




# SEND POLICY

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	26.02.2026
Signed on behalf of the Governing Body by:	Mr Ian Mearns MP Chair of Governors
Signature:	
Date:	20.03.2026
Details and dates of minor amendments:	5.4.16 names of SENDCo and SEND Governor updated. 5.5.16 full review completed. 18.3.19 full review. 3.11.20 full review 18.11.2022 Governor name amended. Full review 25/02/26
Date next full review is due:	Spring 27

## **Please note:**

Kelvin Grove Community Primary School is committed to safeguarding and promoting the welfare of all children and young people. All staff, governors, volunteers and visitors share this commitment. Supporting pupils with SEND is a core safeguarding responsibility, and all SEND processes operate in line with **Keeping Children Safe in Education (KCSIE) 2025**



## **Introduction**

This document is a statement of principles, objectives and strategies for provision for children with Special Educational Needs and Disabilities (SEND) at Kelvin Grove Primary School.

## **The School's Context**

Kelvin Grove Community Primary School is a larger than average primary school serving a catchment area of high social and economic disadvantage. The school has a high transient population and pupils with English as an additional language (EAL). Pupils have a broad range of special educational needs including specific learning difficulty, autism, Social, Emotional and Mental Health difficulties (SEMH) and physical disabilities.

## **Legislative and Statutory Framework**

This policy is written with reference to the following legislation and guidance:

- **Children and Families Act 2014**
- **SEND Code of Practice (0–25) 2014**
- **Equality Act 2010** and the Public Sector Equality Duty
- **Care Act 2014**
- **Working Together to Safeguard Children 2023**
- **Keeping Children Safe in Education 2025**
- Local Authority SEND guidance and Local Offer

## **Policy Statement**

All pupils are entitled to a broad, balanced and ambitious curriculum. High-quality teaching (Quality First Teaching) is the first step in responding to pupils with SEND. The school will:

- Ensure early identification and assessment of needs through the Gateshead SEND Thresholds;
- Provide support through the **graduated approach** (Assess–Plan–Do–Review);
- Ensure pupils with SEND have full access to the curriculum and where necessary, such provision will be supplemented by additional learning support and intervention paying attention to the pupils' individual needs and barriers to learning;
- All teachers will be made aware of, and be responsible for, pupils with SEND
- Ensure that appropriate time, resources, and in-service training are provided to enable teachers to effectively support pupils with special educational needs and disabilities;
- Deploy resources, training and staff effectively;



- Recognises the importance of working in partnership with parents/carers and will ensure that they receive clear information about the statutory procedures and the outcomes relating to their children;
- Review provision regularly;
- Ensure compliance with statutory duties;
- To keep the governing body informed of all aspects of learning support in school;
- To enlist the support of qualified others who will help the school to ensure a high quality team approach to meeting pupil need;
- SEND support will be delivered at school level implementing individual education plans (**IEPS**) or through an **Education, Health and Care Plan (EHCP)** where required.

### **Equality and Inclusion**

Under the **Equality Act 2010**, the school has a duty to:

- Prevent discrimination, harassment and victimisation
- Make **reasonable adjustments** for disabled pupils
- Provide **auxiliary aids and services** where required
- Promote equality of opportunity
- Foster positive relationships

We ensure disabled pupils are not disadvantaged and have equal access to all aspects of school life.

### **Medical conditions**

In line with the **Children and Families Act 2014**, the school will:

- Make arrangements to support pupils with medical needs;
- Produce and review Individual Healthcare Plans and risk assessments;
- Work with health professionals, including the school nurse;
- Ensure staff are trained to meet medical needs.

### **Roles and responsibilities**

The Governing Body, in consultation with the Headteacher, determines the school's general policy and approach to provision for pupils with SEND, establishes appropriate staffing and funding arrangements and maintains a general overview of the school's work.

**In consultation with the Headteacher the Governing Body will:**

- Ensure the school fulfils its statutory duties;
- Monitor the effectiveness of SEND provision;



- Ensure school reports annually to parents on the school's policy for SEND via the school website;
- Appoint a qualified SENDCo;
- Ensure compliance with the Equality Act 2010.

#### **The Head Teacher is responsible for:**

- Overall management of SEND;
- Ensuring resources and staffing are appropriate;
- Supporting the SENDCo;
- Ensuring safeguarding responsibilities are met;
- keeping the Governing Body informed of all developments with regard to SEND.

#### **The SENDCo will:**

- Oversee day-to-day SEND provision;
- Coordinate the graduated approach;
- Liaise with parents/carers, staff and external agencies;
- Maintain SEND records;
- Support staff with planning and differentiation;
- Lead on EHCP processes;
- Ensure compliance with statutory guidance;
- Provides termly updates SEND numbers, progress and outcomes to the Governors.

#### **See Appendix A for Role of SENDCo**

#### **See Appendix B for additional duties of SENDCO**

#### **Implementing the SEND Policy across the school**

The school accepts its duty to its pupils and acknowledges that many pupils may at some time, experience difficulty with their learning. All teachers are teachers of SEND and will be responsible for pupils who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively and effectively as possible.

The school's SENDCo is Miss Glenda Holden.

The Head Teacher/Deputy Head has the responsibility of monitoring pupil behaviour and Class Teachers with the development and implementation of Individual Education Plans, in consultation with SENDCO, outside agencies, the pastoral team and parents/carers.

The school's designated governor for SEND is Ian Flynn.



## **Admissions**

The school follows the Local Authority admissions policy. No pupil will be refused admission on the basis of SEND. The SENDCo will meet with parents/carers of pupils with identified needs prior to entry where possible.

## **Identification of 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/carers.

Identification is based on:

- Teacher observations
- Gateshead SEND Thresholds
- Assessment data
- Pupil progress
- Parental concerns
- External professional advice

When a pupil requires SEND provision, they will be added to the school's SEND register, an internal record of pupils who need support beyond high-quality first teaching. Being on the register allows the school to monitor progress, track interventions, and ensure that each pupil receives appropriate support.

The school will work to identify and remove any barriers to learning through effective SEND provision, ensuring that pupils can access the curriculum and make meaningful progress.

The school follows the four broad areas of need from the SEND Code of Practice:

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



## **The Graduated Approach (Assess–Plan–Do–Review)**

As an inclusive school we understand our responsibility to support all children to thrive with their needs met. We understand that all teachers are teachers of SEND and strive to identify and assess needs as soon as possible for the best outcome.

### **Assess**

A clear analysis of need is completed using:

- Teacher assessments
- Standardised tests
- Observations
- External reports

### **Plan**

Staff, outside agencies, parents/carers and pupils agree:

- Outcomes
- Support strategies
- Interventions
- Review dates

### **Do**

Class teachers, with support from the SENDCO and outside agencies, remain responsible for the pupil's progress, even when interventions occur outside the classroom.

### **Review**

Provision is reviewed regularly. Interventions are reviewed half termly and Individual Education Plans (IEPs) are reviewed termly in consultation with pupils and parents/carers. Adjustments are made based on progress and pupil/parent views.

## **Individual Education Plans (IEPs)**

Pupils who are identified on the SEND register and who require support that goes **beyond high-quality first teaching** will have an Individual Education Plan. These plans are created collaboratively with parents/carers, outside agencies and reviewed termly.

Individual Education Plans outline:

- Pupil needs including SEND Thresholds
- Outcomes



- Strategies
- Interventions
- Review dates

### **Requesting an Education, Health and Care (EHCP) needs assessment**

A request may be made when:

- The pupil has not made expected progress despite targeted support
- Long-term, complex needs are evident
- External professionals recommend assessment
- A parental/carer request

The Local Authority must respond within 6 weeks with their decision and will be responsible for ensuring there is effective co-ordination of all assessments and planning.

### **EAL Pupils**

Children must not be regarded as having SEND solely because the language or form of language of their home is different from the language in which they will be taught. School supports EAL children to develop their language (See EAL policy). However; some pupils may have SEND and will be supported appropriately. Links to ensure the correct support will be made by liaising with the EMTAS Service in addition to the other professional services.

### **Monitoring and Assessment Procedures**

Throughout a pupil's time at school, teaching staff use a number of strategies to monitor and assess pupil progress, continually assessing with more formal assessments throughout the year. They include:-

- Teacher assessments using the GAP
- Pupil progress meetings (termly)
- Intervention tracking (half termly)
- External professional reports
- IEPs (termly)
- EHCP (annually)



## **Working with Parents/Carers**

Parents/Carers are:

- Involved in all decisions;
- Invited to review meetings;
- Provided with clear information;
- Encouraged to contribute to individual education plans;
- Receive information on the statutory procedures and outcomes for their children;
- Invited to attend half termly SEND coffee mornings;

## **Pupil Voice**

Pupils are encouraged to:

- Share their views;
- Contribute to planning and reviews;
- Understand their own needs;

## **Curriculum and Provision (See curriculum policy)**

All pupils have access to:

- Quality First Teaching;
- Differentiated learning;
- Reasonable adjustments – adaptive teaching and resources;
- Assistive technology where appropriate;

## **Curriculum Development and provision for SEND**

The SENDCO will:-

- Participate in working groups, where appropriate, relating to development of the curriculum;
- Advise the Senior Leadership Team regarding curriculum development;
- Direct in-class support;
- Discuss curriculum issues relating to SEND with Senior Leadership;
- Ensure all matters relating to SEND have a high profile across the school;
- Organise regular SEND surgeries to advise teachers;



## **Interventions**

Pupils with SEND are supported across the curriculum in one or more of the following ways depending on need:-

- Small-group support
- 1:1 sessions
- Social and emotional support
- Speech and language programmes
- Literacy and numeracy interventions

## **Local Authority/National updates**

Gateshead Primary SENDCo Cluster meetings take place each term. Updates are provided and SENDCOs can arrange to share resources and ideas.

## **External Agencies**

Kelvin Grove Community Primary School work with:

- Early Years Area SENDCo
- Local Authority SEND Team
- Psychological Service
- School Nurse
- Bowel & Bladder clinic
- LA 'EMTAS' Liaison Service
- Physiotherapy Service
- Occupational Therapist
- Low Incidence Needs Team (LINT)
- High Incidence Needs Team (HINT)
- Early Help
- EBSA ( Emotional Based School Avoidance)
- CYPS (Children and Young People's Service)

## **Complaints procedure**

Parents can contact the class teacher in person or by telephone to arrange an appointment. Concerns about provision for pupils with special educational needs can also be referred to the SENDCo.

The concern will be dealt with either through a phone conversation or an appointment arranged in school to discuss the matter.

The Code of Practice 2014 sets out procedure for complaints about provision. Parents are informed of their rights in the documentation from the LA. The school will advise parents on provision outlined in the statement if this is requested.



Parents have the opportunity through response to the school report system and review meetings to alert the school to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Head Teacher and or the LA.

## **Transition**

### **Between year groups**

In school we have a 7 week transition plan which takes place during the summer term to support pupils moving into their new class in September.

### **Transition into Secondary School**

Before transition to secondary schools in September, relevant SEND information is transferred during the Summer Term of Y6. Meetings are held between the SENDCOs and pastoral teams. Arrangements are made so pupils can receive additional transition support where necessary and more frequent visits may take place depending on individual needs.



## Appendix A

### Role of the SENDCo

The Special Educational Needs & Disabilities Co-ordinator (SENDCo) is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
  - involved in supporting their child's learning
  - kept informed about the support their child is getting
  - involved in reviewing how they are doing
  - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are excellent records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school, so they can help pupils with SEND in the school make the best possible progress.
- Support class teachers in writing Individual Learning Plans that specify your child's targets.
- Ensuring that all staff working with pupils in school are supported in delivering the planned work/programme so the pupils can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially adapted work and resources.

## Appendix B

### Other SENDCO duties supporting SEND and disability

#### Pastoral

- Liaison with Head Teacher/Deputy, Pastoral Team and Class Teachers to ensure equality of opportunity and integration of pupils with special educational needs;
- To take part in attendance reviews for children with SEND.

#### Inclusion

- Liaison with other agencies and services re inclusion of pupils with SEND;
- Liaison with the LA's EMTAS' specialist teacher re inclusion of any pupils with English as an additional language who have additional special educational needs.

#### Curriculum

- Advising colleagues on the range of support/strategies and resources;
- Liaison with relevant staff to ensure that support is directed to pupils when required;
- Providing Class Teachers with access to SEND Teaching Assistants.

#### Assessment

- To support Class Teachers with individual SEND assessment of pupils with special educational needs;
- To support the Headteacher and collate information and data on SEND pupils.

#### Staff development

- To provide whole staff INSET to ensure that the policy on SEND and disability is being adhered to;
- To provide specific SEND and disability training to teachers and teaching assistants;
- To support newly qualified teachers with relevant information and advice.

#### Environment

- To ensure a positive, pleasant, caring and comfortable working environment for pupils with special educational needs.

#### Administration

- To oversee the timetables for SEND Teaching Assistants;
- To read through and act upon the information included in the SEND records of all pupils entering the school mid-term;
- To oversee Individual Educational Plans for all pupils with SEND;
- To keep a SEND register of pupils with special educational needs, up to date including their level of performance;
- To ensure that all documentation relating to reviews are up-to-date and distributed to all concerned;



- To prepare educational advice for a request for an EHCP needs assessment
- To ensure SEND resources are reviewed and renewed;
- To prepare relevant documentation for governors and external agents;
- To update the SEND Policy after review and revision;
- To provide Performance Management documentation for SEND Teaching Assistance.

### **Parents**

- To communicate with parents of pupils with special educational needs by telephone or by meetings in school.

### **General**

- To respond accordingly to requests for assistance at Parent Consultation Days.



## Appendix C

### Glossary of terms

SEND – Special Educational Needs and Disabilities

SENDCO - Special Educational Needs and Disabilities Coordinator

EHCP – Educational Healthcare Plan

INSET – In service training

SEMH – Social Emotional Mental Health

EBSA – Emotional Based School Avoidance

LA – Local Authority

EMTAS – Ethnic Minority and Traveller Achievement Service

IEP - Individual Education Plan

GAP – Gateshead Assessment Profile (Reading, Writing & Maths)

HINT – High Incidence Needs Team - (Cognition & Learning/SEMH/Speech and Language support team)

LINT – Low Incidence Needs Team - (Hearing & Visually Impaired support team)

CYPS – Children and Young People's Service