

Reviewed: September 2026  
Next Review Date: September 2027

Signed by:

**Headteacher**

Mrs Claire Jones

Date: September 2026

**Co-Chairs of Governors**

Mrs Joanna Potter and Mrs Danielle Smith

Date: September 2026

# Euxton Primrose Hill Primary School

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## SEND Policy



Courage • Ambition • Respect • Excellence

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*Together we will make a difference*

## **Section 1 – Compliance and General Statement**

This Policy complies with the statutory requirements laid out in the SEND Code of Practice 0–25 Years (2015) and relevant legislation, including the Equality Act 2010 and the Children and Families Act 2014. It has been developed with input from the Headteacher, SENDCO, SEND Governor, staff, parents, and pupils with SEND.

Our school is committed to providing a fully inclusive learning environment where every pupil is valued, supported and enabled to succeed. We are committed to evidence-informed, inclusive practice that prioritises high-quality adaptive teaching, early identification, the removal of barriers to learning, and effective partnerships with pupils, families and external agencies to ensure all learners, including those with SEND, can achieve their full potential.

At Primrose Hill Primary School, some pupils need additional support for a short time to overcome barriers to learning, while others require continuous support with individualised targets. Support is provided through Individual Education Plans (A graduated response using the Assess-Plan-Do-Review cycle) or Education, Health and Care Plans (EHCPs). Our aim is to raise aspirations, expectations, and attainment for all pupils with SEND.

## **Section 2 – Aims & Objectives**

Our aims are to:

- Identify and meet the needs of pupils with SEND effectively
- Provide high-quality, differentiated teaching
- Deliver well-targeted additional support and interventions
- Use appropriate resources to prioritise literacy and learning
- Monitor provision and ensure equality of opportunity and value for money

Our objectives include working closely with parents, carers, and the Local Authority; celebrating achievement; ensuring access to a broad curriculum; and supporting staff with training and resources.

## **Section 3 – Identifying Special Educational Needs**

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. We identify SEND when pupils do not make expected progress within a differentiated curriculum. Needs are grouped into four categories: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; and Sensory and/or Physical. We consider the whole child, not just their SEND. Other factors (e.g. disability,

EAL, attendance, or being a looked-after child) are also taken into account when assessing progress.

#### **Section 4 – A Graduated Response**

SEND Support follows the graduated approach of Assess, Plan, Do, Review as outlined in the SEND Code of Practice. All teachers are responsible for the progress of pupils in their class. Quality First Teaching is the first step in supporting all pupils. If concerns remain, the SENDCO works with staff, parents, and external agencies to assess needs, implement support, and review progress. Support may be delivered in class, in small groups, or individually, and is reviewed termly.

#### **Section 5 – Managing Pupils on the SEND Register**

Pupils identified as having SEND are placed on the SEND Register. They receive individualised provision mapped through A graduated response using the Assess-Plan-Do-Review cycle. EHCP pupils receive support according to their statutory entitlement. The SENDCO coordinates provision, maintains records, liaises with staff, parents, and external agencies, and reviews progress at least termly. The SENDCO holds the National Award for SEN Coordination in accordance with statutory requirements.

#### **Section 6 – The Burrow (Enhanced SEND Provision)**

Primrose Hill Primary School has an enhanced SEND provision called The Burrow for a small number of children with more complex needs who are supported through an EHCP. The SENDCO oversees The Burrow, which is staffed by a Higher Level Teaching Assistant (HLTA), Teaching Assistant, and supported by the School Learning Mentor. Pupils follow the Equals Curriculum with highly individualised learning programmes and high levels of adult support.

#### **Section 7 – Criteria for Exiting SEND Support**

Pupils may be removed from the SEND Register when they make sustained progress towards their targets. This decision is taken by the SENDCO in consultation with teachers, parents, and where appropriate, external agencies.

#### **Section 8 – Supporting Pupils and Families**

Families can access further information through the SEND Information Report on the school website and the Lancashire Local Offer. Parents are seen as key partners, and their knowledge and experience are valued. Pupil voice is gathered formally on a termly basis as part of the Assess, Plan, Do, Review process when formulating and reviewing Graduated Response Plans, and informally through

ongoing discussions with pupils during intervention sessions to ensure their views, experiences and aspirations help shape the support provided.

## **Section 9 – Transition Arrangements**

At Primrose Hill Primary School, we recognise the importance of effective transition arrangements to support pupils with SEND at key stages of their education. For children transitioning from Nursery to Reception, we provide an enhanced transition programme which includes visits to nursery settings and home visits to all families, enabling staff to gain a holistic understanding of each child and establish strong relationships with parents and carers from the outset. To support year-to-year transitions within school, pupils participate in transition and move-up sessions during the Summer Term, and parents are invited to a 'Meet the Teacher' event in July where expectations and arrangements for the forthcoming academic year are shared. For pupils moving from Year 6 to Year 7, enhanced transition arrangements may include additional visits to their secondary school and dedicated transition meetings between the primary and secondary SENDCOs to ensure that relevant information is transferred effectively and that appropriate provision is planned, supporting continuity of support and a successful transition to the next phase of education.

## **Section 9 – Supporting Pupils with Medical Conditions**

We support pupils with medical conditions to ensure full access to education, including school trips and PE. Where pupils also have SEND, provision is coordinated with their EHCP. Medicines are managed in line with the school's policy.

## **Section 10 – Monitoring and Evaluation**

Provision for pupils with SEND is regularly monitored through teacher assessment, provision maps, IEP reviews, and pupil progress meetings. The SEND policy is formally reviewed each year, evaluating outcomes, effectiveness of provision, and use of resources.

## **Section 11 – Training and Resources**

Training needs are identified through appraisal and the school improvement plan. Staff access CPD through INSET, visiting speakers, and cluster meetings. The SENDCO attends regular local and national training to keep provision up to date.

## **Section 12 – Roles and Responsibilities**

- SENDCO: Mrs. Emma Swinburn
- SEND Governor: Mrs. Joanna PotterHeadteacher/Lead DSL: Mrs. Claire Jones
- Other DSLs: Mrs. Emma Swinburn, Mrs. Amie Dobbs, Mrs. Emma Paris-Unsworth, Mrs. Sarah Collison
- Pupil Premium Champion: Mrs. Claire Jones
- Teaching Assistants: support pupils in class, small groups and individuals as directed

## **Section 13 – Storing and Managing Information**

The school complies with GDPR requirements. All SEND documentation is stored securely and shared only through secure systems.

## **Section 14 – Reviewing the Policy**

This policy is reviewed annually to reflect statutory requirements and the needs of the school community.

## **Section 15 – Accessibility**

We are committed to providing an accessible environment and curriculum. Please see the Accessibility Plan on the school website for more information.

## **Section 16 – Complaints and Safeguarding**

Complaints relating to SEND follow the school's standard procedure, available on the website. Concerns can also be raised with Lancashire County Council. Please also refer to the Anti-Bullying and Safeguarding Policies for further information.

Further information on the provision at Primrose Hill through the 'SEND Information report for parents' <https://euxton-primrose-hill-primary-school.secure-primariesite.net/policies/>

Support for families of pupil with SEND are directed towards the Lancashire Local

Offer <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

**Contacts**

SENDSCO: Mrs. Emma Swinburn – [deputy@primrosehill-euxton.lancs.sch.uk](mailto:deputy@primrosehill-euxton.lancs.sch.uk)

SEND Governor: Mrs. Joanna Potter – [office@primrosehill-euxton.lancs.sch.uk](mailto:office@primrosehill-euxton.lancs.sch.uk)