



PORTICO
ACADEMY TRUST

opening doors, unlocking potential

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Person Responsible:

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Date

16/9/25

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Date

17/9/25

Porters Grange Primary School and Nursery

Special Educational Needs and Disabilities (SEND) Policy

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1. Introduction

This policy explains how we support children with special educational needs and disabilities (SEND) at Porters Grange Primary School and Nursery.

We want every child to feel valued, included, and able to achieve their best. This policy is written for parents, carers, staff, trustees, and professionals so that everyone understands our approach.

2. Legislation and Guidance

Our policy is based on:

- Children and Families Act 2014 (Part 3 – SEND)
- SEND Code of Practice (2015, updated 2020)
- SEND Regulations 2014
- Equality Act 2010 – duties to make reasonable adjustments and prevent discrimination
- Our school's funding agreement and articles of association

We also take into account:

- United Nations Convention on the Rights of the Child:
 - Article 23: Children with disabilities should have special care and support so they can live full and independent lives.
 - Article 12: Children have the right to be listened to when adults make decisions that affect them.

3. What Do We Mean by SEND?

A child has SEND if they have a learning difficulty or disability that makes it harder for them to learn than most children of the same age, and they need special educational provision.

This may mean that a child has:

- A greater difficulty in learning than others of the same age, or
- A disability that makes it harder to use the facilities in school in the usual way.

Children under compulsory school age are also considered to have SEND if they would need this support once they start school.

4. Our Aims

We aim to:

- Make reasonable adjustments so that every child can access learning
- Help all children achieve their potential
- Match support to children's individual needs
- Ensure children with SEND receive a broad and balanced curriculum
- Build on children's strengths and celebrate their successes
- Work closely with parents and carers as partners in their child's education
- Listen to children's views and involve them in decisions
- Build confidence, resilience, and self-esteem

5. Roles and Responsibilities

- SENDCo (Special Educational Needs and Disabilities Coordinator)
 - *Ms T Quinn* – Oversees SEND across the school, manages provision plans, coordinates with external agencies, and ensures this policy is followed.
- Assistant SENDCo
 - *Miss F Ross* – Supports the SENDCo with day-to-day provision, staff support, and direct work with children and families.
- Class Teachers
 - Responsible for the progress of all children in their class, including those with SEND. They plan and adapt lessons, monitor progress, and work with the SENDCo and parents.
- Learning Support Assistants (LSAs)
 - Work with teachers to deliver support for children with identified needs, both in class and in small groups.
- Principal and Trustees
 - Ensure SEND provision meets legal requirements, is properly funded, and is of high quality. They monitor the impact of support and help set the school's SEND strategy.

6. Identifying and Assessing Needs

Early identification is key to ensuring children receive the right support as soon as possible.

At Porters Grange, we:

- Hold regular pupil progress meetings with the Principal, Vice-Principal, SENDCo, and class teacher to discuss children's progress and any emerging concerns.

- Use assessments, observations, and teacher judgement to track how children are developing.
- Consider four broad areas of need:
 1. Cognition and Learning
 2. Communication and Interaction
 3. Social, Emotional and Mental Health
 4. Physical and Sensory needs

If we think a child may have SEND, we will always talk to parents and carers and agree next steps together.

7. Our Graduated Approach

We follow a cycle of Assess – Plan – Do – Review to make sure every child receives the right support at the right time:

Assess – Teachers and the SENDCo identify a child's needs through observations, assessments, and professional judgement.

Plan – Together with parents and the child, we decide on the best support for the child's individual needs.

Do – Teachers and LSAs deliver the support agreed in the plan, making sure it is personalised to the child's needs.

Review – Progress is checked regularly, with input from the child and their family, and plans are updated as needed.

8. Support Plans

Children may have one or more of the following, depending on their needs:

- Learning Plan – For children receiving SEN Support or those with an Education, Health and Care Plan (EHCP). Learning Plans include specific targets and strategies to help the child make progress and are reviewed regularly.
- Reasonable Adjustment Form – For children who need small adjustments to teaching, provision, or the environment but do not require formal targets.
- Behaviour Intervention Plan and Risk Assessment – For children who need additional support with behaviour, safety, or wellbeing.

All plans are working documents developed with input from the child, parents/carers, class teacher, and SENDCo/Assistant SENDCo. They are updated as needed to reflect progress and changing needs.

9. SEND Support and External Agencies

If extra help is needed, we may involve outside professionals such as:

- Educational Psychologists
- Speech and Language Therapists
- Specialist outreach services (e.g., autism, visual or hearing impairment teams)
- School Nurse, Occupational Therapy, Physiotherapy

At Porters Grange, we are also able to make direct referrals to the Lighthouse Child Development Clinic, including the neuro-developmental clinics, to ensure timely assessment and support for children with developmental needs.

We always involve parents in decisions about involving external support.

10. Education, Health and Care Plans (EHCPs)

If a child needs more support than the school can provide from its own resources, we may ask the Local Authority for an EHCP assessment.

An EHCP:

- Sets out the child's needs and the provision required
- Includes outcomes for learning and life skills
- Names the school setting
- Is reviewed at least once a year

We provide evidence to the Local Authority to support an EHCP request, and we work closely with families throughout the process.

11. Working with Parents and Carers

We believe strong partnerships with parents are essential. We will:

- Share concerns at an early stage
- Involve parents in the development and review of Learning Plans, Reasonable Adjustment Forms, and Behaviour Intervention Plans
- Keep communication open and regular
- Offer support and signpost to services such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)

12. Listening to Children

We make sure children have a voice in their education. This includes:

- Talking about what helps them learn best
- Involving them in setting targets where appropriate
- Seeking their views during reviews
- Preparing them for transitions, including secondary school

13. Complaints

Most concerns can be resolved quickly by speaking to the class teacher, SENDCo, or Assistant SENDCo.

If parents are still concerned, they can speak with the Principal or use the school's complaints procedure (available on our website). Independent support is available through SENDIASS.

14. Disability and Accessibility

We are committed to promoting equality and removing barriers for pupils with disabilities.

Under the Equality Act 2010, a disability is a physical or mental impairment that has a substantial and long-term impact on daily life. This may include mobility or sensory impairments, autism, long-term health conditions, or learning difficulties.

Not all pupils with disabilities will have SEND, and not all pupils with SEND will meet the definition of disability.

We take an anticipatory approach by regularly reviewing our Accessibility Plan, which sets out how we improve:

- Access to the curriculum
- Access to the physical environment
- Access to information

We work closely with Local Authority services (e.g., autism teams, sensory impairment teams, speech and language therapists) and health professionals to ensure pupils with disabilities can thrive.

15. Resources and Training

- Teachers and LSAs receive training to meet children's needs.
- Specialist resources are purchased when required.
- Staff work together and share expertise.
- Ongoing professional development is prioritised.

16. Monitoring and Review

We will judge the success of our SEND provision by:

- Early identification and support
- Progress towards targets in Learning Plans
- Implementation of Reasonable Adjustment Forms and Behaviour Intervention Plans as appropriate
- Positive feedback from parents and pupils
- Effective partnership with outside agencies

This policy is reviewed annually by the SENDCo and Assistant SENDCo, and approved by Trustees.

17. Linked Policies

This policy links with:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy

18. Appendix 1: Summary of Support Plans

This page provides a quick guide to the different support plans used at Porters Grange Primary School and Nursery. It is designed for parents, carers, and staff to easily understand the type of support a child may receive.

Support Plan	Who it is for	Purpose	Includes	Reviewed by
Learning Plan	Children on SEN Support or with an EHCP	Helps children make progress by setting specific targets and strategies	SMART targets, strategies for learning, personalised support	Class teacher, SENDCo/Assistant SENDCo, parents, child
Reasonable Adjustment Form	Children who need small adjustments but do not need targets	Adjusts teaching, provision, or environment so child can access learning	Environmental or teaching adjustments, minor support strategies	Class teacher, SENDCo/Assistant SENDCo, parents
Behaviour Intervention Plan & Risk Assessment	Children who need extra support for behaviour or safety	Provides targeted strategies to manage behaviour or risk	Behaviour targets, safety measures, personalised strategies	Class teacher, SENDCo/Assistant SENDCo, parents, child (where appropriate)