

# Caedmon Community Primary School SEND Policy

2025-2026

## Rationale

At Caedmon Community Primary School, we believe that every child deserves a high-quality education that nurtures their academic, social, and emotional development. Our SEND Policy is built on the principles of equity, inclusion, and early intervention. We are committed to identifying pupils with Special Educational Needs and Disabilities (SEND) promptly, supporting them effectively, and empowering them to achieve their full potential. This policy serves as a framework for collaboration among staff, families, and external partners, ensuring that our provision is both responsive and inclusive. By aligning with national legislation and local guidance, we aim to continuously improve our SEND support and maintain accountability across all aspects of provision.

## General Principles and Objectives

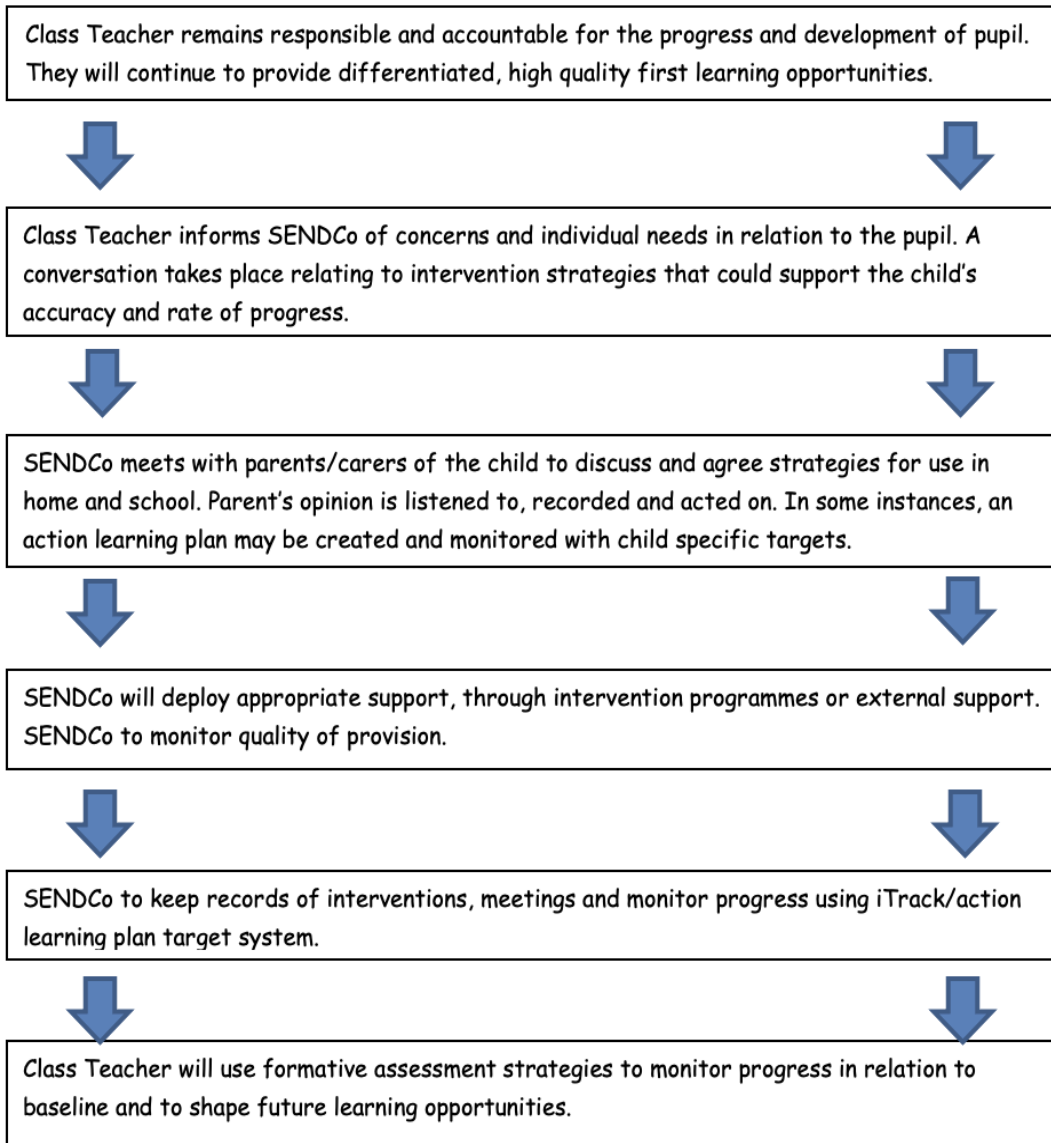
Our SEND provision is underpinned by a commitment to inclusive education, early intervention, and collaborative working. We aim to ensure that every child receives the support they need to thrive, regardless of their individual challenges. To achieve this, our policy aligns with the following key legislation and statutory guidance:

- **Children and Families Act 2014**
- **SEND Code of Practice: 0 to 25 years (2015)**
- **Equality Act 2010**
- **Special Educational Needs and Disability (SEND) Act 2001**
- **SEND and Alternative Provision Improvement Plan (2023)**
- **Gateshead Council's SEND Strategy (2023–2026)**
- **Gateshead SEND Thresholds Guidance (2024)**
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Locally, we follow **Gateshead Council's SEND Strategy (2023–2026)** and **SEND Thresholds Guidance (2024)**, which help us assess needs and plan appropriate interventions.

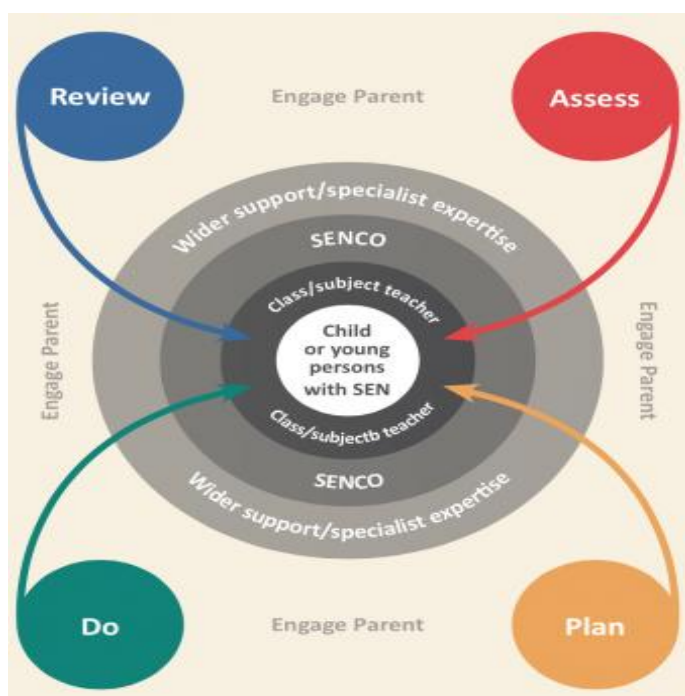
## Identification of Needs

We use a graduated approach to identifying SEND, drawing on a range of indicators including teacher observations, assessment data, parental concerns, pupil voice, and external evaluations. Needs are considered across four broad areas: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.



## SEND Support Process for Pupil Progress

To support pupils effectively, we follow the Plan, Do, Assess, Review cycle, as recommended in the SEND Code of Practice 0 – 25 (2014) as follows:



The process begins by identifying specific needs and setting clear, measurable outcomes. Targeted strategies are then implemented, with progress closely monitored. Ongoing assessment informs the review stage, where the effectiveness of support is evaluated and next steps are agreed. This ensures that provision remains tailored, responsive, and is regularly refined in collaboration with parents, carers, and professionals.

All pupils benefit from high-quality teaching that is differentiated to accommodate diverse learning styles. When additional support is required, small-group interventions target specific areas such as literacy, numeracy, motor skills, or emotional regulation. For pupils with more complex needs, specialist support is provided, including one-to-one interventions and input from external professionals such as Gateshead CYPS, Speech and Language Therapy, or Educational Psychology. All support is documented through Individual SEN Support Plans (ISPs), which are reviewed termly to monitor progress and adjust provision accordingly.

## **Managing Pupils and the SEND Register**

The SENDCo, Mrs S Hannon, is responsible for coordinating SEND provision, maintaining the SEND register, and supporting staff in meeting pupils' needs. Class teachers play a key role in identifying concerns and implementing support strategies. The Headteacher and Senior Leadership Team ensure that the policy is effectively implemented and that resources are appropriately allocated. Strategic oversight is provided by our SEND Governors, Mrs J Darling and Councillor J Adams, who monitor and evaluate the impact of SEND provision.

## **Supporting Pupils and Families**

We believe that strong partnerships with families are essential to effective SEND support. Parents and carers are involved at every stage of the SEND process, from initial concerns to formal reviews. We work closely with external agencies including Gateshead CYPS, Educational Psychology, Speech and Language Therapy, Occupational Therapy, and the School Nursing Team. For children with complex and long-term needs, we may request an Education, Health and Care Needs Assessment. If agreed, an EHCP is developed and reviewed annually in collaboration with families and professionals.

## **Supporting Medical Conditions**

Caedmon Community Primary School is committed to supporting pupils with medical conditions. Reasonable adjustments are made to ensure that children with physical, sensory, or communication needs can access the curriculum and participate fully in school life. Health professionals are consulted as needed, and medical needs are incorporated into ISPs or EHCPs where appropriate.

## **Monitoring and Evaluations**

SEND provision is monitored through regular reviews of Individual Support Plans, pupil progress tracking, and feedback from families and pupils. The SENDCo and SEND Governors conduct monitoring visits and evaluate the effectiveness of interventions. An annual SEND report is presented to the governing body to ensure transparency and drive continuous improvement.

## **Resourcing and Accessibility**

Resources are allocated based on individual needs and the level of support required. Our Accessibility Plan outlines specific measures to improve access to the curriculum, the physical environment, and school information. We are committed to making reasonable adjustments to ensure that all pupils can thrive in an inclusive setting.

## **Sharing and Managing Information**

Information about pupils with SEND is managed securely and shared appropriately with families and professionals, in line with GDPR and safeguarding requirements. Transition support is carefully planned, including enhanced visits, transition booklets, and meetings with receiving schools. For older pupils, we follow Gateshead's Preparation for Adulthood framework to support independence, health, education/training, and community participation.

## **Reviewing**

This policy is reviewed annually to ensure it remains aligned with current legislation, local guidance, and best practice. The next review will take place in November 2026, or earlier if required.