



SEND Policy

July 2025

**SEND POLICY
QUEENSGATE FOUNDATION PRIMARY SCHOOL**

Policy Review

This policy is reviewed in full by the Governing Board on an annual basis.

The policy was last reviewed and agreed by the Governing Board on 22nd July 2025

It will be reviewed again in July 2026.

Approved



Signature: Head Teacher

Date: 22nd July 2025



Signature: Co-Chair of Governing Board

Date: 22nd July 2025

Policy control

Date	Amendments / additions	Reason
24.09.2019	<i>Pg 3 - Statement of intent re written</i>	
	<i>Pg 5 – typo's</i>	
	<i>Pg 6 – Roles and Rights of pupils: 2nd and 4th bullet points reworded</i>	
	<i>Pg 6 – 2nd bullet point reworded</i>	
	<i>Pg 6 – Assessment – wording 'and observations' added</i>	
	<i>Pg 7 – Inclusion Manager – wording 'circle' removed from final bullet point</i>	
	<i>Pg 8 – Partnerships – 2nd paragraph, first line – wording 'with' removed</i>	
	<i>Pg 9 – In-service training section deleted</i>	
June 2020	Pg 6 - Typo	
July 2021	Pg 4 – Additional bullet point for role of class teachers	
July 2021	Pg 7 – Governing bodies amended to governing boards	
July 2021	Pg 7 – Final bullet point removed Raising Awareness	
July 2022	Pg 2 – ASD changed to ASC	Wording update
July 2022	Role of Inclusion Manager bullet point updated	To reflect meetings with parents
July 2023	Role of Governing Board – deleted bullet point – appointed an administrative assistant to the Inclusion Manager	No appointment made by FGB.
Nov 2023	Additional paragraph end of Statement of Intent	
July 2024	Policy update throughout	Changes to Legal framework
July 2025	Final bullet point under curriculum reworded	Reflect current practice

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”
SEND Code of Practice, 0 – 25years Dfe 2015

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age
- or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area
- for children under two, 'educational provision of any kind.' (Education Act 1996)

Statement of Intent

It is the aim of Queensgate Foundation Primary School to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We provide for children experiencing difficulties with the main areas of need:

1. **Cognition and learning (CL)** (includes moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and as a separate area, specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia and dysgraphia)
2. **Social, emotional and mental health difficulties (SEMH)**
3. **Communication and interaction (CI)** (including speech, language and communication needs (SLCN) and autism spectrum condition (ASC))
4. **Sensory and/or Physical Needs** (includes physical disability (PD), hearing impairments (HI), visual impairment (VI) and multi-sensory impairment (MSI))

The school is fully inclusive for children with a special educational need or disability. The code of practice states that: many children or young people have difficulties that fit clearly into one of these areas; some may have needs that span two or more areas. For others, the precise nature of their need may not be clear at the outset.

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
- The Special Educational Needs and Disability (Amendment) Regulations 2024

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 (2023) 'Working Together to Safeguard Children 2023'
- 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'

Aims and Objectives

We aim:

- To identify pupils with SEND as early as possible and ensure that their needs are met.
- To have in place systems whereby teachers are closely monitoring such pupils
- To provide all our children with a broad and balanced curriculum that is differentiated/modified to the needs and ability of the individual
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies
- To ensure all pupils make effective progress and realise their full potential
- To ensure all pupils take a full and active part in school life
- To ensure all children with a SEND have high aspirations and we have high expectations of them

Procedure

Role of the Governing Board

The Governing Board has:

- appointed a member a qualified teacher to be the Inclusion Manager
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy
- ensured that provision for SEND is of a high standard
- to have regard to the SEND Code of Practice 0-25 years 2015 when undertaking its responsibilities
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring policies are made available to parents
- nominated one link governor to visit the school regularly, to liaise with the Inclusion Manager and to report back to the Governing Board
- responsibility for the effective implementation, monitoring and evaluation of this policy
- awareness of the Children and Families Act 2014

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy
- ensure that the daily management of special educational needs provision is effective and has ambitious expectations for all children with SEND
- work closely with the Inclusion Manager and the teaching and support staff
- keep the Governing Board informed of all matters relating to its responsibilities of SEND
- monitor the effectiveness of this policy
- Ensure any new Inclusion Manager has, or is, completing the National Award for Special Educational Needs Co-ordination or the National Professional Qualifications for Special Educational Needs co-ordinators

Role of the Inclusion Manager

The Inclusion Manager will:

- work with the Headteacher to oversee the day-to-day provision for pupils with SEND within the school
- lead the development of SEND provision throughout the school
- provide guidance and support to all staff
- organise and manage the team of Teaching Assistants (TAs)
- support staff to prepare and keep up to date Pupil Passports and intervention records
- track the progress of children with SEND through regular progress meetings
- organise training for school personnel
- keep up to date with new developments and resources
- liaise with parents
- organise annual reviews for the Education Health Care Plan (EHCP)
- meet with outside agencies
- work with feeder or transition schools
- review and monitor progress of pupils with SEND
- report to the Governing Board on the success and development of the provision of SEND
- discuss with parents when special educational needs provision should be made for their child
- attend parent meetings to support teaching staff and meet with parents
- regularly review and update the school's Local Offer
- identify the needs of children through discussion and advice from families, school staff and outside agencies
- collaborate with partners in education, health and social care to provide support for families
- hold regular planning meetings to outline individuals requiring support
- ensure the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements

Role of the Nominated Link Governor

The Nominated Link Governor will:

- work closely with the Headteacher and the Inclusion Manager
- ensure this policy and other linked policies including the Local Offer are up to date
- ensure that everyone connected with the school is aware of this policy
- report to the Governing Board every term
- annually report to the Governing Board on the success and development of SEND provision
- have knowledge of the SEND Code of Practice 2014
- meet with the SEND team regularly to monitor and update the SEND section of the School Development Plan

Role of Class Teachers

Class teachers must:

- focus on inclusive practices and remove barriers to learning
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them

- deliver the individual programme for each special educational needs pupil as set out in their pupil passport
- ensure children with EHCPs are receiving the support set out within them
- develop pupil passports for SEND pupils by working closely with the child, their families, the Inclusion Manager and support staff
- meet termly with parents of children with a SEND to review and set targets on their pupil passports
- comply with all aspects of this policy
- undertake appropriate training in negotiation with Headteacher
- put in place recommendations from external agencies to support the pupil's learning

Role and Rights of Parents

We encourage parents:

- to work closely with the school in order to develop a partnership that will support SEND pupils
- to take part in the termly review of pupil passports
- to attend annual reviews for EHCPs (Education Health and Care Plan)
- to work alongside school in supporting children work towards the targets set in their pupil passports

Role and Rights of Pupils

We encourage pupils with SEND to understand their rights and to take part in:

- assessing their own needs
- contributing to their pupil passport by setting and understanding learning targets
- attending termly parents' meetings to review their targets with class teachers
- the annual EHCP review by attending or giving their views in advance

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with a SEND
- admit those children with SEND but who do not have an EHCP

Curriculum

The school aims to provide for pupils:

- a broad and balanced curriculum
- a curriculum which is differentiated/modified to address their needs
- a range of teaching strategies to meet their needs
- a pupil passport which gives an overview of provision, next steps and the assessments, plan, do, review cycle

Range of Provision

The school aims to provide a variety of provision by way of regularly reviewed pupil passports including:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with specialist teachers or learning support assistants

Identification, Assessment and Level of Intervention

Early Identification

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs or disabilities.

We will discuss with parents at the earliest opportunity the school's concerns and that the appropriate SEND provision is available for their child.

Assessment

It is essential that all teachers in the school have the necessary observational skills to identify pupils with SEND at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's strengths and difficulties and subsequent needs. Regular SEND drop-ins and observations by the Inclusion Manager will monitor variance, progress and provision.

The school has established a procedure for on-going diagnostic assessments and standardised tests.

Intervention

Where assessment, pupil, parent and staff discussions have identified a SEND then children will be placed on the SEND register and the process of removing barriers to learning and providing specific educational provision will begin. This may also include referrals to appropriate outside agencies with parental permission for support, advice, consultation or assessment.

SEND status is gained through a combination of the following factors proving that the child

- is making 'less than expected progress'
- is working at levels significantly below others of a similar age and well below national expectations
- is showing persistent social, emotional and mental health difficulties
- has sensory or physical problems which significantly hinders educational progress
- experiences communication or interaction difficulties, which requires individual specific interventions in order to achieve access to learning
- shows significant difficulty developing literacy or mathematical skills
- has sensory or physical problems, which continue despite the use of specialist equipment
- has communication and / or interaction problems, which continue despite curriculum differentiation

The Inclusion Manager will consider an appropriate approach such as:

- providing different materials or equipment
- using class staff, where available, to work closely with the pupil
- more effective strategies via staff development or training
- group support
- devising interventions and monitoring their effectiveness by providing extra adult time
- IOW LA Support for advice on strategies and equipment or staff training
- referral to outside agencies for support, advice or assessment
- seeking advice and support through discussion at regular SENCO meetings

The Inclusion Manager will support teaching staff to monitor all SEND children. Where interventions are not meeting the child's needs over a period of time then the Inclusion Manager, in discussion with the parent, child (where appropriate) and staff would consider a referral to outside agencies.

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.

Safeguarding

The 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.

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 board will ensure that the school's Child Protection and Safeguarding Policies 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 Physical Intervention Policy.

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

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

The governing board 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.

A Statutory Assessment may be requested from the Local Authority if the child still remains a cause for concern and an EHCP will be provided if the Local Authority feels that the child needs are significant enough to require provision above and beyond what the mainstream school can normally offer. (This would only usually apply to 2% of the population.)

An EHCP will:

- outline details of the Local Authority's assessment of the child's special educational needs and disabilities
- state the SEND provision which will be made to meet those needs
- identify the type of school which the Local Authority believes would be appropriate to make such provision
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference
- state where the special provision is to be provided otherwise than at school

The Annual Review will:

- assess the progress of the pupil in relation to the set targets and recommendations from the EHCP
- review the provision made for the pupil
- consider ending, continuing or amending the existing EHCP
- set new targets for the following year

Phase Transfer Review

When pupils leave the primary to the secondary phase, a Phase transfer review enables the receiving school to plan appropriate provision for the child.

Partnerships

We believe that a close partnership with parents enables children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with a SEND benefit from the school's close working relationship with the numerous external agencies including education, health and social care which offer advice, support, recommendations and assessment.

We feel that the provision for SEND in this school benefits from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Under section 25 of the Children and Families Act 2014 local authorities have a duty to ensure integration between educational provisions, training, health and social care provision to ensure the wellbeing of the child.

Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEND Code of Practice)

All state-funded schools are required to have a procedure to deal with complaints and to publish details of their procedure. This does not include complaints relating to EHC plans, which pupils and their families should take up with the local authority that issued the plan.

The governing boards of maintained schools should make efforts to ensure that anyone who wishes to make a complaint, including a complaint in relation to children and young people with SEND, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided

with a written response (including the rationale for any decisions) and informed of their appeal rights. If the complainant remains concerned after following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter. (Resolving Disagreements 0-25 SEND Code of Practice.)

A copy of the complaints policy can be obtained from the school admin office or found on the school website www.queensgateprimary.co.uk

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Local Offer accessed through the school website or the local authority website
- the Staff Induction Pack
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and end of term newsletters
- reports such as annual report to parents and Headteacher reports to the Governing Board

Monitoring

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy. The Inclusion Manager attends pupil progress meetings termly and drops in to all classes termly. There are also book looks and pupil conferencing meetings.

Evaluation and Review

The SEND policy is a working document and is kept under constant review. A review of the SEND policy document is undertaken every year.