



Special Educational Needs and Disability Policy

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Signed by Chair of Governors: Mr D Baldwin

Signed by Headteacher: Mrs K Thompson

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Statement of intent

Percy Main Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

Percy Main Primary School will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to 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 (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'
- DfE (2023) 'Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan'

This policy operates in conjunction with the following school policies:

- Admissions Policy

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Social, Emotional and Mental Health (MENTAL HEALTH AND WELLBEING) Policy
- Pupils with Additional Health Needs Policy
- Medicines in School and Administering Medication in Schools Policies
- Child Protection and Safeguarding Policy
- Relational Policy
- Complaints Procedure
- Accessibility Policy
- Positive Handling Policy
- Additionally Resourced Provision Policy

2. Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, Percy Main Primary School will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e., the SENCO/EYFS SENDCo.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:

Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.

Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.

A SEN information report about the implementation of the school's policy for pupils with SEND.

3. Roles and responsibilities

The governing body will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO/EYFS SENDCo for the school.

The Governor responsible for SEND is Miss Carla Hemmans.

The headteacher, Mrs Kathryn Thompson, is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

In enacting this policy, Mrs Thompson will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing body to ensure that there is a qualified teacher designated as SENCO/EYFS SENDCo for the school.
- Ensure the SENCO/EYFS SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENCO/EYFS SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCO/EYFS SENDCo, Mrs Michele Mohun/Mrs Rebecca Godfrey, will be responsible for:

- Collaborating with the governing body and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for CIC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.

- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents, and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers, (as well as HLTA's, TA and other staff members where appropriate), will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO/EYFS SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO/EYFS SENDCo.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

4. Identifying SEND

Percy Main Primary School recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report. SEND provision and inclusive practices are outlined in the Inclusion Framework (appendix i) and the Provision TIER Document (appendix ii). These illustrate which interventions or strategies Percy Main Primary apply at different stages across the four broad areas of need, from early identification; to monitoring, through SEND support and then where needed tier 3 support for greater or more complex SEND needs.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

5. Safeguarding

Percy Main Primary School recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g., from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

Percy Main Primary School's Anti-Bullying policy recognises the above. Parents, carers, pupils, and staff are involved in writing and implementing the Anti-Bullying policy. Thrive Practitioners in school (Kathryn Thompson, Jan Leslie, Beverly Johansen, Helaina Bonham and Danielle Kelly), aim to support children in school who may be more at risk of bullying. The SENCO/EYFS SENDCo also works with families and children where there are concerns.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling/Relational Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO/EYFS SENDCo.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing body and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO/EYFS SENDCo.

6. SEND support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching (Quality First Teaching), which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO/EYFS SENDCo.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data, and expectations of progress.
- Discussion with the pupil and their parent.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

See tiered support outlined in appendices i and ii.

EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Early years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

Percy Main Primary School will ensure all staff who work with young children are alert to emerging difficulties and respond early.

Percy Main Primary School will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the EYFS SENDCo.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
 - Implementation of SEND policy and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to the school for children with SEND.
 - Accessibility plan showing how it plans to improve access over time.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

8. Admissions

Percy Main Primary School will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan but who has been identified as having SEND.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

9. Transition

Percy Main Primary School is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

10. Involving pupils and parents in decision-making

Percy Main Primary School is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO/EYFS SENDCo, will meet with the parents a minimum of two times each year.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

11. Funding for SEND support.

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

12. EHC needs assessments and plans.

Percy Main Primary School recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

Percy Main Primary School will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

13. Reviewing EHC plans

Percy Main Primary School will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.

- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for CIC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing body or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

14. Supporting successful preparation for adulthood

Percy Main Primary School is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g., moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

15. Managing complaints

Percy Main Primary School will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

Parents will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

16. Staff training and improving practice.

Percy Main Primary School is committed to the learning and development of all its staff members and training opportunities will be provided and delivered as needs are identified.

The school SENCO/EYFS SENDCo will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

17. Use of data and record keeping

All information about pupils will be kept in accordance with the school's Data Protection Policy.

Percy Main Primary School's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g., through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour, and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

Percy Main Primary School will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

18. Publishing information

Percy Main Primary School will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the SENCO/EYFS SENDCo and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

19. Joint commissioning, planning and delivery.

Percy Main Primary School will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver, and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

20. Local Offer

Percy Main Primary School will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g., by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice, and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send> Link to North Tyneside Local Offer.

21. Monitoring and review

The policy is reviewed on an annual basis by the headteacher and the SENCO in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is December 2026.

Appendices

i Percy Main Primary School Inclusion Framework:

Percy Main Primary		Inclusion Framework					
		LEARNING		WELLBEING		SAFEGUARDING	
		Who	What	Who	What	Who	What
Tier 3	Pupils with EHCP's or awaiting assessment for an EHCP	Pupils with diagnosed conditions (or on diagnostic pathway) or registered disabilities	Receive the specialist provision outlined within their EHCP to meet their individual outcomes.	Receive specialist assessment and intervention from external agencies	Access a more bespoke offer within school through adapted curriculum provision, learning environment and enhanced levels of support.	Pupils at risk of significant harm	Have a lead professional identified within the local authority Are allocated a keyworker who ensures that statutory plans are upheld and promoted in school Access support from staff trained in areas such as safeguarding and trauma informed approaches in school who use a range of holistic tools effectively to support them, monitoring progress against action plans
	EHCP or EHCP application in place.		1:1 interventions/ bespoke support plans / CAMHS tier 3 / consultant-led health plans		CIN CP CIC MASH assessment Attendance 70%		
Tier 2	Pupils with an identified Special Educational need	Pupils with identified health and well-being needs	Have their provision regularly monitored through a robust plan, do and review process. Have a SEN plan which outlines their strengths, learning needs and the strategies or people in place to support those needs., co-written with views from parents and pupils. Have their individual needs met through a differentiated/adapted mainstream curriculum offer. Are aware of their targets and strategies which help support their participation in the learning environment.	Are supported through strategies/resources, including those derived from a therapeutic approach, within the classroom. Parents / carers access support to overcome barriers either within school or through signposting. Access interventions from trained staff in school following a robust system of assess, plan, do, review. Are supported by staff who recognise that adverse childhood experiences (ACEs) can manifest in different ways, including behaviour.	Pupils at risk of negative impacts to welfare and/or life outcomes	Have their needs and progress monitored, including attendance, on a regular basis. Receive support through signposting to external agencies. Are supported by all staff who are aware of the risk factors in response to life events and at times of crisis. Are allocated a key worker to support the TAF, ensure actions impact outcomes or escalate further	MASH referral Early Help TAF/family support Attendance 90%
Tier 1	All pupils and staff. All pupils.	All pupils	Aim high, and are aware of high expectations set by staff, within an environment that is free from stereotypes. Are entitled to, and engage in a wide, rich and age appropriate curriculum; differentiated by process, content and outcome. Can competently seek advice and support from both peers and adults and offer support to others who may be less able. Have access to a curriculum which enhances self esteem and individual competencies.	Know how to use designated calm, low arousal spaces and resources within school/grounds to support regulation. Know that staff view behaviour in terms of communicating unmet needs and support with co-regulation. Access an open and supportive environment that promotes self-awareness and allows children to reflect on their own emotional needs and triggers. Access a universal curriculum which is reflective of needs and promotes development in all areas of social and emotional well-being.	All pupils	Have their attendance marked twice per day with first call system used to follow up unexplained absences. Know the systems that are in place to keep them safe in school and identify who they can speak to about concerns. Are observed daily by staff who know them well and know when to refer to the DSLs when potential safeguarding concerns arise. Access a universal curriculum Life Skills curriculum and wider Education for Safeguarding curriculum in line with statutory guidance.	Be Happy and Shine Percy Main Primary School

TIERS OF INTERVENTION EYFS-KS1-KS2
PERCY MAIN PRIMARY SCHOOL

EYFS:

Cognition and learning	Communication and interaction	Social, emotional, and mental health.	Sensory and physical.
TIER 1 QUALITY FIRST TEACHING:			
<ul style="list-style-type: none"> • In class TA support and teaching support • High levels of challenge and expectations. • Differentiated questioning and modelling. • Use of writing frames/word mats • Visual aids/timetables • Representations - concrete and visual. • Stem sentences (in several year groups) • More time. • Mixed ability pair & grouping work. • Rubric • Wagoll • Flexible seating arrangements - carpet area • Word/picture mats • Story and poetry basket 	<ul style="list-style-type: none"> • Mixed ability partners/group work • Visual aids - on keynotes (deepening learning skills) - timetables, resources. • Widgit online resources • Talk 4 Writing • Use of iPads • Forest School • Makaton • Story and poetry basket • Narrative pictures • Wellcom • Peer collaboration (Kagan) • Oracy Framework 	<ul style="list-style-type: none"> • Forest school • Thrive activities integrated into the curriculum. • Trackits • Regulation tents • Zones of regulation • Strategy map • Notes home, stickers, gold awards • Pace and VRF's • Access a zone and support at lunchtime. • MHFA • Restorative practices 	<ul style="list-style-type: none"> • Forest school • Dough disco • Squiggle whilst you wiggle/write • Daily yoga • Flexible spaces and environments. • Regulation tents • Sensory tool kits and resources. • Fine motor skills activities. • Staff aware how/ when to support each other. • Careful consideration of where children with sensory impairment are working within the classroom.
TIER 2 – small group interventions			
<ul style="list-style-type: none"> • RWI catch up sessions • Handwriting intervention 	<ul style="list-style-type: none"> • Wellcom • Oracy Framework 	<ul style="list-style-type: none"> • Thrive sessions • Elsa resources • Access a zone and support at lunchtime. 	<ul style="list-style-type: none"> • Movement breaks and sensory circuits
TIER 3 – individualised targeted support			
<ul style="list-style-type: none"> • RWI tutoring sessions • Mastering Number • Visual aids including lanyards • Identified Launchpad gaps • Fine / Gross motor support • Inclusion funding • Handwriting 1:1 • PT 	<ul style="list-style-type: none"> • Speech and Language programmes • Wellcom • Now and then approach with visuals • Identified Launchpad gaps • Inclusion funding • Oracy Framework 	<ul style="list-style-type: none"> • Elsa resources • Thrive sessions • My School Health • Connect Mental Health • Relational plans • Access a zone at lunchtime. • Identified Launchpad gaps • Inclusion funding • TAC 	<ul style="list-style-type: none"> • Movement breaks and sensory circuits • Fidget toys • Workstations • Identified Launchpad gaps • Inclusion funding

KEY STAGE 1:

Cognition and learning	Communication and interaction	Social, emotional and mental health.	Sensory and physical.
TIER 1 QUALITY FIRST TEACHING:			
<ul style="list-style-type: none"> • In class TA support and teaching support • High levels of challenge and expectations. • Differentiated questioning and modelling. • Use of writing frames/word mats • Visual aids/timetables • Representations - concrete and visual. • Stem sentences (in several year groups) • More time. • Mixed ability pair & grouping work. • Rubric • Wagoll • Critique and feedback • Flexible seating arrangements • Word mats • Clickr • Mastering Number • Handwriting Lessons 	<ul style="list-style-type: none"> • Mixed ability partners/group work • Visual aids - on keynotes (deepening learning skills) - timetables, resources. • Widgit online • Talk 4 Writing • Use of iPad • Narrative pictures • Peer collaboration (Kagan) • Oracy Framework 	<ul style="list-style-type: none"> • Thrive activities integrated into the curriculum. • Trackits • Regulation tents • Zones of regulation • Reward assemblies and reward days. • Notes home, gold awards and prefect jumpers • Behaviour leaders • Lunchtime groups / support groups such as Homely Hub • Whole school relational policy • Use of strategy map • Access to zones at lunchtime. • PACE and use of VRFs • MHFA • Restorative practices 	<ul style="list-style-type: none"> • Flexible spaces and environments. • Regulation tents • Sensory tool kits and resources. • Fine motor skills activities. • Staff aware how/ when to support each other. • Careful consideration of where children with sensory impairment are working within the classroom. • Movement breaks and sensory circuits
TIER 2 – small group interventions			
<ul style="list-style-type: none"> • RWI catch up sessions • 1st Class @number • Handwriting Interventions • Maths pre teach 	<ul style="list-style-type: none"> • Communicate and regulate • Oracy Framework 	<ul style="list-style-type: none"> • Friendship terrace • Communicate and regulate • Thrive small group work based on group profiles • Elsa resources • Use of strategy map • Access to zones at lunchtime. • Zones of regulation lessons. • PACE and use of VRFs 	<ul style="list-style-type: none"> • Movement breaks and sensory circuits • CONNECT MENTAL HEALTH
TIER 3 – individualised targeted support			
<ul style="list-style-type: none"> • Handwriting 1:1 • RWI 1:1 • PT • Maths pre teach 	<ul style="list-style-type: none"> • Speech and Language • Now and then • Language and communication strategies • Lego therapy • Oracy Framework 	<ul style="list-style-type: none"> • Thrive - 1:1 • Elsa resources • My School Health • Connect Mental Health • Relational plans • Use of strategy map • Access to zones at lunchtime. • Golden Book • Think Good Feel Good • PACE and use of VRFs 	<ul style="list-style-type: none"> • Movement breaks and sensory circuits • Fidget toys • Workstations <p>Use of sensory/regulation aids in class</p>

		<ul style="list-style-type: none"> • Connect Mental Health Team support (following consultation and referral) • Lego therapy • TAC 	
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KEY STAGE 2:

Cognition and learning	Communication and interaction	Social, emotional and mental health.	Sensory and physical.
TIER 1 QUALITY FIRST TEACHING:			
<ul style="list-style-type: none"> • In class TA support and teaching support • High levels of challenge and expectations. • Differentiated questioning and modelling. • Differentiated questioning • Use of writing frames/word mats • Visual aids/timetables • Representations - concrete and visual. • Stem sentences (in several year groups) • More time. • Mixed ability pair & grouping work. • Rubric • Wagoll • Critique and feedback • Flexible seating arrangements • Word mats • Clickr • Handwriting lessons • RWI • Book club • Mastering number 	<ul style="list-style-type: none"> • Mixed ability partners/group work • Visual aids - on keynotes (deepening learning skills) - timetables, resources. • Widgit online • Talk 4 Writing • Use of iPads • Narrative pictures • Peer collaboration (Kagan) • Oracy Framework 	<ul style="list-style-type: none"> • Thrive activities integrated into the curriculum. • Trackits • Regulation tents • Zones of regulation • Pace and VRF's • Reward assemblies and reward days. • Notes home, gold awards and prefect jumpers • Behaviour leaders • Lunchtime groups, homely hub. • Use of strategy Map • Access to zones at lunchtime. • Friends resilience. • Melva • MHFA • Restorative practices 	<ul style="list-style-type: none"> • Movement breaks and sensory circuits. • Flexible spaces and environments. • Regulation tents • Sensory tool kits and resources. • Fine motor skills activities. • Staff aware how/ when to support each other. • Careful consideration of where children with sensory impairment are working within the classroom. • Breakout spaces • MHFA
TIER 2 – small group interventions			
<ul style="list-style-type: none"> • BRP • RWI catch up sessions Mastering Number • success@number • Fresh start • Handwriting intervention • Book club • Maths pre teach • Mastering number 	<ul style="list-style-type: none"> • Communicate and regulate • Lego therapy • Barrier games • Oracy Framework 	<ul style="list-style-type: none"> • Talkabout • Communicate and regulate • Elsa resources • Thrive • Lunchtime groups, homely hub. • Use of strategy Map • Access to zones at lunchtime. • Friends resilience. • Lego therapy • Barrier games 	<ul style="list-style-type: none"> • Movement breaks and sensory circuits

TIER 3 – individualised targeted support			
<ul style="list-style-type: none"> •Dyslexia •Fresh start • RWI interventions 1:1 •Handwriting 1:1 •clickr •PT •Maths pre teach 	<ul style="list-style-type: none"> •Speech and Language •Now and then visual supports • Language and communication team strategies. •Oracy Framework 	<ul style="list-style-type: none"> •Elsa resources •Thrive •Relational plans •Use of strategy Map •Access to zones at lunchtime. •Think good, feel good. • Golden Book •CONNECT MENTAL HEALTH •TAC 	<ul style="list-style-type: none"> •Movement breaks and sensory circuits •Fidget toys •Workstations