

GREENFIELDS COMMUNITY PRIMARY SCHOOL



Special Educational Needs & Disabilities (SEND) policy

October 2026

Policy Review Date: 18th September 2026
Next Review Date: 1st October 2027
SEND Coordinator (SENCO): Amy Banks
Designated SEND Governor: Samantha English

1. Policy Statement

At Greenfields Community Primary School, we are committed to providing an inclusive education where every pupil, regardless of their individual needs, can thrive and achieve their full potential. We recognise that all children are unique, and we value the contribution that every child brings to our school community. We aim to provide a nurturing environment where the needs of pupils with Special Educational Needs and Disabilities (SEND) are identified early and met through a graduated approach.

This policy outlines our commitment to meeting the legal obligations set out in the following statutory frameworks:

- The Children and Families Act 2014
- The Special Educational Needs and Disabilities (SEND) Code of Practice 2015
- The Equality Act 2010 (including the Equality Act 2010: Advice for Schools, June 2018)
- The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- Working Together to Safeguard Children (2023, updated 2026)
- The National Curriculum in England: Key Stages 1 and 2 Framework (2014)

In line with the SEND Code of Practice (2015), our provision forms part of the Local Authority's Local Offer, which can be found on <https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send> We ensure that information about our SEND provision is published clearly on our website and kept up to date, so that parents and carers know what support is available and how to access it.

2. Aims and Objectives

Our SEND policy aims to:

- Ensure all pupils, including those with SEND, have access to a broad, balanced, and relevant curriculum in line with the National Curriculum for Key Stages 1 and 2.
- Ensure early identification, assessment, and provision for pupils with SEND, using the Graduated Approach (Assess, Plan, Do, Review).
- Involve parents, carers, and pupils in the decision-making process regarding their education.
- Promote a culture of high expectations for all, where pupils with SEND are provided with the support and opportunities to achieve their best.
- Ensure compliance with all statutory obligations outlined in the SEND Code of Practice (2015), Equality Act 2010, and other relevant regulations.

3. Definition of SEND

In line with the SEND Code of Practice (2015), a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. This includes children who:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- 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 mainstream schools.

4. Roles and Responsibilities

SENDCO: The SENDCo is responsible for coordinating the SEND provision at the school. This includes ensuring that statutory requirements are met, leading the Graduated Approach, liaising with external agencies, and supporting staff in meeting the needs of pupils with SEND.

Headteacher: The Headteacher has overall responsibility for the management of SEND provision and ensuring compliance with the SEND Code of Practice, Equality Act 2010, and other relevant legislation.

SEND Governor: The Governing Body ensures that there is a named governor responsible for SEND. The SEND governor meets regularly with the SENCO to monitor provision, review pupil outcomes, and ensure that the school is fulfilling its statutory duties under the SEND Code of Practice (2015).

Class Teachers: All class teachers are responsible for planning and delivering high-quality lessons that meet the needs of all pupils, including those with SEND. Teachers are also responsible for the progress of all pupils in their class, including those with SEND, and for implementing the advice and support provided by the SENCO and external agencies.

We are committed to providing high-quality training for all staff to ensure that they are confident in meeting the needs of pupils with SEND. The SENCO provides regular CPD on SEND strategies, differentiation, and specific needs (e.g. autism, dyslexia). Staff also access external training opportunities and share best practice across the school.

5. Identification and Assessment of SEND

We follow the Graduated Approach as outlined in the SEND Code of Practice (2015), which consists of four stages: **Assess, Plan, Do, Review**.

Early Identification: We recognise the importance of early identification in ensuring that pupils receive the support they need. Teachers, in collaboration with the SENCO, use assessment data, classroom observations, and discussions with parents to identify any emerging concerns about a child's learning or development.

Assessment: When a pupil is identified as potentially having SEND, the school works closely with parents and external professionals to assess the child's needs. This may involve gathering information from medical professionals, educational psychologists, and other specialists.

SEND Categories: We provide support for pupils with needs in the following areas:

- **Cognition and Learning:** e.g., dyslexia, dyspraxia, moderate learning difficulties.
- **Communication and Interaction:** e.g., speech, language, and communication needs (SLCN), autism spectrum conditions (ASC).
- **Social, Emotional, and Mental Health:** e.g., ADHD, anxiety, attachment disorders.
- **Sensory and/or Physical Needs:** e.g., visual or hearing impairments, physical disabilities.

6. The Graduated Approach

In line with the SEND Code of Practice (2015), we follow the Graduated Approach (Assess, Plan, Do, Review) to ensure that pupils receive the appropriate level of support:

- **Assess:** The class teacher and SENDCO assess the pupil's needs through classroom observations, assessment data, and input from external professionals.
- **Plan:** In consultation with parents, a support plan is created. This plan outlines the provision that will be put in place, the targeted outcomes, and how progress will be measured.
- **Do:** The class teacher, supported by the SENDCO, implements the planned interventions and support strategies.
- **Review:** The effectiveness of the support is reviewed with the involvement of parents, the pupil (where appropriate), and other professionals. Adjustments are made as necessary.

Some children may require a statutory assessment to support their needs; this is usually requested by the school, but can be requested by a parent/carer. This may result in an Education, Health and Care Plan (EHCP). Information will be gathered relating to the current provision provided, action points that have been taken, and the outcomes of targets set. A decision will be made by the Local Authority about whether or not the child is eligible for an EHCP. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Once an EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil at an Annual Review. This enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

When a child is identified as having special educational needs and they have been placed on the school's register, their needs are regularly reviewed and the impact of any intervention work is monitored. The class teacher and/or the SENDCo will meet with parents/carers to discuss progress and make decisions about next steps.

If it is identified, through the review process, that a pupil has made accelerated progress and they are now considered 'on track' against end of year expectations or are working broadly in line with their peers, they may be removed from the SEN register. Parents/carers will be informed of this decision and these pupils will be closely monitored to ensure that progress remains in line with age related expectations.

The school receives delegated funding from the Local Authority to support pupils with SEND. This funding is used to provide interventions, resources, staff training, and specialist support. For pupils with more complex needs requiring additional support, we apply for top-up funding through the Local Authority. We are committed to ensuring that resources are deployed effectively to maximise outcomes for pupils with SEND.

7. Funding for SEND Provision

Greenfields Community Primary School is committed to transparency in how SEND funding is allocated and used to support pupils with additional needs. Funding for SEND comes from two main sources:

1. Notional SEN Budget

This is part of the school's core budget and is used to provide high-quality, inclusive teaching and early intervention. It supports:

- Adaptive teaching and classroom resources
- Targeted small-group interventions
- Staff training and professional development
- Pastoral and SEMH support
- Specialist equipment where required

2. Top-Up Funding (High Needs Funding)

For pupils with more complex needs, the school may apply to the Local Authority for top-up funding. This funding is used to provide additional support beyond what is ordinarily available through the notional SEN budget. It may include:

- Increased adult support
- Specialist interventions
- Access to external professionals
- Enhanced provision for pupils with EHCPs

The school ensures that all SEND funding is deployed effectively, monitored regularly, and aligned with pupil outcomes. Governors receive termly updates on SEND expenditure and impact.

Inclusive Mainstream Fund (IMF)

From April 2024, the Department for Education introduced the **Inclusive Mainstream Fund (IMF)** to support schools in strengthening inclusive practice and improving outcomes for pupils with SEND. Greenfields Community Primary School receives IMF funding annually, which is used to enhance both universal inclusive provision and targeted support for pupils with additional needs.

IMF funding is used to:

- Strengthen early identification, particularly for pupils with Speech, Language and Communication Needs (SLCN) and Social, Emotional and Mental Health (SEMH) needs
- Enhance adaptive teaching and communication-rich practice across all phases
- Provide targeted interventions, including ELSA, language enrichment and regulation support
- Develop inclusive environments such as our Nest inclusion base
- Support professional development for staff in trauma-informed practice, SEMH identification and SEND-specific pedagogy
- Improve parental engagement through SEND workshops and communication tools

The IMF sits alongside the notional SEN budget and top-up (High Needs) funding, forming part of the school's overall SEND funding model. Governors receive termly updates on how IMF funding is allocated and the impact it has on pupil outcomes, inclusion, attendance and engagement. Schools are required to publish an Inclusion Strategy by December 2026 to demonstrate how this funding is allocated.

8. Supporting Pupils with Medical Conditions

We recognise that pupils with medical conditions should be properly supported to have full access to education, including school trips and physical education, as outlined in the statutory guidance **Supporting Pupils at School with Medical Conditions** (DfE 2014, updated 2023). Where necessary, individual healthcare plans are created in consultation with parents, healthcare professionals, and the SENDCO.

9. Inclusion and Access to the Curriculum

In line with the Equality Act 2010, we are committed to ensuring that pupils with SEND are not discriminated against and have access to the same high-quality education as their peers. All teachers adapt their teaching to meet the needs of all learners, ensuring that pupils with SEND are fully included in all aspects of school life.

We use a range of teaching strategies, interventions, and specialist resources to ensure that all pupils can engage with the curriculum. Pupils with SEND may also receive additional in-class support, small group interventions, or one-to-one support depending on their individual needs.

This SEND Policy should be read alongside the school's Accessibility Plan, as required under the Equality Act 2010. The Accessibility Plan sets out how we will increase access to the curriculum, improve the physical environment of the school, and ensure that information is available in accessible formats for pupils and parents with SEND.

10. Reasonable adjustments for pupils with SEND

Under the Equality Act 2010, Greenfields Community Primary School has a legal duty to make reasonable adjustments to ensure that pupils with special educational needs and/or disabilities are not placed at a substantial disadvantage compared with their peers. These adjustments are proactive, personalised and designed to remove barriers to learning, participation and wellbeing.

Reasonable adjustments may include:

- Adaptations to teaching approaches, including adapted tasks, scaffolded learning and visual supports
- Adjustments to the physical environment, such as seating arrangements, access routes or specialist equipment
- Providing additional adult support where appropriate
- Offering alternative ways of recording learning, such as using technology or practical demonstrations
- Providing sensory regulation strategies or access to quiet spaces

These adjustments are planned collaboratively with parents, pupils and professionals, and reviewed regularly through the Assess-Plan-Do-Review cycle.

11. Working with External Agencies

We work closely with a range of external agencies and professionals to ensure that our pupils with SEND receive the appropriate support. This includes:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Child and Adolescent Mental Health Services (CAMHS)
- Sensory Support Teams (for hearing and visual impairments)
- Social Services

The SENCO is responsible for liaising with these agencies and ensuring that their recommendations are implemented effectively in school.

12. Involving Parents and Pupils

We value the knowledge and input of parents and recognise their role as key partners in supporting their child's education. We aim to maintain regular communication with parents regarding their child's progress and involve them in all decisions regarding their child's SEND provision.

We also encourage the active participation of pupils with SEND in setting their own learning goals, where appropriate. We believe that involving pupils in decisions about their own learning helps to promote self-confidence and ownership of their education.

13. Involving governors & oversight of SEND provision

In line with SEND Code of Practice (2015), the Governing Body plays a crucial role in monitoring the effectiveness of SEND provision and ensuring statutory compliance. The SEND Governor works closely with the SENDCo and senior leaders to provide informed challenge and strategic oversight.

Governor monitoring includes:

- Termly meetings with the SENDCo to review provision, pupil outcomes and strategic priorities
- Monitoring the implementation of the Graduated Approach across the school
- Evaluating the impact of interventions and additional funding
- Ensuring statutory duties are met, including publication of the SEND Information Report and SEND Policy
- Reviewing the accessibility plan and ensuring compliance with the Equality Act 2010
- Reporting to the full Governing Body on SEND provision, strengths and areas for development

This monitoring ensures that SEND provision is effective, evidence-based and aligned with the school's inclusive ethos.

14. Transition Arrangements

We recognise that transitions can be challenging for pupils with SEND, whether they are moving between year groups, starting school, or transitioning to secondary school. Our SENCO works closely with parents, external agencies, and the receiving school to ensure that effective transition plans are in place.

For pupils transitioning to secondary school, we ensure that all relevant information is shared with the receiving school in a timely manner and that additional visits are arranged if necessary.

15. Safeguarding

At Greenfields Primary School, we are committed to safeguarding and promoting the welfare of all pupils. We recognise that pupils with SEND may be particularly vulnerable, and we work closely with parents, external professionals, and our safeguarding team to ensure their safety, in line with **Working Together to Safeguard Children** (2023, updated 2026).

16. Monitoring and Review

This SEND Policy will be reviewed annually by the SENDCO and governing body to ensure it remains compliant with statutory requirements and continues to meet the needs of our pupils with SEND.

The impact of SEND provision is monitored through pupil progress data, intervention reviews, and pupil/parent feedback. The SENCO reports termly to the Governing Body on the effectiveness of provision, including outcomes for pupils with SEND compared with their peers. This ensures that leaders and governors hold the school to account for the progress of all learners.

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Next Review Due: 1st October 2027

For further information, please contact our SENDCo:

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