



The Drive Community Primary School

Special Educational Needs and Disabilities **(SEND) Policy** **2026-2028**

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1. Statement of Intent

The Drive Community Primary School is committed to providing an inclusive, nurturing and ambitious learning environment where every pupil is valued, respected and supported to achieve their full potential. Inclusion is the practice of ensuring every child feels valued, safe, and supported to participate and learn together in mainstream classrooms, regardless of their individual needs, background, or abilities.

We ensure:

- **Equitable Access:** Adapting the school environment and teaching methods to fit the student, rather than expecting the student to change to fit the system.
- **Whole-School Culture:** Extending inclusive values beyond individual lessons into the wider school community, policies, and daily routines.
- **Celebrating Diversity:** Honouring differences in culture, language, learning pace, and physical or cognitive ability instead of ignoring them.

We recognise that children with Special Educational Needs and Disabilities (SEND) may require additional or different provision to access learning and adjustments to participate fully in school life and achieve positive outcomes. As a Gateshead school, we are committed to the principles of the Gateshead SEND Strategy and Gateshead SEND Thresholds, promoting inclusion, participation, independence and high aspirations for all children and young people with SEND.

Aim

This SEND Policy and Information Report sets out how The Drive Community Primary School will:

- Identify, assess and meet the needs of pupils with SEND.
- Ensure high-quality, inclusive teaching for all pupils.
- Provide appropriate provision and support for pupils with SEND.
- Work in partnership with parents, carers, pupils and external agencies to achieve positive outcomes.
- Promote independence, wellbeing and successful preparation for the next stage of education and life.
- Ensure compliance with statutory duties relating to SEND, equality and accessibility.
- Clarify the roles and responsibilities of all those involved in supporting pupils with SEND.

This document is intended to provide parents, carers and families with clear information about the school's approach to SEND and the support available to children and young people with additional needs.

Through **Quality First Teaching** (high-quality inclusive teaching), a graduated approach is used. We aim to remove barriers to learning, promote equality of opportunity and ensure that all pupils are able to thrive academically, socially and emotionally. We identify needs at

the earliest opportunity and working in partnership with pupils, parents, carers, Gateshead Local Authority and other professionals ensure appropriate support is in place quickly.

We believe that every child has strengths, talents and aspirations. Our aim is to ensure that pupils with SEND are fully included in the life of the school, are prepared for future learning and adulthood. We want them to leave The Drive Community Primary School as confident, successful and valued members of their community.

This policy should be read in conjunction with the school's Admissions Policy, Accessibility Plan, SEND Information Report and Annual SEND Report. The Accessibility Plan outlines how the school will improve access to the curriculum, the physical environment and information for pupils with disabilities. The SEND Information Report provides parents, carers and other stakeholders with detailed information about the school's arrangements for identifying, assessing and supporting pupils with SEND, including the provision available and how pupils and families are involved in decision-making. The Annual SEND Report summarises the effectiveness of SEND provision within the school and outlines developments and priorities for continuous improvement.

2. Legal Framework

This policy reflects Gateshead SEND Strategy and Local Offer. It also has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

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 (2026) 'Keeping children safe in education 2026'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'

- DfE (2021) 'School Admissions Code'
- Gateshead SEND strategy 2023-26
- Gateshead SEND Participation Strategy 2023-26

This policy should be read in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy: Pupils
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Behaviour Policy and Exclusion Policy
- Complaints Procedures Policy
- Accessibility Plan

3. Identifying Special Educational Needs and Disabilities (SEND)

The Drive Community Primary School is committed to the early identification of Special Educational Needs and Disabilities (SEND), recognising that prompt assessment and appropriate support improve outcomes for children and young people.

The school uses a graduated approach to identify, assess and support pupils who may be experiencing barriers to learning. Identification is informed by a range of evidence, including ongoing teacher assessment, progress monitoring, observations, pupil voice, parent and carer views, and advice from external professionals where appropriate.

Class teachers, supported by the SENDCO and senior leaders, regularly review pupils' progress, attainment and wellbeing. Concerns may arise where a pupil:

- Makes significantly slower progress than their peers from similar starting points.
- Fails to make expected progress despite high-quality teaching.
- Does not match or improve upon their previous rate of progress.
- Fails to close the attainment gap with their peers.
- Experiences a widening attainment gap or a plateau in progress.

The school recognises that slow progress and low attainment do not automatically indicate SEND, and that some pupils with SEND may attain in line with age-related expectations. Careful assessment is undertaken to identify the nature of any difficulties and the support required.

In line with the **Gateshead SEND Thresholds**, the school adopts an inclusive, strengths-based approach to identifying need and planning provision. Support is delivered through the

graduated approach of **Assess, Plan, Do, Review**, ensuring that provision is responsive, outcome-focused and regularly evaluated.

The school is committed to ensuring that:

- High-quality, inclusive teaching is the foundation of provision for all pupils.
 - Pupils with SEND receive timely and appropriate support to enable them to achieve their potential.
 - Parents and carers are actively involved in identifying needs, planning support and reviewing progress.
 - The views, wishes and feelings of pupils are sought and considered in decisions that affect them.
 - Pupils with SEND are fully included in all aspects of school life and have equal access to opportunities, experiences and achievement.
 - The SENDCO coordinates SEND provision and works collaboratively with staff, families and external agencies to secure the best possible outcomes.
 - Support is reviewed regularly to evaluate its impact and to ensure provision remains effective and responsive to need.
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- Transitions into school, between classes and into new Key Stages are carefully planned to ensure continuity of support and successful outcomes
 - The school recognises that a disability or medical condition does not automatically mean that a pupil has Special Educational Needs and Disabilities (SEND). Some pupils with medical conditions may require reasonable adjustments or support to access school life, while others may also have SEND and require additional educational provision. The school will assess each pupil's needs individually and work with parents, carers and relevant professionals to ensure appropriate support is provided.

4. Definition of SEND

In accordance with the Children and Families Act 2014 and the SEND Code of Practice (2015), a pupil has SEND if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Under the Equality Act 2010, a disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

5. Areas of Need

The school identifies and provides support for pupils across the four broad areas of SEND outlined in the SEND Code of Practice:

Communication and Interaction

Pupils with Speech, Language and Communication Needs (SLCN) may experience difficulties expressing themselves, understanding spoken language, or using and interpreting social communication appropriately.

This area includes pupils with Autism Spectrum Disorder (ASD), who may experience differences in social communication, interaction, sensory processing and flexibility of thinking.

The school recognises that communication needs present differently for every pupil and may change over time. Support is tailored to the individual and may involve collaboration with parents, speech and language therapists and other specialist professionals.

Cognition and Learning

Pupils with cognition and learning needs may learn at a slower pace than their peers and require additional support to access the curriculum. Difficulties may include moderate learning difficulties, severe learning difficulties, specific learning difficulties such as dyslexia, dyscalculia or dyspraxia, and associated difficulties with memory, processing or organisation.

Teaching is adapted to meet individual learning requirements through high-quality classroom practice, differentiated activities, reasonable adjustments, and targeted interventions. Where appropriate, pupils may receive additional support to develop literacy, numeracy, memory, organisation, communication, and independent learning skills. Progress is closely monitored, and there is input from external professionals to ensure all children can access the curriculum, achieve their potential, and participate fully in school life.

Social, Emotional and Mental Health (SEMH)

Pupils may experience a range of social, emotional and mental health difficulties that affect their learning and engagement in school. These may include anxiety, emotional regulation difficulties, attachment needs, low self-esteem, trauma-related needs or behavioural responses linked to underlying SEND.

As a **Thrive** school, we are committed to providing a nurturing, inclusive environment that promotes positive emotional wellbeing and mental health for all pupils. We work closely with parents, carers and, where appropriate, external agencies to ensure that children receive the support they need to thrive both socially and emotionally.

Our provision includes a range of in-school interventions, including Kalmer Counselling, Thrive sessions and access to our Thrive Hub, which provide targeted support for pupils experiencing emotional, social or behavioural difficulties.

Staff use the **PACE** approach throughout the school, responding to children with **Playfulness, Acceptance, Curiosity and Empathy** to build trusting relationships, support

emotional regulation and promote a sense of safety and belonging. We support reflection, emotional awareness and positive problem-solving.

The views, feelings and experiences of pupils are central to our graduated approach. We actively seek and value both pupil and parent voice when planning, delivering and reviewing support to ensure that provision is personalised and responsive to individual needs.

Sensory and/or Physical Needs

Some pupils may require additional support due to a physical disability, medical condition, hearing impairment, visual impairment, multi-sensory impairment or sensory processing differences.

Where concerns relating to sensory, physical or medical needs are identified, the school will follow Gateshead's graduated approach to assessment, planning, implementation and review. The SENDCO will work in partnership with parents/carers, school staff and relevant external agencies to identify needs, implement appropriate support and monitor its impact.

The school recognises that some pupils may require specialist equipment, environmental adaptations, access arrangements or advice from specialist services in order to access learning effectively. This support may be required regardless of whether a pupil meets the criteria for SEND. Advice will be sought from relevant external agencies.

In accordance with the **Gateshead SEND Strategy** and **SEND Thresholds**, The Drive Community Primary School is committed to identifying and removing barriers to learning, participation and inclusion. We will make reasonable adjustments and provide appropriate support, resources and access arrangements to enable pupils to access the curriculum, participate fully in school life and achieve positive outcomes.

6.Roles and Responsibilities

The designated **SEND Governor is Mrs Duff. Mrs Farren, Headteacher and SENDCo**, has overall responsibility for SEND provision across the school. **Ms Tate, Deputy SENDCo**, supports the coordination and monitoring of SEND provision, working closely with pupils, families, staff and external agencies to ensure that individual needs are met effectively.

They, the DSL, teachers and teaching assistants fulfil statutory duties.

The governing board will be responsible for:

- Ensuring that the school fulfils its statutory duties under the Children and Families Act 2014, the SEND Code of Practice: 0-25 years, the Equality Act 2010 and all relevant SEND legislation and guidance.
- Ensuring that effective special educational provision is in place for all pupils with SEND, including those with Education, Health and Care (EHC) Plans.
- Promoting an inclusive ethos that enables pupils with SEND to participate fully in all aspects of school life and achieve the best possible outcomes.

- Ensuring that reasonable adjustments are made for pupils with disabilities and that no pupil is disadvantaged, discriminated against, harassed or victimised because of their disability.
- Ensuring appropriate arrangements are in place for the admission of pupils with SEND and for enabling access to the curriculum, environment, activities and services provided by the school.
- Appointing a suitably qualified SENDCo and ensuring they are provided with sufficient time, resources, support and professional development to fulfil their statutory responsibilities effectively.
- Appointing a designated teacher for Looked After Children (LAC) and ensuring effective collaboration between key staff to support vulnerable pupils.
- Ensuring that arrangements are in place to support pupils with medical conditions in accordance with statutory guidance and the school's Supporting Pupils with Medical Conditions Policy.
- Monitoring the quality and effectiveness of SEND provision and reviewing its impact on pupil achievement, attendance, engagement, wellbeing and inclusion.
- Ensuring that the views, wishes and feelings of pupils with SEND and their parents/carers are considered when reviewing policies, procedures and provision that affect them, in line with Gateshead's commitment to co-production and participation.
- Reviewing and monitoring the implementation of the school's Accessibility Plan and ensuring continuous improvement in accessibility for pupils with disabilities.
- Ensuring the school's Child Protection and Safeguarding Policy reflects the additional vulnerabilities and safeguarding risks that may be experienced by pupils with SEND, in accordance with Keeping Children Safe in Education 2026.
- Appointing a named SEND Governor, or appropriate committee, to oversee the school's SEND arrangements and report regularly to the governing board.
- Ensuring that the school's SEND Information Report is reviewed annually, updated when required and published on the school website in accordance with statutory requirements.
- Ensuring that effective arrangements are in place for resolving disagreements and managing complaints relating to SEND provision, including informing parents of mediation and SEND Tribunal procedures.
- Cooperating with Gateshead Local Authority and partner agencies in the development and review of the Gateshead Local Offer and wider SEND services.
- Receiving regular reports from the Headteacher and SENDCo regarding SEND provision, outcomes, inclusion, attendance, exclusions, safeguarding and the effectiveness of SEND policies and procedures.

The Headteacher will be responsible for:

- Ensuring that all staff who teach or support pupils with SEND are aware of their needs and have appropriate arrangements in place to meet them.
- Ensuring that teachers monitor, assess and review the progress of pupils with SEND and that provision is adapted appropriately to meet identified needs.

- Working in partnership with the Local Authority and relevant professionals during EHC needs assessments, annual reviews and transition planning.
- Ensuring that the SENDCo has sufficient time, resources, administrative support and access to professional development to effectively fulfil their statutory responsibilities, including completing the National Award for SEND Coordination where required.
- Monitoring the quality of teaching, learning and provision for pupils with SEND as part of the school's self-evaluation, improvement planning and performance management processes.
- Ensuring that staff have the knowledge, skills and training required to identify, assess and support pupils with SEND and other vulnerable groups.
- Promoting an inclusive culture of high expectations where pupils with SEND can access a broad, balanced and ambitious curriculum alongside their peers through appropriate adaptations and reasonable adjustments.
- Ensuring that school policies, procedures and practices comply with the Equality Act 2010 and do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents/carers are fully involved in assessment, planning, decision-making and review processes, including the development and annual review of EHC Plans.
- Working collaboratively with health, social care and education professionals to ensure pupils with SEND and medical needs receive coordinated and effective support.
- Maintaining effective communication with parents/carers and relevant staff regarding significant changes, concerns or developments affecting a pupil with SEND, in accordance with the school's Confidentiality and Data Protection policies.
- Monitoring patterns of SEND identification, provision and outcomes across the school and using this information to inform strategic planning and school improvement.
- Reporting regularly to the governing board on the effectiveness of SEND provision, pupil outcomes, inclusion, attendance, wellbeing and the impact of SEND policies and procedures.
- Ensuring that the school fulfils its statutory duties under the Children and Families Act 2014, the SEND Code of Practice and the Equality Act 2010.
- Supporting the governing board in ensuring the school's SEND Information Report is reviewed annually and published on the school website.

The SENDCo will be responsible for:

- Holding, or working towards, the National Award for SEND Coordination in accordance with current DfE requirements.
- Collaborating with the governing board and headteacher, as part of the senior leadership team, to determine the strategic development of SEND provision and policy across the school.
- Leading the day-to-day implementation and monitoring of the SEND Policy.
- Coordinating provision for pupils with SEND, including those with Education, Health and Care (EHC) Plans.
- Advising and supporting staff in the use of the graduated approach and effective SEND practice.

- Supporting teachers in identifying pupils' strengths and needs, and advising on appropriate interventions, teaching strategies and reasonable adjustments.
- Advising on the effective use of the school's delegated SEND budget and resources.
- Liaising and working collaboratively with parents, carers, pupils, Gateshead Local Authority, external agencies, education settings, health and social care professionals to secure positive outcomes for children and young people with SEND.
- Acting as the school's key point of contact for external agencies and SEND support services.
- Promoting co-production by ensuring that pupils and families are actively involved in assessment, planning, decision-making and review processes.
- Coordinating transition arrangements to ensure smooth movement between classes, key stages and educational settings.
- Maintaining an up-to-date knowledge of the Gateshead Local Offer and supporting families to access appropriate services and support.
- Providing professional guidance and training to colleagues, ensuring staff remain informed of developments in SEND legislation, statutory guidance and best practice.
- Promoting inclusion by ensuring, wherever possible, that pupils with SEND participate fully in all aspects of school life alongside their peers.
- Maintaining accurate, secure and up-to-date SEND records in accordance with the school's Data Protection Policy.
- Monitoring SEND provision and patterns of identification across the school and reporting on outcomes to senior leaders and governors as appropriate.

The Designated Safeguarding Lead (DSL) will be responsible for:

- Working closely with the Headteacher, SENDCo and relevant staff to ensure that safeguarding arrangements effectively meet the needs of pupils with SEND.
- Liaising with the Headteacher regarding safeguarding concerns, including child protection enquiries, Section 47 investigations, police involvement and multi-agency safeguarding arrangements involving pupils with SEND.
- Liaising with relevant staff, external agencies and the SENDCo regarding matters of safety, welfare, child protection and safeguarding for pupils with SEND.
- Promoting effective engagement with parents and carers to safeguard and promote the welfare of pupils with SEND, particularly where families may be facing additional challenges or vulnerabilities.
- Monitoring the impact of safeguarding, welfare and child protection concerns on the attendance, engagement, wellbeing, behaviour and educational outcomes of pupils with SEND.
- Ensuring that staff understand the additional safeguarding challenges and barriers that pupils with SEND may face, including communication difficulties, increased vulnerability to abuse and challenges in reporting concerns.
- Recognising and responding appropriately to the increased risks that some pupils with SEND may experience, including bullying, exploitation, neglect, radicalisation, online harms and criminal or sexual exploitation.
- Ensuring that pupils with SEND are appropriately supported to understand and manage risks, including online safety, digital wellbeing and personal safety.

- Working with staff to make reasonable adjustments where necessary to help pupils with SEND access safeguarding support and communicate their views, wishes and feelings.
- Ensuring safeguarding practice reflects current statutory guidance, including *Keeping Children Safe in Education*, and that staff receive appropriate safeguarding training in relation to the needs and vulnerabilities of pupils with SEND.

Teachers will be responsible for:

- Teaching high quality inclusive lessons ie, Quality First Teaching.
- Planning, delivering and reviewing support for pupils with SEND through a graduated approach, in collaboration with parents/carers, the SENDCo, SEND support staff, teaching assistants and, where appropriate, the pupils themselves.
- Setting high expectations for all pupils and ensuring that pupils with SEND have access to a broad, balanced and ambitious curriculum through high-quality teaching, appropriate adaptations and reasonable adjustments.
- Identifying emerging needs and informing the SENDCo where additional support, specialist advice or referral to external agencies may be required.
- Planning lessons that address potential barriers to learning and enable all pupils to participate, achieve and make progress.
- Being accountable for the progress, attainment and development of all pupils in their class, including those with SEND.
- Understanding the needs, desired outcomes and support arrangements of pupils with SEND and implementing agreed strategies consistently.
- Monitoring and evaluating the effectiveness of support and interventions provided for pupils with SEND.
- Working with the SENDCo and other professionals to identify and support vulnerable pupils and those with additional needs.
- Promoting the inclusion, independence, wellbeing and participation of pupils with SEND in all aspects of school life.
- Maintaining effective communication with parents/carers regarding their child's progress, provision and support arrangements.
- Keeping the SENDCo and senior leaders informed of any significant changes in a pupil's progress, behaviour, attendance, wellbeing or emerging concerns.
- Contributing to the development, implementation and review of Individual Support Plans, EHC Plans and annual reviews, where appropriate.
- Engaging in relevant training and professional development to enhance their knowledge and understanding of SEND and inclusive practice.

Teaching Assistants will be responsible for:

- Supporting the delivery of high-quality teaching and adaptive practice to meet the needs of pupils with SEND under the direction of the teacher.
- Delivering evidence-informed interventions and targeted support programmes as planned by the class teacher, SENDCo and other relevant professionals.

- Supporting the implementation of SEND Support Plans, Provision Maps, Pupil Passports and Education, Health and Care (EHC) Plans.
- Contributing to the **Assess, Plan, Do, Review** process by observing, monitoring and recording pupil progress, engagement, independence and wellbeing.
- Using agreed strategies, reasonable adjustments and specialist resources to remove barriers to learning and participation.
- Promoting pupils' independence, self-esteem, communication skills and social inclusion rather than creating over-reliance on adult support.
- Supporting pupils to develop their preparation for adulthood skills, including independence, resilience, communication and relationships, where appropriate.
- Liaising regularly with the class teacher and SENDCo regarding pupil progress, barriers to learning and the effectiveness of support strategies.
- Participating in relevant training and continuing professional development to develop knowledge and understanding of SEND.
- Working collaboratively with teachers, parents/carers and external agencies to support positive outcomes for pupils.

7. Quality First Teaching and Adaptive Practice

At The Drive Community Primary School, Quality First Teaching forms the foundation of our approach to SEND and is available to all pupils. Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. We provide an inclusive learning environment where all children can access a broad, ambitious and well-sequenced curriculum.

Lessons are carefully planned to build upon prior learning and provide opportunities for pupils to acquire, practise, apply and retain new knowledge and skills. Teachers use evidence-informed approaches, including modelling, guided practice, scaffolding, targeted questioning and retrieval practice, to support understanding and maximise progress. Planning demonstrates secure knowledge of pupils' prior learning and future learning pathways, ensuring that new concepts are explicitly taught and connected to existing knowledge.

Learning begins with the revision of previously taught knowledge and skills, helping pupils to recall, consolidate and strengthen their understanding. Regular opportunities are provided for pupils to revisit learning through discussion, low-stakes quizzes, retrieval activities, "show me" tasks and planned questioning. This enables teachers to identify misconceptions, address gaps in learning and plan effective next steps.

Teachers are reflective practitioners whose knowledge of their pupils, informed by ongoing formative assessment, drives planning and teaching. Feedback supports pupils in understanding their learning, recognising their successes and identifying next steps. We help pupils develop a clear understanding of their learning journey and how current learning connects to previous and future learning.

The curriculum is enriched through high-quality resources and purposeful experiences, including educational visits, visitors, workshops, artefact boxes, role-play and other immersive learning opportunities. These experiences enhance engagement, develop cultural capital, promote understanding of the local community and wider world, and support the teaching of British Values.

We believe that children learn language best through structured interaction with their peers rather than through teacher talk alone. We use Kagan Cooperative Learning across the school as part of our commitment to developing communication, participation and engagement for all pupils. This approach is based on the belief that:

- Every child should be actively engaged in learning.
- Learning is enhanced through talk, discussion and collaboration.
- Children develop language skills when they have frequent opportunities to listen, explain, question, negotiate and share ideas.
- Social interaction supports both academic progress and communication development.
- All pupils, including those with SEND and Speech, Language and Communication Needs (SLCN), should have equal opportunities to participate and contribute.

We recognise that language and communication are fundamental to learning and participation. Through Kagan Cooperative Learning structures, pupils are provided with regular opportunities to develop speaking, listening and social communication skills through purposeful interaction with their peers. This approach promotes active engagement, collaboration and inclusive participation, ensuring that all pupils, including those with SEND and SLCN, can contribute confidently to learning. Through strategies such as Think-Pair-Share, Rally Robin, Timed Pair Share, Round Robin and Numbered Heads Together, pupils develop vocabulary, listening skills, turn-taking, confidence in expressing ideas and the ability to work effectively with others. By providing frequent opportunities for purposeful talk and discussion within mixed-ability groups, we support both academic progress and the development of communication skills in a positive and supportive learning environment.

In mathematics, pupils with SEND are supported to access the same ambitious curriculum as their peers through carefully planned adaptations rather than a separate curriculum. Teaching is underpinned by the NCETM Teaching for Mastery approach and the use of concrete, pictorial and abstract (CPA) representations, enabling pupils to develop a secure understanding of mathematical concepts. In the Early Years and Key Stage 1, the Number Sense Programme supports the development of secure number knowledge, including subitising, number bonds and early calculation strategies. Adaptations may include the use of concrete resources, visual representations, scaffolded tasks, pre-teaching of vocabulary and concepts, structured mathematical talk, stem sentences and choral repetition. Pupils benefit from flexible grouping, targeted intervention and learning that is broken down into small, manageable steps to ensure understanding is secure before moving on. Regular assessment, including one-to-one conferencing where appropriate, enables staff to identify misconceptions early and provide timely support. Through collaborative learning, mathematical discussion and the development of fluency, including secure recall of times

tables and number facts, all pupils are supported to develop confidence, independence and success in mathematics.

To ensure all pupils can access learning and make progress, teachers adapt teaching and provision to meet individual needs. This may include:

- Adapting teaching methods, learning activities and resources.
- Providing scaffolded support through resources and adult guidance.
- Allocating support staff where identified needs require additional support.
- Pre-teaching and reinforcing key vocabulary and concepts.
- Allowing additional processing and response time.
- Reading instructions aloud and providing clear, structured explanations.
- Using recommended aids and assistive technology, including laptops, coloured overlays, visual timetables, enlarged text and other specialist resources.
- Adapting recording methods and providing alternative ways for pupils to demonstrate their understanding.

The school recognises that regular attendance is essential for academic achievement, wellbeing and positive outcomes for all pupils, including those with SEND. We understand that some pupils may face additional barriers to attendance and punctuality due to their individual needs, medical conditions, anxiety, emotional wellbeing or family circumstances. We work closely with pupils, parents, carers, external agencies and the Local Authority, where appropriate, to identify and remove barriers to attendance. Through early identification, supportive intervention and collaborative working, we aim to ensure that pupils with SEND are able to access their education consistently, participate fully in school life and achieve their full potential.

Where appropriate, pupils with SEND may be considered for access arrangements in statutory assessments in accordance with current national guidance. Decisions will be based on a pupil's normal way of working and identified needs, ensuring that assessments are accessible and enable pupils to demonstrate their learning effectively.

Through high-quality teaching, effective adaptation, strong attendance support and continuous assessment, all pupils, including those with SEND, are supported to achieve, participate fully in school life and develop the knowledge, skills, confidence and independence needed for future success.

8. The Graduated Approach

At the Drive Primary School, we follow the current Gateshead SEND Strategy 23-26 with emphasis on-

- Early Identification
- Inclusion
- Children educated close to home
- Effective multi-agency work
- Co-production with families and Pupils

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by APDR (Assess, Plan Do Review):

Assess

The class teacher, working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified, through meetings with the class teacher and SENDCo of any planned interventions or support. Adjustments, interventions, support and a review date will be agreed with staff, parents and the pupil.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher and SENDCo will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year (this may be as part of parent's evening appointments or over the telephone). The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will seek specialist expertise.

The school maintains a SEND Register for pupils who require provision that is additional to or different from that ordinarily available through Quality First Teaching. A pupil may be placed on the SEND Register when it is identified that they have a Special Educational Need or Disability and require ongoing SEND Support to access learning, participate fully in school life and make progress. Parents/carers and pupils will be fully involved in the decision-making process, and their views, wishes and feelings will be considered before a pupil is added to the SEND Register.

The SEND Register is reviewed regularly as part of the graduated approach and the school's ongoing monitoring processes. Where assessment information and review evidence demonstrate that a pupil has made sustained progress and no longer requires provision that is additional to or different from that available to all pupils through Quality First Teaching, consideration may be given to removing them from the SEND Register. This decision will be made in consultation with parents/carers, the pupil, class teacher and SENDCo. Removal from the SEND Register does not prevent the school from continuing to monitor the pupil's progress or providing appropriate support where required. Pupils on the monitoring list may have a Pupil Passport to record their strengths, needs and successful strategies, enabling staff to monitor progress and provide appropriate support.

9. Impact for Pupils with SEND

At The Drive Community Primary School, our inclusive approach ensures that every pupil feels valued, respected and supported to achieve their full potential. Through high aspirations, high expectations and a commitment to meeting individual needs, pupils develop the knowledge, skills and confidence required to succeed both academically and personally.

Pupil voice is central to shaping our provision and curriculum. By listening to and responding to pupils' views, interests and needs, we ensure that learning is meaningful, engaging and relevant. As a result, pupils understand the purpose of their learning and are better prepared for future education, employment and adult life.

From their individual starting points, all pupils access an ambitious, broad and balanced curriculum. High-quality teaching in literacy and numeracy provides strong foundations for learning, enabling pupils to develop essential reading, writing and mathematical skills that support success across the curriculum. Effective adaptations, targeted interventions and evidence-informed teaching strategies ensure that all pupils, including those with SEND, can access learning, make progress and achieve positive outcomes.

SEND procedures and guidance set out by Gateshead Local Authority, have ensured that needs are identified early and that a graduated approach of Assess, Plan, Do and Review is consistently implemented. Strong partnerships with parents, carers and external agencies support effective provision and help ensure that pupils receive the right support at the right time.

Through high-quality teaching and carefully planned learning experiences, pupils build knowledge and skills progressively over time, enabling them to retain learning within their long-term memory and apply it confidently across the curriculum. Pupils can talk positively about their learning, demonstrate what they know and remember, and use their knowledge and skills in a range of contexts.

Collaborative learning approaches, structured discussion and inclusive classroom practices have promoted active participation, secure subject knowledge, vocabulary development and confidence. These approaches have strengthened communication skills, social interaction, resilience and independence, enabling all pupils, including those with SEND, to learn successfully alongside their peers.

As a result of their experiences at The Drive Community Primary School, pupils become resilient, respectful, ambitious and independent learners. They leave school with the confidence, skills, knowledge and aspirations needed to embrace future challenges, contribute positively to society and make the most of the opportunities available to them. We strive for every child to develop a lifelong love of learning and achieve their fullest potential.

10. Early years pupils with SEND

The Drive Community Primary School is committed to the early identification and effective support of children with Special Educational Needs and Disabilities (SEND). In line with the Gateshead SEND Strategy and Gateshead SEND Thresholds, we promote an inclusive learning environment where barriers to learning are identified and removed, enabling all children to participate fully in school life and achieve their potential right from the start.

Staff working within the Early Years Foundation Stage (EYFS) maintain a strong focus on children's development and are alert to emerging needs in the areas of communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical development. Children's progress is carefully monitored through ongoing assessment, observation, interactions, and discussions with parents and carers. Information shared by previous settings, health professionals and other agencies is also used to inform our understanding of each child's strengths and needs.

We recognise that early identification and intervention are crucial in improving outcomes for children. Where concerns are identified, staff follow the graduated approach of **Assess, Plan, Do, Review**, working in partnership with parents and carers to plan and evaluate appropriate support. Provision is regularly monitored and adapted to ensure that it remains responsive to the child's individual needs and promotes progress, independence and inclusion.

Strong partnerships with families are central to our approach. We value parents and carers as their child's first educators and recognise the importance of working collaboratively to support development and learning. Parents are involved in decision-making and are kept informed through regular communication and review meetings.

Home visits are a compulsory transition process into our school nursery. They provide an opportunity for staff to begin building positive relationships with children and their families in a familiar environment, helping children to feel safe, secure and confident about starting school. Home visits also enable staff to gain valuable information about a child's interests, strengths, routines and any additional needs, ensuring that appropriate support, reasonable adjustments and provision can be planned from the earliest opportunity. This collaborative approach supports a smooth transition, strengthens partnerships with parents and carers, and promotes positive outcomes for all children, including those with SEND.

The school works closely with a range of professionals and external agencies, including Health Visitors, Speech and Language Therapists, Educational Psychologists, Occupational Therapists and Local Authority services, where appropriate. This collaborative approach helps to ensure that children receive the right support at the right time.

Particular attention is given to the Prime Areas of Learning, especially Communication and Language, Personal, Social and Emotional Development, and Physical Development, as these provide the foundations for future learning and success. High-quality interactions,

carefully planned provision and adapted learning opportunities enable children to develop confidence, independence and positive attitudes towards learning.

Effective transition arrangements are in place to support children moving into our school and from EYFS into Key Stage 1. We work closely with families, previous settings and receiving staff to share information, ensure continuity of support and provide a smooth and successful transition for every child.

Through early identification, inclusive practice and strong partnerships with families and professionals, we aim to ensure that all children, including those with SEND, make good progress from their starting points and develop the skills, confidence and resilience needed for future success.

11. Children with Specific Circumstances

Looked After Children (LAC)

The Drive Community Primary School is committed to promoting the educational achievement, wellbeing and inclusion of all Looked After Children (LAC) and Previously Looked After Children (PLAC), including those with Special Educational Needs and Disabilities (SEND).

The school recognises that children who are looked after may experience additional barriers to learning and that a higher proportion may have identified SEND or an Education, Health and Care (EHC) Plan. We are committed to ensuring that these pupils receive timely, effective and coordinated support to enable them to achieve their full potential.

The Designated Teacher for Looked After Children works closely with the SENDCO, parents and carers, social workers, the Virtual School and other relevant professionals to ensure that pupils' educational, social and emotional needs are identified and appropriately supported.

All Looked After Children have an up-to-date **Personal Education Plan (PEP)**, regardless of whether they have identified SEND. PEP meetings are held regularly to review progress, attainment, attendance, wellbeing and any barriers to learning. Outcomes from these meetings inform provision and support, ensuring that pupils receive targeted interventions and appropriate adjustments to meet their individual needs.

Where a pupil is both looked after and has SEND, the SENDCo and Designated Teacher work collaboratively to ensure that support is aligned, provision is effectively coordinated, and the views of the child and those caring for them are fully considered in planning and decision-making.

Through high aspirations, effective partnership working and a child-centred approach, the school strives to ensure that all Looked After and Previously Looked After Children feel safe, included and supported to achieve positive educational and personal outcomes.

EAL

The Drive Community Primary School values and celebrates linguistic and cultural diversity and is committed to ensuring that pupils with English as an Additional Language (EAL) are fully included in all aspects of school life.

The school recognises that learning English as an additional language is not a special educational need. However, some pupils with EAL may also have Special Educational Needs and Disabilities (SEND). Therefore, care is taken to distinguish between difficulties arising from acquiring English and those resulting from an underlying special educational need. Pupils with EAL are included in our interventions where appropriate.

When considering whether a pupil has SEND, staff take into account the child's first language, cultural background, previous educational experiences and family circumstances. Assessment information is gathered from a range of sources, including observations, attainment data, discussions with parents and carers, and information from previous settings or external professionals where appropriate.

Where a pupil is making less than expected progress, the school will not assume that this is solely due to their developing English language skills. Staff will carefully assess the pupil's progress, attainment and participation across all areas of the curriculum to determine whether additional support or SEND provision may be required.

The school works closely with families and, where necessary, seeks advice from relevant professionals and support services to ensure that pupils' needs are accurately identified and appropriately met. Through high-quality teaching, inclusive practice and effective assessment, we aim to ensure that all pupils with EAL achieve their full potential and have equal access to learning opportunities.

12. Admissions

The Drive Community Primary School is committed to providing an inclusive education and welcomes applications from all children, including those with Special Educational Needs and Disabilities (SEND).

Admissions are managed in accordance with the School Admissions Code, the Equality Act 2010 and the Children and Families Act 2014. The school will not discriminate against or disadvantage any child because of their SEND and will make reasonable adjustments, where required, to ensure equal access to education.

The school will:

- Admit pupils with SEND on the same basis as other applicants.
- Admit pupils whose Education, Health and Care (EHC) Plan names the school, in line with statutory requirements.

- Work collaboratively with parents, carers, the Local Authority, previous settings and relevant professionals to support successful transition and inclusion.
- Make reasonable adjustments to support pupils with SEND in accessing the curriculum, wider school activities and school environment.
- Promote equality of opportunity, participation and achievement for all pupils.

Further details are available in the school's Admissions Policy, which is published on the school website.

13. Consulting and Involving Pupils and Parents

At The Drive Community Primary School, we believe that children achieve their best when families and school work together. Parents and carers know their child best, and we value their views, knowledge and experience. We also encourage children to share their thoughts, feelings and aspirations so that they can be involved in decisions about the support they receive.

If concerns arise about a child's learning, progress or development, we will discuss these with parents/carers at the earliest opportunity. Together, we will identify strengths, areas of need and any support that may be required. We will agree next steps and keep families informed throughout the process.

Before a child is placed on the SEND Register, we will talk with parents/carers and obtain their consent. We will explain the support being provided and how progress will be monitored through a graduated approach of the Assess, Plan, Do, Review process. Children receiving SEND Support will have a Support Plan that outlines their needs, targets and the provision in place to help them succeed.

Parents/carers are invited to review their child's Support Plan at least termly and are encouraged to contribute to decisions about future support. Information will be provided in a clear and accessible format, and translation or interpreting services will be arranged where required.

We will signpost families to the Gateshead Local Offer, Gateshead SENDIASS and other sources of advice and support to help them understand the services available for their child and family.

This website provides information about SEND services, support, education, health and social care provision, SEND Thresholds, Education, Health and Care Plans (EHCPs), and advice for children, young people and families across Gateshead.

14. Assessment of Need

At The Drive Community Primary School, assessment is an ongoing, inclusive and person-centred process that supports the early identification of Special Educational Needs and Disabilities (SEND) and ensures that provision is tailored to meet individual needs. In line with the SEND Code of Practice (2015), Gateshead SEND Strategy and Gateshead SEND

Threshold Guidance, assessment is based on a thorough understanding of a pupil's strengths, needs, barriers to learning, aspirations and desired outcomes.

Assessment information is gathered from a range of sources, including:

- High-quality teacher assessment and ongoing progress monitoring
- Attainment, achievement and attendance data
- Classroom observations of learning, behaviour, communication, social interaction and wellbeing
- Work scrutiny and assessment outcomes
- The pupil's views, wishes and aspirations
- Parent and carer contributions
- Information from previous settings where appropriate
- Advice and assessment from external professionals and support services where required

The school recognises that SEND may present in one or more of the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

All staff working with the pupil will be informed of identified needs, agreed outcomes and the provision and strategies required to support progress. The effectiveness of support and interventions will be reviewed regularly, and provision adapted as necessary to ensure it remains responsive and effective.

The impact of support is evaluated through progress towards agreed outcomes, academic achievement, participation, attendance, wellbeing, independence and wider outcomes. Where a pupil continues to experience significant difficulties despite appropriate SEND Support, the school will work collaboratively with parents, carers, relevant professionals and the Local Authority to consider whether further specialist assessment or an Education, Health and Care (EHC) Needs Assessment is required.

The school is committed to ensuring that assessment remains strengths-based, outcome-focused and inclusive, enabling every pupil with SEND to achieve their potential and participate fully in school life.

15. EHC Plans

In line with the Gateshead SEND and Alternative Provision Strategy, The Drive Community Primary School works closely with pupils, parents/carers, the Local Authority and other professionals to ensure that children and young people with an Education, Health and Care (EHC) Plan receive the support they need to achieve positive outcomes and participate fully in school life.

The school will fulfil its statutory responsibilities relating to EHC needs assessments, annual reviews, transition planning and the delivery of provision specified within EHC Plans. We will work collaboratively with the Local Authority throughout assessment and review processes, providing information, evidence and professional advice as required.

Where a pupil has an EHC Plan, the school will work in partnership with parents/carers and the pupil to ensure that the provision and outcomes identified within the plan are understood and implemented effectively. All staff working with the pupil will be made aware of relevant needs and strategies to support their learning, wellbeing and independence. The Gateshead Local Authority aims for the whole process of an EHC needs assessment and development to take no longer than 20 weeks from when the initial request was received.

The school will contribute to annual reviews and transition planning, ensuring that progress towards outcomes is carefully monitored and that the views, wishes and aspirations of the pupil and their family remain central to decision-making. Where a pupil's needs change significantly, the school may request that the Local Authority considers a reassessment of need.

The school will admit pupils where The Drive Community Primary School is named in an EHC Plan in accordance with statutory requirements and will make every reasonable effort to ensure appropriate provision is in place to meet identified needs.

Information relating to EHC Plans will be treated confidentially and shared only with relevant professionals on a need-to-know basis and in accordance with data protection legislation. Parents/carers will be fully involved throughout the assessment, planning and review process and supported to contribute to decisions about their child's education and future aspirations.

16. Reviewing the EHC Plan

The Drive Community Primary school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least **two** weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.

- Prepare and send a report of the meeting to everyone invited within **four** weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

17. SEND Tribunal

The school is committed to working in partnership with parents/carers, pupils, the Local Authority and other professionals to resolve any concerns or disagreements at the earliest opportunity. Where disagreements regarding an Education, Health and Care (EHC) Plan cannot be resolved through discussion or mediation and proceed to a SEND Tribunal, the school will fully cooperate with the process, provide relevant information and attend hearings where required. Throughout this process, the school will continue to support the pupil and ensure that their education, wellbeing and progress remain a priority.

18. Training

The Drive Community Primary School is committed to developing and maintaining a highly skilled workforce with a substantial knowledge that can effectively meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND).

The SENDCo team work with other school leaders to identify training needs and coordinate professional development, ensuring staff remain informed about current SEND guidance, inclusive practice and evidence-based approaches. Training may be provided through whole-school development, specialist services, external agencies and professional networks.

All staff receive SEND training as part of their induction and ongoing professional development. This includes:

- Early identification of SEND and barriers to learning.
- High-quality, inclusive teaching and adaptive practice.
- The graduated approach of **Assess, Plan, Do, Review**.
- Reasonable adjustments and inclusive classroom strategies.
- Supporting pupils' communication, cognition, physical, sensory, social, emotional and mental health needs.
- Promoting positive behaviour, wellbeing and engagement.
- Working effectively with parents, carers and external professionals.
- Implementing provision outlined in SEND Support Plans and Education, Health and Care Plans (EHCPs).

The school is committed to fostering a culture of continuous professional development, ensuring that staff have the knowledge, skills and confidence to deliver high-quality provision and secure positive outcomes for all pupils.

19. Promoting Mental Health and Wellbeing

The Drive Community Primary School recognises that positive mental health and emotional wellbeing are fundamental to pupils' learning, achievement and overall development. We are committed to creating a safe, nurturing and inclusive environment where all pupils feel valued, supported and able to thrive.

The school promotes mental health and wellbeing through a whole-school approach, embedding social, emotional and mental health (SEMH) support within the curriculum, wider school culture and everyday practice. We aim to develop pupils' resilience, confidence, self-esteem, emotional literacy and ability to form positive relationships.

The school will:

- Promote positive mental health and wellbeing for all pupils.
- Provide a supportive and inclusive environment that enables pupils to feel safe, respected and valued.
- Identify and respond to emerging SEMH needs at the earliest opportunity.
- Deliver targeted support and interventions where additional needs are identified.
- Work in partnership with parents, carers and external agencies to secure appropriate support.
- Ensure pupils have access to trusted adults and opportunities to discuss their feelings and concerns.
- Promote positive behaviour through a relational and restorative approach.

Where pupils require additional support, the school may implement a range of interventions and strategies, including individual or small-group support, pastoral interventions, family support, and involvement from specialist services where appropriate.

The school recognises that behaviour may be a communication of an unmet need and will consider whether difficulties in behaviour, attendance or engagement may be linked to underlying SEND or SEMH needs. Support will focus on understanding barriers, building strengths and promoting positive outcomes for pupils.

Where pupils have identified mental health, medical or SEND needs, support will be planned and reviewed collaboratively with families and relevant professionals to ensure a coordinated and effective approach.

20. Safeguarding and SEND

At The Drive Community Primary School, the safety and wellbeing of all children is our highest priority. We recognise that children with Special Educational Needs and Disabilities (SEND) can sometimes be more vulnerable to bullying, abuse, neglect or exploitation and may find it more difficult to recognise, understand or report concerns.

Some children with SEND may experience challenges with communication, social interaction or understanding risk, which can make it harder for them to express worries or seek help when needed. They may also be more vulnerable to online risks, bullying or social isolation.

The Drive Community Primary School recognises that some pupils with SEND may experience additional barriers to attending school regularly, including medical needs, anxiety, social, emotional and mental health needs, communication difficulties or challenges associated with their SEND. The school is committed to promoting good attendance for all pupils and will work closely with parents/carers, the Local Authority, health professionals and other agencies to identify and remove barriers to attendance wherever possible. Through a supportive, inclusive and individualised approach, we aim to ensure that pupils with SEND can access education consistently and achieve positive outcomes.

All staff are trained to understand these additional vulnerabilities and to remain alert to any concerns about a child's safety or wellbeing. Staff will not assume that changes in behaviour, mood, attendance, emotional wellbeing or injuries are related solely to a child's SEND and will always explore any concerns appropriately.

The Designated Safeguarding Lead (DSL) and SENDCO team work closely together to ensure that pupils with SEND receive the support and protection they need. Any safeguarding concerns will be dealt with promptly and in line with the school's Child Protection and Safeguarding Policy.

We work closely with parents, carers and external agencies where appropriate to help keep children safe and ensure they receive the right support at the right time. Where reasonable force is required to keep a child or others safe, staff will follow the procedures outlined in the school's Positive Handling Policy and take account of the child's individual needs.

21. Funding for SEND

The Drive Community Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget to support pupils with SEND and ensure that provision is delivered in accordance with identified needs and the principles outlined within the Gateshead SEND Local Offer.

The majority of SEND provision will be funded through the school's delegated budget, including the delivery of high-quality teaching, reasonable adjustments, targeted interventions and specialist resources where required.

Quality First Teaching remains the primary approach to meeting the needs of pupils with SEND and is funded through the school's core budget. Additional SEND funding is used to provide support that is different from or additional to that ordinarily available for pupils of the same age.

Where a pupil has an Education, Health and Care (EHC) Plan, additional funding may be provided through the Local Authority High Needs Funding Block. The school will continue to contribute to SEND provision from its own delegated budget and will work collaboratively

with the Local Authority to ensure that resources are used effectively to meet the outcomes identified within the EHC Plan.

Where appropriate, parents and young people may request a Personal Budget as part of the EHC planning process. Personal Budgets are administered by the Local Authority in accordance with statutory guidance and local arrangements.

The Headteacher, SENDCo and Governing Board will monitor SEND spending to ensure resources are deployed effectively and provide value for money while promoting positive outcomes, inclusion, participation and achievement for pupils with SEND.

22. Gateshead Local Offer

The Drive Community Primary School is committed to ensuring that children, young people and their families have access to clear, comprehensive and up-to-date information about SEND services and support available within Gateshead.

The Gateshead Local Offer brings together information relating to education, health and social care provision for children and young people aged 0-25 with SEND and their families. It provides details of available services, support arrangements, eligibility criteria and guidance on accessing additional help and advice.

The school will:

- Publish information about its SEND provision through the school's SEND Information Report.
- Signpost parents and carers to the Gateshead Local Offer and support them in accessing relevant services and information.
- Work in partnership with Gateshead Local Authority, health services and other agencies to support effective provision for children and young people with SEND.
- Contribute information about the school's SEND provision when requested by the Local Authority.
- Ensure that families are aware of independent sources of advice and support, including SENDIASS and the Gateshead Parent Carer Forum.

The Gateshead Local Offer can be accessed at:

<https://gateshead-localoffer.org>

23. Supporting Successful Preparation for Adulthood

In line with the **Gateshead SEND and Alternative Provision Strategy** and the SEND Code of Practice, The Drive Community Primary School is committed to preparing all pupils with SEND for the next stage of their education and future life. We believe that preparation for adulthood begins from the earliest years and is embedded throughout the curriculum and wider school experiences.

We support pupils to develop the knowledge, skills and confidence needed to become as independent as possible and to participate successfully in their communities. Through high-quality teaching, personal development opportunities and targeted support, pupils are encouraged to build resilience, make informed choices, develop positive relationships and achieve their aspirations.

The school will work in partnership with pupils, parents/carers, the Local Authority and other professionals to ensure that future aspirations are considered and planned for. Preparation for adulthood will focus on developing independence, communication, social skills, emotional wellbeing, community participation and readiness for the next stage of education.

Transition planning is an important part of this process. We work closely with receiving schools and services to ensure that pupils with SEND experience a positive and well-supported transition. Where pupils have an Education, Health and Care (EHC) Plan, aspirations and preparation for the future will be discussed and reviewed as part of the annual review process.

Our aim is to ensure that every pupil with SEND leaves The Drive Community Primary School prepared for the next stage of their education, equipped with the skills, confidence and ambition to achieve their full potential.

24. Transferring Between Different Phases of Education

We offer support to all pupils and parents during all periods of transition. Staff liaise closely with other schools at transition times to ensure that a pupil's SEND information is clearly communicated to ensure an effective transition. We have meetings with the SENDCo from future Secondary Schools to attend transition reviews and ensure all documentation is transferred within 5 days for pupils, in line with our safeguarding policy.

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

25. Exclusion and Alternative Provision

The Drive Community Primary School is committed to creating an inclusive environment where all pupils, including those with SEND, are supported to succeed. The school will work proactively with pupils, parents/carers and external agencies to identify and address barriers to learning and engagement before exclusion is considered.

Pupils with SEND are expected where possible to meet the school's behaviour expectations and will be supported through reasonable adjustments, appropriate interventions and individualised strategies where required. The school recognises that behaviour may be linked to unmet needs and will take these into account when making decisions regarding behaviour support and exclusions.

Any decision relating to suspension or exclusion will be made in accordance with statutory guidance and the schools Exclusion Policy will be followed, taking account of the pupil's individual circumstances, SEND and any Education, Health and Care (EHC) Plan. The school will work closely with parents/carers, the Local Authority and relevant professionals to plan appropriate support and reduce the risk of future exclusion.

Where a pupil is unable to access mainstream education, the school will work with the Local Authority and partner agencies to secure suitable educational provision and ensure continuity of learning and support. In line with the Gateshead SEND and Alternative Provision Strategy, we are committed to promoting inclusion, improving attendance and engagement, and ensuring that pupils with SEND receive the support they need to achieve positive outcomes.

26. Data and Record Keeping

The school's records will:

- Include details of SEND, targets, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by the governing board, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

27. Confidentiality and Information Sharing

The Drive Community Primary School is committed to ensuring that all information relating to pupils with SEND is treated confidentially and managed in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the school's information governance procedures.

Information will only be shared with staff, professionals and agencies who have a legitimate need to know in order to support a pupil's education, wellbeing, health or safety. The school works in partnership with parents, carers and external agencies to ensure information is shared appropriately, securely and in the best interests of the child.

Records relating to SEND are stored securely and accessed only by authorised staff. Information regarding a pupil's SEND, SEND Support Plan or Education, Health and Care Plan (EHCP) will be shared sensitively to ensure that appropriate support is provided whilst maintaining confidentiality.

There may be occasions when the school is required to share information without consent, including where there are safeguarding concerns or where disclosure is required by law.

All staff are expected to maintain high standards of confidentiality and to follow the school's Data Protection, Confidentiality, Information Sharing and Safeguarding Policies at all times.

28. Resolving Concerns and Disagreements

The Drive Community Primary School values positive relationships with pupils, parents and carers and is committed to resolving concerns quickly, collaboratively and at the earliest opportunity.

Parents and carers are encouraged to discuss any concerns regarding SEND provision with the class teacher or SENDCO in the first instance. The school will work in partnership with families to seek timely and effective resolutions that support the best possible outcomes for the child.

Where concerns cannot be resolved through informal discussion, parents and carers may access the school's Complaints Procedure, which is available on the school website. Information, advice and support regarding SEND disagreements can also be obtained through the SENDIASS and the Gateshead Local Offer. Gateshead SENDIASS: <https://gatesheadsendiass.org.uk> .

The school is committed to ensuring that all concerns and complaints relating to SEND are considered fairly, transparently and in a timely manner, with the views of pupils and families central to the process.

The Drive Community Primary School is committed to providing clear, accessible and up-to-date information about its SEND provision.

29. Publishing Information

In accordance with statutory requirements, the school will publish a **SEND Information Report** on its website, outlining how pupils with SEND are identified, supported and included within the school. The report will be reviewed and updated annually and will reflect current legislation, guidance and local arrangements.

The school website will also provide access to:

- This SEND Policy.
- The SEND Information Report.
- The Accessibility Plan.

- Information about the school's SEND provision and support services.
- Links to the Gateshead Local Offer and other relevant SEND services.

Any significant changes to SEND provision, policies or procedures will be updated on the school website as soon as reasonably practicable to ensure that parents, carers and stakeholders have access to accurate and current information.

Further information about SEND services and support available across Gateshead can be found through the Gateshead Local Offer: <https://gateshead-localoffer.org>.

30. Monitoring and Review

This policy will be reviewed annually by the SENDCO, Headteacher and Governing Board to ensure that it reflects current legislation, statutory guidance, local authority expectations and the evolving needs of the school community.

The effectiveness of the school's SEND provision will be monitored through ongoing evaluation of pupil outcomes, stakeholder feedback, provision reviews and compliance with national and local guidance.

Any updates to the policy will be communicated to staff, governors, parents and other relevant stakeholders and will be published on the school website.

All staff are required to read and adhere to this policy and will receive appropriate information, guidance and training as part of their induction and ongoing professional development.

This policy should be read alongside the school's SEND Information Report, Accessibility Plan, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy, Safeguarding Policy and Complaints Procedure.

Reviewed: September 2026

Next Review: September 2028

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