FRONT STREET COMMUNITY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

November 2026 – November 2027

This policy links to articles: 1, 2, 3, 23, 28 & 31.

SEND Policy 26-27

Headteacher	Mrs H Gladstone
SENCO	Mrs L Bolton
Designated Governor for SEND:	Mr M Dawson

Introduction

Our aim is for all pupils, regardless of their specific needs to make the best possible progress. Here at Front Street Primary School, we aim to provide our children with an education of the highest standard and a range of experiences to support them in becoming lifelong learners. We encourage all pupils, whatever their ability to achieve the best they possibly can. We work to ensure that any barriers to learning are identified quickly and tailored adaptations, interventions and if needed, referrals to outside agencies are made. We work closely with many SEND agencies to ensure we do everything we can to support the children in our school. We will provide suitable provision for children with additional needs, using as our guidelines the Revised SEND Code of Practice which is implemented throughout Gateshead LA. Copies of the Code of Practice are available from the SEND coordinator.

Aims

At Front Street Community Primary School, it is our aim to maintain an ambitious vision, with high expectations and a culture of improvement developed through a Growth Mindset. We believe that everyone has the right be feel safe, everyone has the right to learn, and everyone has the right to be treated with respect. We want to make sure that pupils' special educational needs are identified at the earliest stages and then understood and responded to consistently by staff. We want to provide a coordinated, graduated response to pupils identified special educational needs as required by the Code of Practice.

We are committed to ensuring that all children make progress irrespective of their level of need and the barriers to learning they might encounter. We have high expectations for all our pupils and want them to achieve the best that they can. We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed. We work in partnership with parents of children with special educational needs to ensure appropriate home and school responses to pupils. We also involve pupils in all aspects of their learning, promoting a successful inclusion of children with special educational needs in order to ensure their emotional well-being and raise their self- esteem.

Definition

Definition of Special Educational Needs and Disability (SEND):

We will use the definition of Special Educational Needs given in the Revised Code of Practice which states that a child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. They require provision that is additional to or different from the differentiated approaches and learning arrangements normally provided for all children.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Special Educational Needs Code of Practice

Front Street Community Primary School will have due regard for the Special Educational Needs and Disability Code of Practice: 0-25 when carrying out duties towards all pupils with SEND and ensure that parents are notified when SEND provision is being made for their child. This can be done through teachers meeting with parents where the SENDCo or outside agency may be present and/or through a child's pupil passport / SEND Support Plan which will be reviewed three times a year in line with the Assess, Plan, Do, Review cycle.

Co-ordination of SEN

Provision for pupils with special educational needs is a matter for the school as a whole.

The schools Designated Governor is Mr Malcolm Dawson.

***The Governing Body will*:**

- Have regard for the SEND Code of Practice and provide strategic support to the head teacher
- Ensure that there is a qualified teacher designated as SENDCo and hold termly meetings with them to monitor and review SEND priorities within school
- Review SEND governing body reports termly
- Ensure that school co-operates generally with the local authority including in developing the local offer and when the school is being named in an EHC plan

- Ensure that arrangements are in place in school to support pupils at school with medical conditions and disabilities

The schools Designated Headteacher is Mr Helen Gladstone.

The Headteacher will:

- Take overall responsibility for implementing the code of practice
- Ensure that the SENDCo is able to influence strategic decisions about SEND
- Ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants)
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year)
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those newly identified pupils with SEND

The school's SEND coordinator (SENDCo) is Mrs Bolton.

The SENCo will:

• Work with the Head Teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school

• Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

• Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with additional needs receive appropriate support and high-quality teaching

• Advise on the graduated approach to providing SEND 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

• Ensure the school keeps the records of all pupils with SEND up to date

• Work with the class teachers to ensure appropriate targets are being set, and monitor pupil support plans and targets

Each class teacher will be responsible for:

• The progress and development of every pupil in their class and having high aspirations for every pupil. Using the SENCO strategically to support the quality of teaching, evaluating the quality of support and contributing to school improvement.

• 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 SENDCo to review each pupil's progress and development and decide on any changes to provision. Ensuring focused outcomes are outlined and evaluated.

• Discussing children's progress / barriers to education with parents during parent consultation meetings and completing paperwork relevant to the children within their co-hort in a timely manner to assist the identification and support process

• Discuss children's support plans and targets with parents during parent consultation meetings

• Ensuring they follow this SEND policy

Support Staff will be responsible for:

- Working with Class teachers and the SENCO in partnership to plan effective provision for pupils with SEND to deliver pupil progress and narrow gaps in performance.
- Providing support focused on the achievement of specific outcomes within the graduated approach to SEND in the context of high-quality teaching

Areas of need

The SEND Code of Practice identifies four distinct areas of special educational needs. Children may have needs that fall within one area or have needs that fall across two or more.

The identified areas of need are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical.

Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEND and would be identified as EAL (English as an Additional Language).

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because 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. Children and young people with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. Such requirements may also apply to some extent to children with physical and sensory impairments, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH)

Children may experience a wide range of social and emotional difficulties which manifest themselves 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identification

We recognise the importance of identifying pupils as early as possible who might have a SEND. To assist with the early identification of pupils with special educational needs, the teacher and SENDCo will consider all of the information gathered from within the school and will include early discussions with the pupil and their parents. High quality and accurate assessments will be carried out using effective tools and early assessment materials alongside half-termly assessments as part of our

progress meetings – these enable us to quickly pick up on any children who are making less than expected progress and identify the support and strategies that might help them.

'Less than expected progress' includes where:

- progress is significantly slower than that of other children starting from the same point
- it is less than their previous rate of progress
- the attainment gap is not closing between the child and his/her peers (the gap may even be widening).

If SEND provision be required, it will be based on the desired outcomes along with the expected progress and attainment. The views of the pupil and their parents will be included.

The school makes full use of information that is passed on when children transfer between phases or moves from another school and is responsive to any information or expressions of concern passed on by parents/carers.

We operate a SEND register from nursery onwards for pupils identified as having special educational needs by their class teachers. This is kept by the SENDCo and indicates which children have SEND and what threshold level they are at. It also includes children who have a disability and the agencies that are involved with them. The SENDCo will become involved should a child's disability present a barrier to their learning. The SENDCo maintains the Register as a working document.

The SENDCo will be responsible for advising provision for children with special educational needs based upon staff referral and subsequent assessment. The SENDCo will liaise as necessary with external agencies and make referrals where appropriate. The results of tests and teacher assessment will be used to inform professional judgements about the identification of children with SEND. Staff development will be provided to raise awareness and aid staff in the processes of identifying and providing for children with SEND. Parents and where appropriate pupils will be fully involved, allowing them to take a full and active part in meeting the pupil's needs.

Assessment

The class teacher and SENDCo will carry out a clear analysis of the pupil's needs. This will be based on a range of information and assessments that are relevant so that the intervention can be accurately matched to need so that barriers to learning are overcome. These include:

- Reviewing of Pupil Passport / SEND Support Plan outcomes
- Discussion at review meetings
- Regular Reading / Writing tests
- Ongoing teacher assessment
- Termly/half term class assessments
- School tracking systems

Monitoring

Teaching pupils with SEND is a whole-school responsibility. The core of a teacher's work involves a continuous cycle of planning, teaching and assessing, while taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. Progress is the crucial factor in determining the need for additional support.

Adequate progress will vary according to individual needs and differences but may include progress that:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures full access to the curriculum
- shows an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is not in line with what would be expected, the SENDCo will be consulted. The SENDCo and teacher will review the strategies and approaches that have been adopted. Where support additional to that of normal classroom scaffolding and adaptations is required, it will be provided through school SEND support.

School SEND Support and Outside Agencies

The triggers for SEND support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If a child has School SEND support the SENDCo will usually refer the child to outside agencies such as Specialist Support Teams (this includes, but is not limited to, CYPS -Children and Young Persons Service, CAMHS – Children and Adolescent Mental Health Services, 0-5 Team, HINT- High Incident Needs Team, LINT- Low Incidence Needs team, EP- Educational Psychology, OT- Occupational Therapy and SALT- Speech and Language Therapy) for additional support. Parents will be fully consulted at each stage.

In service training

Whole school INSET on SEND matters will be delivered as and when the need arises. All staff will be made aware of INSET on offer. The SENDCo and Senior Leadership Team will be a forum to discuss SEND matters and recommend whole school INSET as and when the need arises. The Head Teacher can recommend INSET deemed necessary at any given time.

Provision

On entry to Front Street Community Primary School each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities and attainment and will be used to ensure continuity of learning as a child moves through Key Stages.

The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENDCo and class teacher will use the records to:

- provide starting points for an appropriate curriculum
- identify the need for targeted support within class
- assess learning difficulties
- ensure on-going observations/assessments provide regular feedback on achievements/ attainment and inform future planning
- involve parents in a joint home-school learning approach
- involve pupils, where they are able, in planning/agreeing their own outcomes

The main types of provision made by the school are:

- full-time education in class with additional support through a scaffolded curriculum
- short periods of withdrawal to work with a SEND Teaching Assistant for specific purposes
- in-class support with adult assistance
- support from specialists within class or as part of a planned one to one programme

There is a range of intervention programmes and provision that may be put into place for a child with Special Educational Needs at our school. These include, but are not limited to:

- Read Write Inc catch up
- Colourful Semantics
- Thrive
- Social Group
- Mindfulness
- Theraplay
- NELI
- ELSA
- Work with other agencies such as Physiotherapy, Visual/Hearing Impairment Services, Movement Services and Speech Therapy

In consultation with staff, parents and pupils, the SENDCo chooses the appropriate provision/intervention programme for each child. The SENDCo ensures that all children with SEND are catered for effectively. Using data analysis, lesson/session observations and pupil, staff and parent feedback, the SENDCo evaluates the impact of provision/intervention programmes termly.

Support Plans

Support Plans will be updated and amended on a termly basis by class teachers, input may also be given from TA's, 1:1 support assistants or outside agencies.

• The support plan will contain targets, tailored to the child's needs and where appropriate linked to the learning objectives being covered in class for that term. Behaviour and wellbeing targets will also be set if appropriate.

• Support Plans will be reviewed on a termly basis, usually towards the end of term. Class teachers will assess the child's progress in relation to the targets on the support plan and recommend suitable action. Parents or guardians will be invited to face-to-face review meetings to discuss their child's progress with the class teacher.

• Support plans will reflect recommendations given by professionals where appropriate.

• Review meetings with external agencies, will be arranged as necessary by the SEND coordinator.

• Where appropriate, pupils will be involved in the review process and are asked their views and opinions termly.

Requesting an Education, Health & Care Plan

The effectiveness of SEND Support will be monitored and reviewed in terms of its success in achieving the agreed outcomes. Despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil and expected progress has not been made, the school and parents may consider requesting an Education, Health and Care Plan (EHCP). Following a request for an Education, Health and Care needs plan, the Local Authority will consider whether an EHCP needs assessment is necessary. To inform their decision the LA will need to take into account a wide range of evidence and will pay particular evidence to:

- The pupil's academic attainment
- Records of regular reviews and their outcomes which will include at least two SEND cycles
- Information about the nature of the pupil's SEND
- The pupil's health including the child's medical history where relevant
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or education welfare service
- Costed provision maps detailing weekly provision, its timing and the cost involved to establish if it is over the notional SEND budget allocation for each child
- Evidence that where progress has been made it has only been due to additional support and intervention
- Relevant evidence from other educational professionals, health professionals or clinicians

The Local Authority will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning.

Annual review procedures

It is a statutory requirement for children with an EHCP to have an Annual Review. At Front Street Community Primary School, we hold annual reviews for children with an EHCP, as well as two termly reviews preceding the annual review. Parents/Carers and other agencies, where appropriate, are invited

to these. School SEND support reviews are held as part of the Parent/Teacher evenings in the Autumn and Spring Terms. During these reviews, feedback is given about a child's progress, and new targets are agreed where necessary. They will also be reviewed at the end of the school year ready for their transition to their new year group and these will be shared with new class teachers.

Transition

Before transition to Secondary Schools in September (mainstream or specialist placements), children with an EHCP will have an early Annual Review within the Autumn Term where staff from their preferred placement will be invited to attend. Relevant SEND information is transferred during the Summer Term of Y6 for children on school support. Some pupils receive additional transition support where necessary and more frequent visits may take place depending on individual needs.

If a child is transitioning to a specialist placement more than one visit will take place depending on the child's needs and a familiar adult can accompany them for some of the visits.

Equal Opportunities and Racial Equality

The Governors and staff are committed to working with all members of the community to ensure that everyone has equality of opportunity and no one will suffer or be disadvantaged by direct or indirect discrimination. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We have a duty under the Equality Act 2010 towards individual children with a disability. We will make reasonable adjustments, including the provision of auxiliary aids and services to prevent them being disadvantaged. We have a duty to prevent discrimination, and we promote equality of opportunity and foster good relationships.

Disability Statement

Front Street Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promoted equality of opportunity to people with a disability; pupils, staff, parents, carers, visitors, governors and others who use our school. By promoting a positive attitude towards people with a disability we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos. We will involve people with a disability in forming the direction that our school takes to promote equality of opportunity and accessibility to the school environment. We will also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Conclusion

This policy, when applied in full, will secure successful provision for our children with SEND, ensuring that they are helped to reach their full potential.

Front Street Community Primary School believe that every child can achieve if we all work together to help them to succeed.

Please contact Mrs Bolton (SENDCo) if you have any concerns regarding your child's development or academic ability.

Date of Implementation: November 2026
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