



# Preston School

A Business & Enterprise Academy

**Bringing Learning to Life  
& Life to Learning.**

## SEND Procedure

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# SEND Procedure 2025-2026

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Preston School is committed to delivering high-quality, inclusive education that meets the diverse needs of all students. The majority of children and young people will have their educational needs met through adapted/differentiated and personalised teaching. However, some students may require provision that is additional to or different from this. Such provision is defined as *special educational provision* under Section 21 of the Children and Families Act 2014.

In accordance with statutory guidance, Preston School will use its best endeavours to ensure that appropriate provision is made for students with SEND. This provision is underpinned by high-quality teaching and must not be compromised.

## Aims and Values

Preston School aims to:

Deliver high-quality teaching and learning for all students.

Foster a fully inclusive environment where all students feel safe, happy, and valued.

Provide tailored support for students requiring provision that is "additional to or different from" that accessed by their peers, enabling them to achieve their full potential.

## Key Contacts

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SENCo: Maggie Purton

Email: [maggie.purton@prestonschool.co.uk](mailto:maggie.purton@prestonschool.co.uk)

Albert Einstein Preston Centre Lead: Catherine Saget

Email: [catherine.saget@prestonschool.co.uk](mailto:catherine.saget@prestonschool.co.uk)

Alternatively, both staff members can be contacted via the school reception.

# Identification of SEND

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All teaching staff are responsible for planning and delivering lessons that are accessible to all students. Where a student is not making expected progress, the class teacher may consult the SENCo and / or the SEND Support Team for advice. This process follows a graduated response to ensure provision is matched to need and resources are used effectively.

The SENCo may collaborate with class teachers, Heads of Year, parents/carers, and the student. External agencies may also be involved, including:

- Speech and Language Therapy Services
- Occupational Therapist
- Physical Impairment Support Teams
- Inclusion Team
- Educational Psychologist
- Virtual School

Preston School uses the four categories of SEND as identified under the SEND Code of Practice (2014):

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

# Teaching Students with SEND

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High-quality, differentiated teaching is the foundation of SEND provision. All staff participate in ongoing professional development, including SEND-specific workshops. Students with SEND are integrated into mainstream classrooms wherever appropriate, and an inclusive curriculum is provided.

Some students may require short- or long-term interventions or alternative curriculum pathways. These are outlined in the Preston SEND Provision Map.

## Reviewing Progress

Student progress is regularly reviewed by class teachers and Heads of Year. The SENCo oversees the progress of students with SEND and coordinates with staff to ensure appropriate support is in place. Students with an Education, Health and Care Plan (EHCP) will have an Annual Review involving the SENCo, parents/carers, and relevant professionals. For other students receiving SEND support, parents/carers are encouraged to meet with the SENCo during scheduled parent evenings.

Preston School follows a graduated response model, ensuring students receive high-quality first teaching before additional interventions are introduced. If progress remains limited, the SENCo will seek specialist support and guidance as necessary.

## Local Offer

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Preston School works in partnership with the Somerset Schools Local Offer. Internal support is provided through a range of services detailed in the Provision Map Document.

Additional staff contributing to SEND provision include:

SEND Team Leader for SEMH

SEND Team Leader for Sensory and Physical Impairment

Student Medical and Welfare Manager

Behaviour Intervention Officers (BIOs)

School Counsellors

Parent and Family Support Advisor (PFSA)

SEND Support Team

Albert Einstein Preston Centre Team

## Albert Einstein Preston Centre

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The Albert Einstein Preston Centre is an on-site resource base for students with Autism. Admission is via consultation between the local authority and the school and is limited to students with a primary diagnosis of Autism and an EHCP.

Students are registered as Preston School students and are encouraged to access mainstream lessons as much as possible. For further information, contact the SEND Casework Team at the local authority or the AEPC Lead, Catherine Saget.

## Communication

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### Communication with Parents/Carers

Parents/carers of students receiving SEND support are kept informed through regular communication from class teachers and Heads of Year. This may include phone calls, emails, or meetings. In Addition to this the progress of students is also able to be viewed through the school portal, where all data is live. Appointments with the SENCo can be arranged during parent evenings or upon request.

For students with EHCPs, Annual Review meetings are held to discuss progress and future planning. Parents/carers are actively involved in the planning and evaluation of interventions, and outcomes are shared with them.

Additional information is available via the school website and parent portal.

### **Communication with Governors**

The Governing Body plays a strategic role in shaping the school's approach to Special Educational Needs and Disabilities (SEND). Governors, with guidance from the SENCo, determine the overall policy and ensure appropriate staffing and funding arrangements are in place. They maintain oversight of the school's SEND provision and meet with the SENCo to review progress, discuss developments, and ensure statutory responsibilities are being met.

#### Communication with Students

Preston School values student voice and actively seeks the views of students with SEND. These views are incorporated into Annual Review meetings and student profiles, such as Preston School pupil passports '*What Helps Me As A Learner*' and help to support the development of SEND provision at Preston School. Students are encouraged to participate in Extra-Curricular Activities and Homework Clubs during lunchtime and after school, promoting inclusion and personal development.

### **Communication with Staff**

Effective communication with staff regarding SEND is facilitated through a variety of channels, including:

SEND Briefings

SEN Pupil Passports (*What Helps Me As A Learner*)

School Portal

INSET and CPD Workshops

Team Around the Child (TAC) Meetings

SEND Review Meetings

Email Updates and Guidance

These mechanisms ensure that all staff are informed, supported, and equipped to meet the needs of students with SEND.

### **Communication with Other Educational Establishments**

The Special Educational Needs Coordinator (SENCo) maintains strong links with feeder primary schools to support effective transition planning. As part of this process, the SENCo meets with the SENCo from each primary school to share relevant information and ensure continuity of support.

Information gathered during these meetings is compiled to create a "pen portrait" for each student, which is used to inform their initial placement on the Preston School SEN Register. Students are registered at the same level of need as recorded by their primary school, ensuring consistency in provision from the outset.

Where appropriate, the SENCo also attends Year 6 Annual Review meetings to support planning for students with Education, Health and Care Plans (EHCPs). In addition to whole-cohort Year 6 taster days, students with SEND are offered additional transition visits and sessions during the summer term. These sessions are delivered in small groups to help build confidence, reduce anxiety, and allow the SEND Support Team to begin developing positive relationships with students ahead of their formal start.

This transition process is mirrored for students transferring to the Albert Einstein Preston Centre, ensuring that all students with SEN experience a smooth and well-supported move between educational phases.

Tertiary (Further Education)

The SENCo liaises with all local further education providers, with particular focus on Yeovil College and Strode College, as the main destinations. With the consent of the student, relevant information—including details of exam access arrangements—is shared to support a smooth transition and continuity of support.

Collaboration with Local Secondary Schools

The SENCo actively participates in the Local Area SENCo Forum, which meets termly to share best practice and provide mutual support. As a member of the MNSP Trust, the school also collaborates with other SENCos across the Trust to drive improvement and share expertise.

## Consultation with the Local Authority and External Agencies

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The SEND Support Team maintains close working relationships with professional services that contribute to the provision for children and young people with SEND. These include:

- Educational Psychology Service
- Learning Support Team
- Virtual School
- Attendance Officers
- Local Authority Services

Regular consultation meetings are held to ensure coordinated and effective support.

## Student Voice and Participation

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A SEND Students voice survey is completed at least annually, through an online survey to gather feedback and inform practice. The SEND Students also meet in an informal setting to discuss their experiences at Preston School Academy with the SENCo, who operates an open-door policy to students. Discussions focus on teaching, learning, assessment, support and progress.

## Integration and Curriculum Access

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Students with SEND are fully integrated into the life of the school and have access to a broad and balanced curriculum. All students belong to mixed-ability tutor groups within the pastoral system. Staff are expected to adapt/differentiate learning appropriately to ensure accessibility for all students. Support is provided through:

- INSET training
- Team Around the Child (TAC) meetings
- SEND briefings
- Ongoing guidance from the SEND Support Team

Disapplication from the curriculum is considered only in rare and exceptional circumstances, and always in consultation with parents and relevant staff.

The curriculum complies with national guidelines and promotes collaborative learning, varied assessment methods, and multi-sensory approaches. The SEND Support Team is actively involved in supporting students within lessons.

### Key Stage 3

Selected students may be invited to join the *Step-Up Curriculum*, which focuses on developing core literacy skills to ensure readiness for GCSE study.

### Key Stage 4

The school offers Entry Level English and ASDAN Awards as a single option choice for students in Years 10 and 11, these lessons incorporate 'Key Skills' sessions, which includes work-related learning. All Students complete work experience placements, which can be supported for some students with EHCPs. Students also complete their GCSE Maths and English lessons and can complete their Entry Level Maths. All students are encouraged to engage in extra-curricular activities.

#### Staff Training and Professional Development

The SENCo holds the National Award for SEN Coordination (NASENCo) and regularly updates their knowledge through CPD workshops. All staff receive ongoing SEN training via the school's CPD and INSET programme, coordinated by the Assistant Headteacher (Teaching and Learning).



## **Monitoring and Reporting**

The SENCo reports yearly to the Governors' Welfare Committee on the progress and achievement of students with SEND. Additionally, the GCSE exam outcomes for all students are published on the school website.

# **Parental Engagement and Support**

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## **Parental Participation**

Preston School is committed to fostering strong, positive relationships with parents and carers of students with SEND. This is achieved through:

Parents' Evenings: The SENCo is available for appointments at all subject evenings.

Appointments: Parents may request meetings with the Tutor, Head of Year, or SENCo at any time.

Annual Reviews: All students with EHCPs have an Annual Review, which includes opportunities for parental feedback and consultation.

Email Communication: The SENCo's contact details are available on the school website for direct communication.

## **Additional Support for Parents**

For parents who may find attending school meetings challenging, additional support is available through:

- Parent and Family Support Advisor (PFSA)
- Behaviour Intervention Officers (BIOs)
- Student Medical and Welfare Officer
- SEND Support Team
- These staff members can facilitate home-school meetings and provide tailored support.
- Related Policies
- This policy should be read in conjunction with the following documents:
- Teaching and Learning Policy
- Medical Needs Policy
- Safeguarding Policy
- School Admissions Policy
- Accessibility Plan
- Complaints Policy