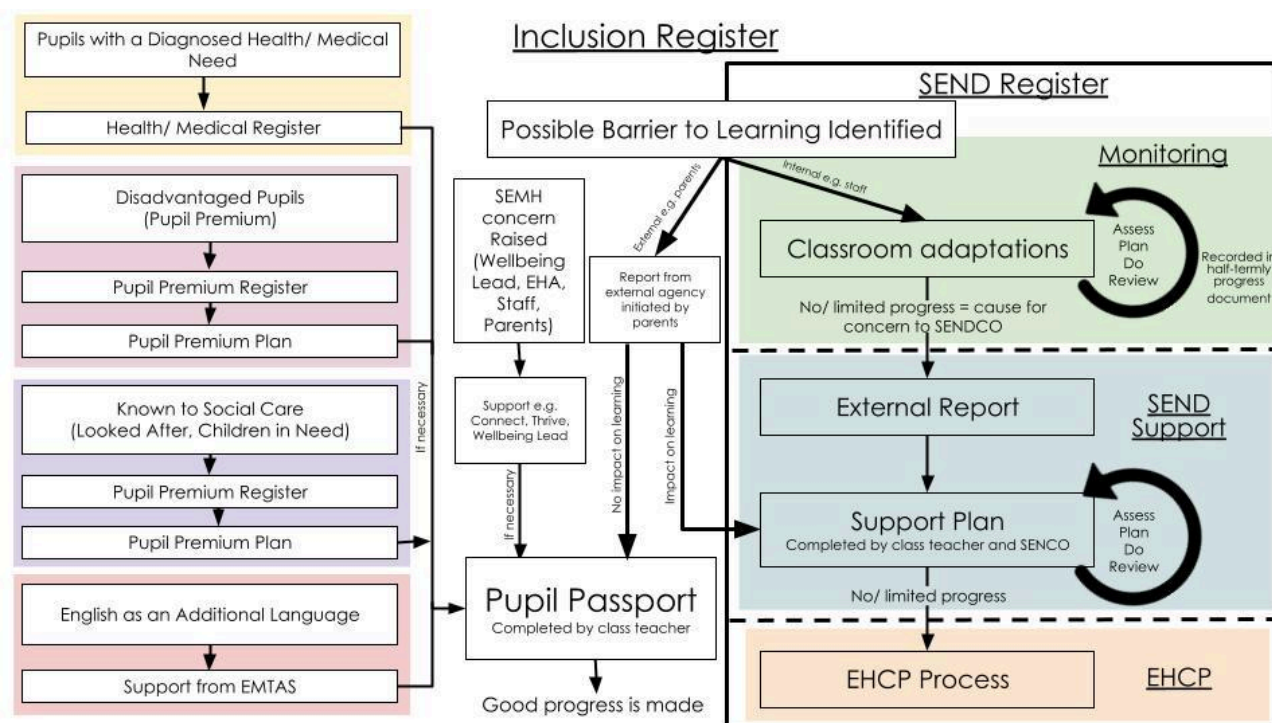
Do. The additional support is implemented, with the relevant staff and/or other agencies involved.

Review. The impact of 'do' is evaluated. If a young person has made good progress, it may be decided that they do not require any further intervention. If progress is slower or no progress has been made, revisions will be made to the plan for the next cycle.

Identifying Needs

Our aim is to identify any barriers to learning as soon as possible. This is to work out what action the school and families need to take in order to support the child and intervention can be given at the earliest opportunity. At Preston Grange Primary School, we consider the needs of the whole child, not just the area of SEND.

We use the flow chart below to guide our decision making around children who may have a potential barrier to learning.



Inclusion Register

The school holds an internal document which identifies children who require additional support in school. Children may be listed under Pupil Passport, Monitoring, SEND Support or Statutory Support (EHCP). Children may move between different categories through their time in school depending on what school and outside agencies consider best to support the individual child. Children may be removed from the inclusion register if they:

- Make significant progress and no longer need intervention.
- Are discharged by outside agencies with no further need for support.
- Through discussion with the SENCO, head teacher, parents and family.

Universal and targeted strategies adopted by school

Universal strategies are used across schools with a wide range of pupils. Adaptive teaching is available to all pupils. Pupils needing in class adaptations made by the teacher does not mean a child has a special educational need. If a child is not making progress then teachers will use targeted strategies outlined below and the child will be classed as SEND Monitoring.

Monitoring

Pupils who are Monitoring require a more personalised approach in order to make progress. Our strategies are broken down into the four areas of need identified in the Code of Practice 0-25 (2015):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory, physical and medical

<u>Strategies for communication and interaction:</u>	
<u>Universal</u>	<u>Possible targeted approaches for pupils who are in the monitoring area of the SEND register</u>
<ul style="list-style-type: none"> • Consistent approach to phonics to develop pupils' phonological awareness through small group RWI lessons. • Explicit teaching of vocabulary • Visual timetables and supports to reinforce verbal and written language • Teacher modelling and support • Well-structured curriculum 	<ul style="list-style-type: none"> • Now and Next boards • EYFS Blast • EYFS Over and Over • Black Sheep Narrative Programme • Specific time devoted to SALT NHS targets • Language For Thinking • Time to Talk • Socially Speaking • Foundations for learning resources • Social Stories • Friendship Programmes • Consider use of targeted interventions and support from other agencies
<u>Strategies for cognition and learning:</u>	
<u>Universal</u>	<u>Possible targeted approaches for pupils who are in the monitoring area of the SEND register</u>

<ul style="list-style-type: none"> ● Regular opportunities to develop basic skills across subjects ● Teaching of vocabulary and reference walls/ table prompts ● Visual support resources e.g. communication in print ● Simplified texts, adapted reading resources/materials ● Writing scaffolds, mind maps and word banks ● Paired work, collaborative groupings ● Dyslexia friendly approaches e.g. coloured backgrounds on board. ● Pre/post-teach sessions ● We provide resources to support children with specific needs- e.g. practical maths apparatus, reading rulers etc. ● Staff awareness and training in using What To Do to give clear concise instructions. ● Marking and feedback approaches 	<ul style="list-style-type: none"> ● Basic skills intervention e.g. handwriting ● Use of ICT (dictation and translation applications, voice recorders) ● Use of internal assessment tools relevant to the area of difficulty to plan for next steps in learning ● Small group/individual support with a focus on literacy or numeracy skills, depending on need. ● Intervention programmes e.g. Blast, Boosting Reading, Time to Talk, Talkabout and Narrative Programmes, Fresh Start, RWI tutoring.
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Strategies for social, emotional and mental health needs:

<u>Universal</u>	<u>Possible targeted approaches for pupils who are in the monitoring area of the SEND register</u>
<ul style="list-style-type: none"> ● SEMH Provision Map ● Staff trained with senior mental health lead qualification ● Embedded school values ● PHSE curriculum ● Class teacher as first point of contact 	<ul style="list-style-type: none"> ● Implement small group support ● Access to Rainbow Room ● Develop check in routines with trusted adult ● Behaviour management plans to ensure children can access

<ul style="list-style-type: none"> ● Curriculum enrichment e.g. children's mental health week ● Whole class THRIVE ● Worry boxes/ let's chat box ● Wellbeing Ambassadors ● Whole school rewards systems ● Forest school ● Rights Respecting School Award ● Strong personal development systems for our children. ● Zones of regulation ● Growth mindset approach ● Mental Health Support Team CPD for staff e.g. anxiety, trauma, depression (low mood). 	<p>the curriculum and all children remain safe.</p> <ul style="list-style-type: none"> ● Short term support for a child with a specific emotional need, for example, bereavement. ● Small group sessions with a focus on social skills (eg Socially Speaking, Time to Talk, The Friendship Formula or Friends Resilience). ● Informal liaison with external professionals e.g. CAMHS/Educational Psychology Service re staff training and the needs of individuals
<u>Strategies for sensory, physical and medical needs:</u>	
<u>Universal</u>	<u>Possible targeted approaches for pupils who are in the monitoring area of the SEND register</u>
<ul style="list-style-type: none"> ● Sessions to improve fine and gross motor skills, e.g. dough disco, handwriting programmes. ● An accessible site – all on one level ● Access to a first aid trained staff ● Ease of access to toilets and outdoor provision ● Challenging outdoor environment play-equipment to develop pupils' proprioception and gross/fine motor skills ● Well-trained staff in supporting children with sensory and physical needs. ● Handwriting programmes 	<ul style="list-style-type: none"> ● Advice and guidance from the Occupational Therapy Service. ● Advice and guidance from school health for pupils with significant medical needs ● Interventions to improve fine and gross motor skills. ● When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child. ● Time in the Rainbow room ● Sensory circuits

In EYFS, staff will compile a Building a Picture of the Child's Emerging Needs document. This outlines strengths and concerns within the Prime Areas of the EYFS curriculum and the Characteristics of Effective Learning. A Graduated Approach Overview will also be collated to show a summary of adjustments and communications within the team, families and wider professionals.

Children on the Monitoring register may also have small steps of progress tracked in Prime Areas through the use of Cherry Tree Branch Maps.

This bank of evidence may contribute to the initial referral through the SEN Hub.

Children will be removed from the Monitoring register if they:

- Make significant progress and no longer need intervention.

SEN Support

If children are not making progress despite the above in-school SEND Monitoring targeted approaches then the teacher will complete a Cause for Concern form (listing teachers concerns and strategies from the targeted list above which have been tried) and liaise with the Inclusion Manager (SENDSCO) to make an external referral for additional support. Once a report has been produced by an external agency and if it reveals or confirms a barrier, the child will then move onto a SEND Support Plan and the school support register. If a report does not identify a barrier to learning then the child will remain under monitoring on the SEND register.

The external report acts as advice and guidance and is then used to inform the Support Plan. Support plans are developed using the graduated approach and an assess, plan, and review cycle. Support plans should include:

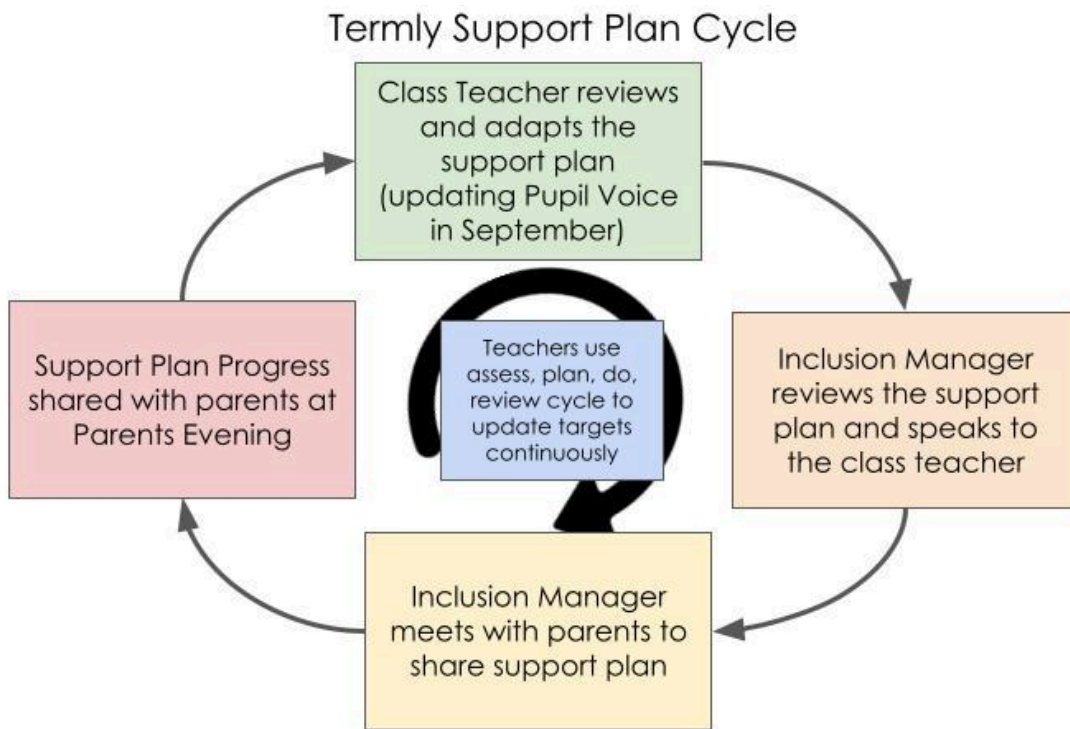
- overarching long term aims
- general classroom provision and strategies
- specific provision and intervention
- short-term SMART targets set for the child
- impact and outcomes from provision and intervention
- child and family views.

Monitoring and review cycle of Support Plans

Targets set by the class teacher and Inclusion Manager (SENDSCO) must be reviewed regularly by the class teacher and a next step added. Targets are SMART (Specific,

Measurable, Achievable, Relevant, Timely) and once each target is met the next step is added.

Inclusion Manager (SENDSCO) will monitor Support Plans on a rolling basis to ensure quality targets and approaches. There will be SEND reviews of support plans with parents where they will be shared and discussed.



Support Plan Timeline

	<u>Inclusion Manager (SENDSCO)</u>	<u>Class Teacher</u>
<u>Autumn</u>	<p>Autumn 1 Inclusion Manager (SENDSCO) meets with parents for a review of the SEND Support Plan following discussion with the class teacher.</p> <p>Ongoing Inclusion Manager (SENDSCO) monitors support plans and</p>	<p>Within a fortnight of the start of the school year the class teacher has reviewed the target set by the previous teacher and adapted/ updated the support plan.</p> <p>Autumn 1 Class teacher discusses and gathers pupil voice for the</p>

	<p>identifies areas for improvement e.g. the tightening of targets, lack of progress against a target.</p>	<p>Support Plan The class teacher discusses the Support Plan with the Inclusion Manager (SENDCO) before the Parent Review Meeting.</p> <p>Autumn 2 Discuss progress against targets with parents at Parents Meetings.</p> <p>Ongoing Teachers update/ review targets and set next targets as children achieve them.</p>
<u>Spring</u>	<p>Spring 1 Inclusion Manager (SENDCO) meets with parents for a review of the SEND Support Plan.</p> <p>Ongoing Inclusion Manager (SENDCO) monitors support plans and identifies areas for improvement e.g. the tightening of targets, lack of progress against a target.</p>	<p>Spring 1 Class teacher discusses Support Plan with Inclusion Manager (SENDCO) before Parent Review Meeting.</p> <p>Ongoing Teachers update/ review targets and set next targets as children achieve them.</p>
<u>Summer</u>	<p>Summer 1 Inclusion Manager (SENDCO) meets with parents for a review of the SEND Support Plan.</p> <p>Ongoing Inclusion Manager (SENDCO) monitors support plans and identifies areas for improvement e.g. the tightening of targets,</p>	<p>Summer 1 Class teacher discusses Support Plan with Inclusion Manager (SENDCO) before Parent Review Meeting.</p> <p>Summer 2 Ensure an up to date support plan is passed on to the next class teacher with next step</p>

	lack of progress against a target.	targets clear. Ongoing Teachers update/ review targets and set next targets as children achieve them.
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Children will be removed from the SEND Support register if they:

- Make significant progress and no longer need intervention.
- Are discharged by outside agencies with no further need for support.
- Through discussion with the SENCO, head teacher, parents and family.

Role of Inclusion Manager (SENDCO), SEND Governor, Teaching Assistants and Class Teacher

Inclusion Manager's (SENDCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Driving the Support Plan cycle and ensuring high quality support plans are produced with SMART targets.
- Co-ordinating provision for children with SEND.
- Liaising with and advising colleagues.
- Overseeing the records of all children with SEND.
- Liaising with families of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with other schools if the child is transferring to or from another school or provision and liaising with the new school if Y6 pupils are to transfer to Year 7.
- Liaising with external agencies including LA's support; educational psychology services; health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Making regular visits to learning environments within school to monitor the progress of children on the SEND support register.
- The operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans (EHCPs) in consultation with the Head teacher.

The SEND governor responsibilities include:

- Working closely with the Head teacher and the Inclusion Manager (SENDCO).
- Raising awareness of SEN needs at governing body meetings.
- Helping to review this policy and to raise awareness of it with the relevant people.
- Reporting to the Governing Body as appropriate e.g. through a governor visit.
- Ensuring the SEND offer is published in line with the SEND Code of Practice.

The Class Teacher responsibilities include:

- Updating support plans with reviewed targets and next-step targets.
- Ensure they are following the school SEND Policy.
- Make use of universal and targeted support strategies outlined above.
- Liaising with the Inclusion Manager (SENDCO) regarding progress and next steps.
- Reading and understanding all external reports and internal support plans.
- Keep up to date with staff training and make use of this information in the classroom
- Ensure the learning environment is inclusive and appropriate to SEND pupils and reflects the support plan and external reports.

Partnership with families/carers

Partnership is central to enabling children and young people with SEND to achieve their potential. Families and carers are valued as key partners, bringing important knowledge and experience to understanding a child's needs. They are supported to play an active role in their child's education.

Pupils with SEND are encouraged to share their views and contribute to assessment, review and transition processes. We promote open communication through regular progress meetings and clear information, ensuring shared decision-making and strong partnerships with families.

Statutory

Requests for EHCNA (Education, Health and Care Needs Assessment)

If strategies at School Support are ineffective, or a higher level of support is required, the school may request an Education, Health and Care Needs Assessment (EHCNA).

The school will submit evidence to the Local Authority showing support provided over two cycles of the Assess, Plan, Do, Review process, with input from families/carers, the child or young person, and relevant professionals.

Evidence will include:

- Support plans and targets
- Relevant health and medical information
- Current Teacher Assessment Judgements
- Educational and specialist assessments
- Views of families/carers
- Views of the child or young person

Families will be kept fully informed throughout the referral process and can access support through the Parent Partnership in North Tyneside.

If a request for EHCNA is agreed:

An Education, Health and Care EHC plan is a legal document which describes a child or young person's (aged up to 25) special educational needs, the support they need, and the outcomes they would like to achieve.

An EHC plan:

- makes special educational provision to meet the special educational needs of the child / young person
- secures the best possible outcomes for them across education, health and social care
- prepares them for adulthood

The start date of the process is when the local authority receives a request for an EHC needs assessment.

The local authority decides whether an EHC needs assessment is needed within 6 weeks of the start date.

The EHC needs assessment starts as soon as the decision is made.

If the local authority decides to issue a plan, they will send a draft EHC plan to families or the young person. Families can agree to the draft, ask for changes and/or ask for a meeting. Families/young people have the right at this point to state a preference for an early years/school/post 16 setting. These must be done within 15 days of receiving the draft EHC plan.

The local authority then consults with the early years/school/post 16 setting within 15 days of the response to the draft EHC plan.

The local authority must issue the final EHC plan within 20 weeks of the start date. Contact with the SEND Team can be made should the assessment process be rejected or the plan disputed. Independent advice can be sought through SENDIASS.

EHCP Annual Reviews:

This is an opportunity to look at the impact of provision and to review and update targets and outcomes collaboratively.

Four main parts of the review process

1. Gathering views and information – your child's views, your views and those of the professionals involved
2. A review meeting where those views are shared and discussed
3. Writing a report and recommendations based on the information and views that have been shared
4. Deciding whether the plan should stay as it is, be changed or come to an end – and then changing the plan if needed.

Pupil Passports

Pupil Passports are one-page pupil profiles created as the result of a child requiring additional strategies to support them in school. These children **may** be disadvantaged (pupil premium), have a diagnosed health/ medical need, be known to social care, have English as an additional language, SEMH needs, have an external diagnosis which does not impact learning in school or relevant ongoing actions from a closing EHA. Pupil Passports are completed by the class teacher based on knowledge of the child. Children with a pupil passport are not on the SEN register but are included on the school Inclusion Register.

Storing and managing information

All SEND documents are treated sensitively in-line with the school's information management and confidentiality policy.

Admission and Transition

Arrangements for supporting pupils moving between phases in their education:

- We support enhanced transition for children moving into their secondary school.
- When children enter the school at any point the Inclusion Manager (SENDSCO) will contact previous schools/settings, parents, Health Visitor as necessary to gather information.

Accessibility

The school's accessibility plan is available to view on the school website. Our site is on one level and has accessible toilet facilities.

Complaints

Any complaints should be dealt with using the guidance in the school Complaints Policy. Incidents of bullying are dealt with after guidance from the school's Anti-Bullying Policy. Independent advice can be sought through SENDIASS.

Further information and support:

[Local Offer: Special Educational Needs and Disabilities \(SEND\) | North Tyneside Council](#)

North Tyneside SEND Local Offer brings together information for families/carers with a child or young person (0-25) with special Educational Needs and or Disabilities (SEND). The local offer brings together in one place information about education, health, social care, transport, leisure activities and things to do and gives details how to access these services. The local offer is a statutory service provided by North Tyneside Council, each year it must be reviewed by families/carers, children and young people.

The Special Educational Needs and Disability Information, Advice and Support Service (**SENDIASS**) provides advice and information to young people, and families whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEND framework to help families play an active and informed role in their child's education. Tel: 0191 643 8317/8313

See the following link to videos explaining the EHCNA process in North Tyneside:

<https://www.sendiassnorthtyneside.org.uk/education-health-and-care-plans-ehcp-and-annual-reviews>

Email: **SENDIASS@northtyneside.gov.uk**

<https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass>