



Special Educational Needs and Disabilities (SEND) Policy

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

More details about 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>

Children with the most complex needs may require an Education, Health and Care Plan (EHCP). You can view an animation describing the EHCP pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

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.

Mission statement

Abbey Primary School is a mainstream school, which strives to provide the best learning opportunities for all children. Our school ethos of being a "caring, sharing, achieving school, always giving our best" reflects our inclusive school community. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children are given the right balance of support and challenge. Every child should have the opportunity to access all curriculum areas, regardless of whether or not a pupil has Special Educational Needs and/or Disabilities. Any SEND support offered by the school will be planned according to individual needs, following procedures outlined in this policy. Every child should have equal opportunities within the school.

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 ensure that SEND provision is consistent with the Code of Practice 2014, SEN & Disability [SEND] Act 2001, Disability Equality Duty 2010 and Local Guidelines.
- To ensure that SEND provision is consistent throughout the school to maximise pupil progress.
- To enable accurate monitoring of SEND coverage.
- To highlight the values and beliefs, relating to SEND, of all those who are involved with SEND at our school.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effective when information is gathered from parents, education, health and care services, early years' settings or any previous schools prior to the pupil's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers and support staff will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO 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 SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND Policy and the school's SEND 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 a range of opportunities for pupils' opinions to be heard and taken into account.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mr N Harris (Head Teacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs E Lovatt (SENCO)

3. Arrangements for co-ordinating SEND provision

The SENCO will hold details of all relevant SEND Support records such as individual SEND pupil files and provision maps.

All staff can access:

- The Abbey Primary School SEND Policy
- A copy of the full SEND Register
- 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
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEND provision
- Information available through Nottinghamshire's SEND Local Offer

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

4. Admission arrangements

As a school we are committed to inclusion. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. More detailed information about admission arrangements are available in the Admissions Policy and the school prospectus. Both of these documents are available on the school website.

5. Facilities for pupils with SEND

Whilst Abbey Primary School has no specialist SEND provision facility, we are committed to whole school inclusion. As such we endeavour to make reasonable adjustments to enable all our pupils with SEND to access a broad and balanced curriculum and participate in the wider life of the school. The school's Accessibility Plan is available on the school website.

6. Allocation of resources for pupils with SEND

All pupils with SEND will have access to school Place funding from 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 our Family of Schools, known as Additional Family Funding (AFN). For those with the most complex needs, additional high-level needs funding (HLN) is retained by the local authority, which is accessed through the Family of Schools. The SENCO will gain approval for individual HLN applications from the Family SENCO prior to submission to the Local Authority for consideration. Further relevant sources of funding and resources may also be obtained from Pupil Premium funding which is allocated to raising the achievement of all children and young people who receive free school meals or have been registered for free school meals within the previous 6 years. Children within school who are Looked After by the local authority may also receive additional funding which is planned for within their Personal Education Plan (PEP).

7. 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 and social, emotional and mental health development for their age will be closely monitored by the class teacher.
- b) Initial concerns about a child possibly having SEND may be raised by the class teacher, parents or other professionals. The teacher will implement an appropriately scaffolded programme of learning within the classroom, which may include support from a teaching assistant and/or parental support where appropriate.
- c) Parents will be aware that a concern has been raised at this stage.
- d) Evidence of the child's learning and/or behaviours will be carefully reviewed. Strategies used and progress made will be monitored and recorded by the class teacher.
- e) The SENCO will be consulted as needed for support and advice and a focused observation of the pupil in class may be beneficial.
- f) The child's progress will be reviewed half a term after the initial concern was raised.
- 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) 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.
- i) If the child is still not making satisfactory progress, the class teacher will consult the SENCO who will make a decision based on the evidence gathered about the most appropriate course of action. This could be adding the pupil to the Special Needs Register to secure SEND support.

SEND Support

Where it is determined that a pupil does have a SEND, this will be discussed with the parents and, with parental consent, the pupil's name will be added to the school's SEND Support Register. The aim of identifying a pupil with SEND is to help school ensure that effective provision is put in place and to reduce the barriers to learning, enabling the pupil to make progress. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

Assess, Plan, Do, Review Cycle

The pupil's needs will be assessed using a variety of sources: the class teacher's knowledge and assessment of the pupil's progress and attainment; comparisons with peers and national data; the parents' views and experience of the child; the pupil's views and if appropriate, the views of an external support service.

Review of the child's progress will take place at review meetings/parents evenings and will take account of the impact and quality of support and interventions, the pupil's and parents views. Where necessary and appropriate, in conjunction with the SENCO, support/interventions will be revised based on the pupil's progress and development.



Teacher, SENCO, parent and child (if appropriate) agree on interventions and support to be put in place. Expected impact and review are discussed. Staff who work with the child are informed of needs, support and teaching approaches/strategies

The class 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 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 SENCO.

This is an ongoing cycle to enable the provision to be refined and revised as the needs of the pupil become better understood. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

At this stage, school may allocate additional teaching assistant support and/or seek support from outside agencies. These agencies would be invited to attend reviews as appropriate. Parents will be kept fully informed.

Review for pupils on the SEND register will take place in the Autumn, Spring and Summer terms. Parents will be provided with clear information about the progress and impact of any support or strategies to enable them to be involved in planning the next steps for their child. Reviews will take place with either the class teacher and/or the SENCO and any involved external agencies. If necessary, additional review meetings may be required during the academic year.

Referral for an Education, Health and Care Plan

If a child has complex needs requiring a significant range of specific support and adaptations, they may undergo the Statutory Assessment Process. This can be requested by the school, a parent or other professionals. This will occur where the complexity of need or additional 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 application for an Education, Health and Care Plan will combine information from a variety of sources including:

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- parents
- teachers
- SENCO
- 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 not 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 be found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

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

or by contacting Ask Us Nottinghamshire on:
0115 804 1740

Education, Health and Care Plan [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, the plan outlines the support required to ensure that the child's needs can be met. The school and the child's parents will be involved in developing and producing the plan.
- 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.
- 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.

8. Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEND alongside their peers. The SENCO will consult with the child's parents and reasonable adjustments will be made to ensure pupils with SEND have access to a broad and balanced curriculum. This may be through the provision of additional support or specialist equipment.

9. Inclusion of pupils with SEND

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by all staff together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub and Sherwood Area Partnership.

10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This happens through pupil progress meetings, parents' evenings, SEND review meetings and staff, pupil and parent questionnaires.

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

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There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO, Head Teacher and SEND Governor. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys and parent's evenings. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

11. 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 SENCO, who will be able to advise on formal procedures for complaint. The school's Complaints Procedure is available on the school website.

12. 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 SEND.

This may include the following:

- induction training for new staff
- in-house CPD sessions on new initiatives or interventions
- safe handling training (Coping With Risky Behaviours)
- speech and language
- courses related to pupils' specific needs (eg: Autism, Down's Syndrome, ADHD, Dyslexia, Diabetes etc)

The SENCO attends relevant SEND training and updates, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities.

13. Links to support services/outside agencies

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

Sharing knowledge and information with our support services is key to the effective and successful SEND 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 SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Educational Psychology Service (EPS)
- SEND School Inclusion Service (SIS)
- Sherwood Area Partnership (SAP)
- Speech and Language Therapy Service (SALT)
- Personal, Social, Emotional Development Team (PSED), including Sherwood Area Partnership (SAP)
- Child, Adolescent Mental Health Service (CAMHS)
- Health eg: Healthy Families practitioners, paediatricians, physiotherapists, occupational therapists
- CASY Counselling
- Children's Social Care
- Nottinghamshire County Council Kinship Support Service

14. Working in partnerships with parents

Abbey Primary School believes that a close working relationship with parents is vital in order to ensure:

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

Parents are kept up to date with their child's progress through termly parents' evenings, SEND reviews and reports at the end of the school year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

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 SEND Governor Mrs L Wooderson, may be contacted via the school office in relation to SEND matters.

15. Links with other schools

The school is a member of the ONE AcademyTrust, Samworth Family of Schools and Sherwood Area Partnership. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

In addition to the transition arrangements made for all pupils in Year 6, plans for pupils with SEND will be formulated with their allocated secondary school on an individual basis. Parents will be kept informed and involved in this planning.

16. Links with other agencies and voluntary organisations

Abbey Primary School invites and seeks advice and support from external agencies in the identification, assessment and provision for SEND. The SENCO is the designated person responsible for liaising with outside agencies (as listed in section 13) and any voluntary organisations involved with pupils with SEND.

17. Links with other policies

The policies below all relate to our expectations with regard to behaviour in school and should be read in conjunction with the SEND Policy

Policy	Why
Behaviour Policy/Anti-Bullying Policy	Rewards and sanctions, codes of conduct
Safeguarding Policy	Child Protection
Child on Child Abuse Policy (Trust)	Child Protection
E Safety and Acceptable Use Policy	Cyberbullying and e-safety
Keeping Classrooms Safe	Physical Intervention
Equality Policy	Prejudice related crime/homophobia, race, religion and culture and SEN/disability
PSHE/RSE Policy	Developing positive relationships with self and others
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response
Prevent Duty Plan	A plan to protect children from the risk of radicalisation.