

Special Educational Needs Policy

Autumn Term 2024

For Schools within our Collaboration:



At the schools within our collaboration, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

P= personal

R= responsibility

I = in

D= delivering

E= excellence

Frequency of Review: Annually

Reviewed and Approved by: The Governing Body

Date: Autumn 2024

Date of Next Review: Autumn 2025

Reviewer: Eliza Blakeley (SENCO at Sutton Road Primary), Ellie Baker (SENCO at Holgate)

Signed:  (Chair of Governing Body) Date: 29.11.2024

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

[Nottshelpyourself | SEND Local Offer](#)

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- to create an environment to enable each child to develop their full potential by providing reasonable adjustments and appropriate adaptations.
- to aim to provide identification and assessment of children with special educational needs;
- to value their strengths;
- to promote success and positive outcomes in the wider areas of personal and social development whilst setting ambitious and aspirational targets
- to identify the roles and responsibilities of all concerned in providing for children's special educational needs making clear the expectations of all partners involved in the process;
- to enable all children to have full access to all elements of the school curriculum wherever appropriate.
- to provide high quality teaching that is adapted and personalised to meet the individual needs of children and young people.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeding schools or early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by the Senior Leadership Team (SLT), Inclusion Team, class teachers and support staff which will help to ensure that each child is able to reach their full potential through aspirational target setting and high expectations.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Inclusion Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information three times yearly on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular opportunities for discussions between pupils and their teacher, support staff or Inclusion Team because pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life as a whole e.g. Assessment for Learning (AFL), pupil forums, pupil questionnaires, target setting and reviews ie EHC, EHAF, Multi Agency Meetings (MAM).

In our schools, we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE curriculum, SEND policy, Collective Worship provision, Zones of Regulation provision, our PSHE (Talking Points) and anti-bullying work, and in our policies for use of the school premises by external agencies and our IT policy.

2. Responsibility for the coordination of SEN provision

- The people overseeing the provision and co-ordinating the day to day provision for children with SEN of education for pupils are listed in the table below.

	Sutton Road Primary	Holgate Primary
SENCO	Eliza Blakeley	Ellie Baker
Executive Inclusion Leader	Sally Harvey	Sally Harvey
Inclusion Team	Helen Darwood Brown – Pastoral Support Officer	
SEN Governor	Rebecca Jackson	Rebecca Jackson
Local Offer Champions	Eliza Blakeley	Ellie Baker

- All teaching and support staff cater for the needs of pupils with Special Educational Needs within their own practice in accordance with the 2014 Revised Code of Practice.
- Active agencies such as Speech and Language therapy (SALT), Schools and Family Support Service (SFSS) Educational Psychologist (EP) Personal Social Emotional Development Team (PSED) Child and Mental Health Service (CAMHS) are also responsible for supporting staff in leading SEN.

3. Arrangements for coordinating SEN provision

The Inclusion Team will hold details of all SEN Support records such as provision maps, target setting documents, Education Health Care Plan (EHC), Early Help Assessment Form (EHAF), progress and attainment data for individual pupils.

All staff can access:

- The SEN Policy;
- A copy of the full SEN Census or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their target setting documents, reviews and outcomes of monitoring.
- Practical advice, teaching strategies and adaptations, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements

- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Nottinghamshire’s SEND Local Offer www.nottinghamshire.sendlocaloffer.org.uk

This information is made accessible to all staff and parents, in order to aid the effective co-ordination of the school’s SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

The Inclusion Team will meet regularly with other Inclusion Lead’s in the family of schools to ensure the smooth transition of information and children.

All Children will have a planned transition to their secondary school (feeder, none feeder or special educational establishment) which includes visits to the environment, to experience the daily life at the named school and meet staff.

Children with more complex needs will receive additional visits, where this is felt appropriate.

Within school, we will offer an enhanced transition package for those pupils who require it and some children may require transition passports, visual prompts or alternative aids to support transition.

Please refer to the admissions policy.

5. Specialist SEN provision

July 2024 data	Sutton Road Primary	Holgate Primary
Number on roll	617	322
Amounts of pupils with SEN	123	61
% of pupils with SEN	19.9%	19.0%

All teaching and support staff cater for the needs of pupils with Special Educational Needs within their own practice in accordance with the 2014 Revised Code of Practice. We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

6. Facilities for pupils with SEN

The schools withing the collaboration have a range of specialist SEN facilities in place. These are:

- Autism friendly resources e.g. visual timetables, social stories etc
- A range of learning styles are planned for
- Sensory areas in each school
- Reset Stations- Sutton Road Primary
- ICT inclusive equipment and software
- Lift to the upper level – Holgate Primary
- Lift to Y6 block – Sutton Road Primary
- Lift to upper level in the new building – Sutton Road Primary
- Disabled toilets
- Shower rooms
- Fire alarms are both visual and auditory
- Disabled parking
- ~~Staff with business insurance for transporting purposes~~
Please also refer to the accessibility plan
- Applications for transport are completed for those who are eligible.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

AFN bids are written by the SENCO and these are then moderated at family level which includes the family SENCO, SENCOs from all feeder primary schools and a representative from the Local Authority, resulting in the allocation of funds at low, medium and high level. Family moderation also determines bids that need submitting to the Local Authority for High Level Needs allocations (HLN). Each year the Local Authority also identifies either a PLASC category or cohort to moderate across the district. The allocations and feedback from these are honoured by each family.

In addition to this, there is a 2 year pilot, that enables our school to apply for Bridging Funding from the Local Authority, for those pupils who are joining our F2 unit and have been in receipt of Inclusion Funding at their Private, Voluntary and Independent (PVI) Nursery.

Pupil premium funding is allocated to support the progress and attainment for all children in receipt of free school meals (FSM). This money funds a wide variety of support packages and interventions to ensure that every child reaches their full potential. The use of this funding is updated termly and publicised on our school website.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The Inclusion Team will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) Any child raised as a concern by parent or staff is monitored, but this does not necessarily place the child on the school's SEN census. Information is recorded by the school as an aid to further progression and for future reference. Parents are kept informed of this information.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision, made by the appropriate professional, will be added to the pupil's school list. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, Inclusion Team and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Team.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The teacher, in conjunction with the Inclusion Team will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan (EHC)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO and Inclusion Team
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=lwi8flmwoOY>

or by speaking to an Education, Health and Care Plan Co-ordinator on: **0115 9774012 or 0115 9773323**

or by contacting an independent supporter through the Ask Us Notts (formally Parent Partnership Service) on: **0800 121 7772** or via their website <https://askusnotts.org.uk/support/parents-and-carers>

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the Inclusion Team will consult with the child's parents for other flexible arrangements to be made.

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is adapted where necessary
- Making sure that individual or group support is available where it is felt that pupils would benefit from this provision
- Any decision to provide group support outside the classroom will involve the Inclusion Team in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels

10. Inclusion of pupils with SEN

The Inclusion Team oversees the policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The schools will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', consultations with appropriate agencies, Early Help Unit and the Multi-Agency Safeguarding Hub (MASH).

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year including termly pupil progress meetings, using data and Multi Agency Meetings (MAM) as examples.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is a termly formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the Inclusion Team and information is gathered from different sources such as data, pupil progress meetings, parent and pupil views, Pupil Profiles, parents evenings and termly reports. This will be collated and published in conjunction with the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform the priorities for the School Improvement Plan (SIP).

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Inclusion Team, who will be able to advise on formal procedures for complaint. In addition to this, parents will be referred to the schools complaints policy.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The Inclusion Team attends relevant SEN courses / conferences, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The Senior Leadership Team ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. CPD opportunities are provide that link clearly to the Schools Improvement Plan (SIP)

Our school adopts a Positive Handling policy, and as part of this, it is good practice for all staff to receive Legal and Ethical training. In addition to this, named individuals are trained in de-escalation and positive handling techniques. This CPD – Understanding behaviour level 1 and level 2 (previously entitled Coping with Risky Behaviours – CBR) is accessed via Karlene Calder at the Local Authority TECT team.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Inclusion Team who will then inform the child's parents.

15. Working in partnerships with parents

Our schools believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Team will also sign post parents to agencies that can support such as Parent partnership or sign post to alternatives where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor, Rebecca Jackson, may be contacted at any time in relation to SEN matters.

16. Links with other schools

Our schools are part of Transform Trust. This enables us to work with the range of schools within our Trust and allows us to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

The Inclusion Team will meet regularly with other Inclusion Lead's in the family of schools to ensure the smooth transition of information and children.

All Children will have a planned transition to their next phase of education including secondary school (phase, feeder, none feeder or special educational establishment) which includes visits to the environment, to experience the daily life at the named school and to meet staff.

Within our school, we will provide an enhanced transition package, for those pupils who require it and for these children a passport and visual prompts will be used to support the transition.

Year six children with more complex needs will experience additional visits (where this is felt appropriate).

Parents of all pupils with SEN will be included in the decision making and planning process.

17. Links with other agencies and voluntary organisations

Our schools invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Inclusion Team are the designated people responsible for liaising with agencies including:

- Education Psychology Service (EP)
- Schools and Family Support Service (SFSS)
- Personal Social Emotional Development Team (PSED)
- Schools and Behaviour Partnership Services (SBAP's)
- Sherwood Area Partnership (SAP)- Sutton Road Primary School
- Social Services
- Early Help Unit (EHU)
- Virtual School
- Fair Access
- Integrated Children's Disability Service (ICDS)
- Healthy Families Team
- Speech and Language Service (SALT)
- Child and Adolescent Mental Health Services (CAMHS) / Be U Notts

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and be kept informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed N. Davin Nicola Davies (Executive Headteacher)

Date 29.11.2024

Signed S. Harvey Sally Harvey (Executive Inclusion Leader)

Date 29/11/24

Signed Ellie Baker Ellie Baker (SENCO)

Date 29/11/24

Signed Rebecca Jackson Rebecca Jackson (SEN Governor)

Date 29.11.2024

This policy will be reviewed annually.