SEND

policy



Signed by Chair of Governors:

Date ratified by Governing Body:

Date of Review: September 2027

Our Vision and Commitment

At The Primrose Centre, we believe that every child has the right to feel safe, valued, understood and successful in education.

As a local authority-maintained Primary Pupil Referral Unit, we provide educational support for children who are experiencing significant barriers to accessing and engaging successfully in mainstream education.

We recognise that many of our pupils have experienced exclusion, disrupted schooling, difficulties with emotional regulation, unmet special educational needs, adverse childhood experiences or challenges developing positive relationships within educational settings.

Our approach is rooted in the belief that:

Every child can learn, develop, build positive relationships and experience success when their needs are understood and the right support is provided.

We are committed to developing a nurturing, inclusive and aspirational learning environment where children's strengths are celebrated and their individual needs are recognised.

Our SEND provision is underpinned by five principles:

1. Relationships first: Positive, consistent and trusting relationships provide the foundations for emotional security and learning.

2. Understanding behaviour: Behaviour may communicate distress, unmet needs, communication difficulties or difficulties with emotional regulation.
3. Adaptive support: Every child is unique and requires provision informed by their strengths, needs and experiences.
4. High expectations: SEND must never be a barrier to ambition, educational achievement or meaningful participation.
5. Belonging and inclusion: Every child should experience acceptance, dignity, equity and opportunities for success.

2. Purpose and Aims

This policy sets out how we identify, assess, plan for and meet the needs of children with SEND.

Our aims are to:

Identify previously recognised and emerging special educational needs at the earliest opportunity through assessment as they join the centre.

Provide high-quality, adaptive teaching within a supportive and structured environment.

Embed trauma-informed, attachment-aware and relational practice across the setting.

Support emotional regulation, communication, independence and readiness to learn.

Provide reasonable adjustments and remove barriers to accessing education.

Work collaboratively with children, families, schools, the local authority and external agencies.

Support successful reintegration into mainstream education or transition to other appropriate provision.

Monitor progress of pupils individual targets.

3. Legislative and Statutory Framework

This policy has regard to:

Children and Families Act 2014.

Equality Act 2010.

Education Act 1996, including Section 19.

Special Educational Needs and Disability Code of Practice: 0 to 25 years.

Special Educational Needs and Disability Regulations 2014, as amended.

Statutory guidance on Alternative Provision.

Keeping Children Safe in Education 2026.

Current statutory guidance on suspension and permanent exclusion.

Restrictive Interventions, Including the Use of Reasonable Force, in Schools (effective April 2026).

Relevant local authority SEND policies, procedures and commissioning arrangements.

The Primrose Centre will work in partnership with the local authority to fulfil its responsibilities relating to children with SEND.

4. The Context of SEND in a Primary PRU

We recognise that children attending a PRU may have complex, overlapping and sometimes unidentified needs. Some pupils may have experienced repeated suspensions, permanent exclusion, interrupted learning or significant difficulties accessing mainstream education.

We understand that presenting behaviour may mask underlying difficulties, that Trauma does not explain every neurodevelopmental difference, and autism or ADHD must not be understood solely through a behavioural or trauma-related framework. Attendance at a PRU does not automatically indicate SEND, and challenging behaviour alone does not establish a special educational need. We will seek to understand each child holistically through assessment, observation, family engagement and professional collaboration.

5. Identification and Assessment of SEND

Identification of SEND begins at the point of referral and continues throughout a child's placement.

5.1 Referral and Admission

Prior to or upon admission, we will seek relevant information from the referring school, local authority, parents and carers, and professionals involved with the child.

5.2 Initial Assessment

Following admission, staff will undertake a holistic baseline assessment appropriate to the child's circumstances.

This will consider:

Learning and cognition: Attainment, learning gaps, processing, working memory and learning approaches.

Communication and interaction: Receptive and expressive language, social communication and communication preferences.

SEMH: Emotional wellbeing, regulation, relationships, sense of safety and engagement.

Sensory and physical needs: Sensory preferences, environmental barriers, physical needs and reasonable adjustments.

6. The Graduated Approach

The Primrose Centre will implement the graduated approach of Assess, Plan, Do, Review.

Assess

The class teacher, SENDCo and relevant professionals will gather information about the child's strengths, needs, barriers to learning and existing support.

Plan

Staff will identify measurable outcomes and agree the provision, interventions and adjustments required.

These will be documented in an Individual Learning Plan or equivalent.

Do

Class teachers remain responsible for the child's learning and progress, supported by teaching assistants, the SENDCo and relevant professionals.

Agreed strategies will be embedded within everyday classroom practice.

Review

SEND Support Plans will normally be reviewed at least termly, and sooner where needs or circumstances change.

Reviews will consider academic progress, emotional wellbeing, communication, engagement, independence and the effectiveness of support.

Where progress remains limited despite appropriate provision, the SENDCo will consider further specialist advice or whether an Education, Health and Care needs assessment should be requested.

7. Social, Emotional and Mental Health Needs

SEMH provision is a central element of our work as a Primary PRU. We recognise that emotional wellbeing, relationships and a sense of safety significantly influence a child's capacity to access learning. Our approach prioritises prevention, co-regulation, relational safety and the explicit teaching of emotional skills.

7.1 Understanding Behaviour

We recognise that behaviour can serve different functions and may reflect communication needs, emotional distress, frustration, sensory overwhelm, learned responses or other factors. Staff will seek to understand what a child is communicating or experiencing rather than responding solely to the behaviour presented. This does not mean that all behaviour is acceptable. We maintain clear, developmentally appropriate expectations and boundaries while ensuring that responses are proportionate, supportive and informed by individual needs.

7.2 Emotional Regulation

Children will be supported to develop emotional awareness and regulation skills through:

- Explicit emotional literacy teaching.
- Co-regulation with trusted adults.
- Predictable routines and visual supports.
- Individual regulation strategies.

- Appropriate movement and sensory opportunities.
- Calm, supportive environments.
- Positive reinforcement and recognition.
- Supported reflection following incidents.

We recognise that emotional regulation develops over time and that children may need substantial adult support before they can independently manage difficult emotions.

8. Trauma-Informed and Attachment-Aware Practice

We recognise that some children attending our PRU may have experienced adversity, loss, disrupted relationships, family difficulties or other distressing events. Such experiences can affect a child's sense of safety, trust, relationships, concentration and emotional regulation. Our trauma-informed approach is built around safety, trust, consistency, collaboration and empowerment.

Staff will:

- Establish predictable routines and clear expectations.
- Develop positive and consistent relationships.
- Use calm, respectful communication.
- Avoid unnecessary confrontation, humiliation or public shaming.
- Recognise and respond sensitively to signs of distress.

- Provide opportunities for children to exercise appropriate choice and control.
- Use restorative and reflective approaches when children are emotionally ready.
- Work collaboratively with families and relevant professionals.

Trauma-informed practice will complement, rather than replace, specialist assessment and evidence-informed SEND provision. Staff will not make assumptions about a child's personal history or diagnose trauma-related conditions.

9. Speech, Language and Communication Needs

We recognise that speech, language and communication difficulties may contribute significantly to children's experiences of frustration, social misunderstanding, emotional distress and difficulty accessing the curriculum.

The Primrose Centre will promote communication-friendly practice through:

- Clear, concise language.
- Visual and practical teaching approaches.
- Vocabulary development.
- Additional processing time.
- Checking understanding without placing children under unnecessary pressure.
- Explicit teaching of communication and interaction skills.

Referral to speech and language therapy services where indicated. Staff will consider communication needs when interpreting behaviour and responding to incidents.

10. Curriculum, Teaching and Learning

All pupils, including those with SEND, are entitled to an appropriately ambitious, broad and balanced curriculum. Our curriculum will combine academic learning with the development of communication, emotional literacy, independence, relationships and readiness for future education.

Teaching will be adapted through:

- Assessment-informed planning.
- Appropriate scaffolding.
- Small-group and individual support.
- Explicit instruction and modelling.
- Practical and multisensory learning.
- Opportunities for repetition and consolidation.
- Flexible approaches to recording learning.
- Assistive technology where appropriate.
- Regular assessment and feedback.

11. Positive Behaviour Support and Restrictive Intervention

Our approach to behaviour is relational, preventative and informed by individual need. We recognise that pupils with SEND may require additional support to understand expectations, manage transitions, communicate distress and regulate their emotions. Staff will use proactive approaches to reduce the likelihood of

incidents, including environmental adjustments, predictable routines, de-escalation and individual support plans.

Restrictive physical intervention will never be used as punishment.

Any use of reasonable force must be lawful, necessary and proportionate, taking account of the child's age, SEND, disability, vulnerabilities and individual circumstances.

Incidents will be recorded, reported, reviewed and followed by appropriate support for the child and staff in accordance with current statutory guidance and the our procedures.

12. Education, Health and Care Plans

Where a pupil has an EHCP, we will work closely with the local authority, parents and carers, professionals and any other relevant educational setting.

We will:

Review the pupil's identified needs and specified provision.

Ensure relevant staff understand the plan and work towards supporting it.

Track progress towards EHCP outcomes.

Contribute to annual reviews and other statutory processes.

Identify where provision or placement arrangements may require review.

Communicate concerns promptly to the local authority.

The local authority retains its statutory duty to secure the special educational provision specified in Section F of the EHCP.

Where a pupil's needs indicate that an EHCP may be necessary, the SENDCo will work with the family and relevant professionals to consider requesting an Education, Health and Care needs assessment.

13. Working with Parents and Carers

We recognise parents and carers as essential partners in understanding and supporting children's needs. Families will be treated with dignity, empathy and respect.

We will:

- Seek family views during assessment and planning.
- Maintain regular and accessible communication.
- Involve parents and carers in SEND reviews.
- Share successful strategies and areas for development.
- Listen carefully to concerns.
- Support families in understanding SEND processes.
- Signpost to SENDIASS and other relevant services.

We recognise that some families may have experienced difficult relationships with educational services and will seek to build trust through consistency, openness and collaborative working.

14. Pupil Voice and Participation

Children will be actively involved in decisions about their learning and support wherever possible. We will use developmentally appropriate methods to understand children's experiences, including visual tools, supported conversations, creative activities and individual reflection. Children will be supported to understand their strengths, needs and the strategies that help them learn successfully.

15. Reintegration and Transition

Successful reintegration and transition are central to the purpose of our Centre. We recognise that children with SEND may require carefully planned and supported transitions to achieve sustainable success. Transition arrangements will be developed collaboratively with the child, family, receiving school, local authority and relevant professionals. Where a pupil has an EHCP, transitions and placement decisions must be managed through the appropriate statutory processes. Reintegration will not be judged solely by the absence of challenging behaviour. Success will also be evaluated through wellbeing, belonging, engagement, relationships and sustained access to education.

16. Roles and Responsibilities

Local Authority

The local authority is responsible for fulfilling its statutory duties relating to SEND, EHCPs and arranging suitable education for eligible children who would otherwise not receive it.

The Primrose Centre will work collaboratively with local authority teams to support assessment, provision, placement planning and transitions.

Management Committee

The PRU Management Committee will provide oversight and challenge regarding SEND provision.

It will:

Monitor the effectiveness of SEND arrangements.

Promote inclusion and equality.

Review SEND-related outcomes and improvement priorities.

Ensure appropriate consideration of resources and staff development.

Monitor the implementation of this policy.

Headteacher

The Headteacher will provide strategic leadership for SEND and ensure that inclusive practice is embedded across the PRU.

SENDCo

The SENDCo will coordinate the identification, assessment, planning, implementation and review of SEND provision. The SENDCo will also liaise with families,

professionals, schools and the local authority, support staff development and monitor the effectiveness of provision.

Teachers

Teachers retain responsibility for the learning, progress and development of pupils in their classes, including pupils receiving additional interventions.

Teaching Assistants and Support Staff

Support staff will implement agreed strategies, contribute to assessment and monitoring, promote independence and support positive relationships and emotional regulation. All staff share responsibility for creating an inclusive and supportive learning environment.

17. Safeguarding and SEND

The Primrose Centre recognises that children with SEND may experience additional safeguarding vulnerabilities. These may include communication barriers, difficulties reporting concerns, increased vulnerability to bullying and exploitation, or the risk that indicators of abuse are incorrectly attributed to SEND. Staff will remain professionally curious and ensure that safeguarding concerns are identified, recorded and acted upon. The SENDCo and Designated Safeguarding Lead will work collaboratively where safeguarding and SEND needs intersect. All

safeguarding practice will reflect Keeping Children Safe in Education 2026 and The Primrose Centre's safeguarding procedures.

18. Staff Training and Professional Development

Staff will receive appropriate training and professional development to meet the needs of pupils.

Priorities will include:

SEMH and emotional regulation.

Trauma-informed and attachment-aware practice.

Speech, language and communication needs.

Adaptive teaching.

Positive behaviour support and de-escalation.

Safeguarding pupils with SEND.

SEND identification and the graduated approach.

Training priorities will be reviewed in response to pupil needs, staff feedback and The Primrose Centre's improvement planning.

19. Equality, Accessibility and Inclusion

The Primrose Centre will comply with its duties under the Equality Act 2010, including making reasonable adjustments for disabled pupils. We will seek to remove barriers to participation and ensure that pupils with SEND are not unfairly

disadvantaged by policies, routines, learning activities or behaviour systems. The Primrose Centre will review accessibility, inclusive practice and equality of opportunity as part of its ongoing self-evaluation.

20. Concerns and Complaints

Parents and carers are encouraged to raise SEND-related concerns with the class teacher, SENDCo or Headteacher. Where concerns cannot be resolved informally, families may use the Primrose Centre's formal complaints procedure. Families will be informed of relevant independent advice and statutory routes for resolving SEND disagreements where applicable.

21. Review of Policy

This policy will be reviewed annually by the Headteacher and SENDCo and presented to the Management Committee for approval. It will also be reviewed following significant changes to legislation, statutory guidance or local authority arrangements.