



Special Educational Needs Policy 2025-2026

Special Educational Needs Policy

Adopted:

Review date:

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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 is reforming 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 comes 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:

www.education.gov.uk/schools/pupilsupport/sen

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 new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

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.

Mission statement

At Gateford Park Primary School we are fully committed to the provision of equal educational opportunity for all pupils. We strive to create an inclusive atmosphere, engendering a sense of community and belonging through our:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

We work to ensure that pupils are included in the educational, pastoral and social life of the academy. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all forms of school life.

We believe that provision for pupils with special educational needs is a whole school responsibility requiring a whole school response, involving all staff, teaching and support.

We believe that all teachers are teachers of children with special educational needs.

We fully support:

- The Special Educational Needs Code of Practice 2014
- The Equality Act 2010
- The Children and Families Act 2014

We recognise that Special Educational Needs and Disabilities (SEND) may be experienced in the following areas:

- Communication and Interaction (C+I)
- Cognition and Learning (C+L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and /or physical (S+P)

We recognise that there is a continuum of individual need that will be met using a graduated approach. A coordinated approach ensures that pupils' needs are met via a comprehensive network of support systems within the school, and within the wider community.

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.

The fundamental principles of the school policy are that all children have the right to a broad and balanced curriculum. We will value individual children's strengths and try to help them develop to their full potential. We will try to promote life-long learning.

Our aims to achieve this are:

- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To undertake identification of all pupils requiring SEN provision as early as possible in their school career
- To enable SEN pupils to take as fully part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable , in decisions affecting their future SEN position
- To ensure vulnerable pupils ie. pupils who are looked after, have free school dinners, Gypsy Roma Travellers, pupils who are under social care or have health issues or persistent absentees receive the support needed to achieve
- To identify able, gifted and talented pupils and provide for their needs.

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 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 their teachers 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 SEN have full access to the National Curriculum.** This will be co-ordinated by the Inclusion Leader and senior leadership 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 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 one to one meetings between pupils and their teacher/Inclusion Leader and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mrs Clare Hibbert

- The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Clare Hibbert

3. Arrangements for coordinating SEN provision

The Inclusion Leader will hold details of all SEN Support records such as provision maps, IEPs or alternatives or structured conversations and subject targets for individual pupils, a copy will also be available on CPOMS.

All staff can access:

- The Gateford Park Primary School SEN Policy;
- A copy of the full SEN Register 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 IEP or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer

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 school works closely with the feeder nurseries to ensure children with SEND are identified to the school early. Extra transition visits are arranged for the summer term to help familiarise children with SEND and their families with our school. The Inclusion Leader makes regular visits to the nursery setting and attends all meetings regarding these children.

A transition package is arranged with the family that meets the needs of all parties involved.

5. Specialist SEN provision

Gateford Park Primary School has 10 pupils at SEND support, 6 pupils at school support and 23 at class support. 1 child has an EHCP and is awaiting a special school place. 1 child is in receipt of HLN funding and 5 children receive AFN funding.

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 school has a range of specialist SEN facilities in place. These are:

1. Wheelchair access
2. Hearing Loops
3. Medical room for personal care
4. Increased access to the curriculum and assistance during examinations
5. Highly qualified staff
6. High level of TA support

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 16 primary schools and 2 secondary 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.

Children are monitored carefully in the school and if they are displaying significant difficulties that are impacting on their education then the class teacher initially has a meeting with the Inclusion Leader. Together they look at the provision and environment that the child accesses and look for things that can be changed to see if it has an impact. After a graduated response has been considered, including consultation with parents, a support package is arranged. This may include support in the classroom, a referral to springboard or an application for extra funding.

8. Identification of pupils needs

Identification

Pupils have special education needs if they have a learning need that calls for special education provision to be made. Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Education Authority
- Is under compulsory school age and falls within the definitions above or would do so if special educational provision was not made for them
- Receive additional input because they have exceptional ability in any area (refer to Gifted and Talented Policy)

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

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 differentiated 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 SENCO 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) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- 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 will be added to the pupil's school. 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 ongoing 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, SENCO 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 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 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 SENCO.

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 class teacher, in conjunction with the SENCO 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

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 a statement 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
- Social Care
- Health professionals
- Schools and Specialist Family Services

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:

<http://nottinghamshire.sendlocaloffer.org.uk>

or by speaking to ICDS on:

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: 0800 121 7772

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 SENCO 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 in all departments 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 differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO 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 Leader 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 Leadership Team together with the Inclusion Leader 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 and the Multi-Agency Safeguarding Hub and BPBP.

We support children with the following conditions in the following way:

ASC (Autistic Spectrum Condition) – children are assessed on their particular difficulties but support could include a visual timetable, signs and symbols, sensory assessment, meet and greet, handover to parents, support with lunch time, referral to communication and interaction team, speech and language support (if required), extended transition, additional funding, individual timetable.

ADHD (Attention deficit and hyperactivity disorder) – children are assessed on their particular difficulties but support could include a visual timetable, short tasks and rest breaks, tasks broken down into smaller tasks, clear boundaries, rewards and sanctions, personalised timetable, personalised behaviour management system, referral to BPBP or Educational Psychologist.

Dyslexia – children are assessed on their particular difficulties but support could include a dyslexia screener which highlights particular difficulty, buff paper, coloured overlays, reading rulers, one step instructions, support with organisation, visual timetable, study packs, sitting near the front, specific intervention.

Physical disabilities – PEEP (personal emergency evacuation plan), support for specific disability, fun fit, physio programmes, adapted seating, disabled access, disabled toilets.

We also provide support in many other ways and have experience in areas such as:

- Intimate care plans
- Manual handling
- Epi pen delivery
- Epilepsy monitoring
- Behaviour plans
- Risk assessments
- Sensory assessments
- Classroom audits
- Attachment
- Emotional health and wellbeing and much more.

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.

The Inclusion Leader in collaboration with the class teacher will decide the action required to help the pupil progress. These actions might include:

- Use of different teaching and learning styles.
- Suggestions for work for teacher/TA to use with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support, including using Wave 2 interventions.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment or staff training.

These interventions will be recorded and monitored through the use of EAZMAG and provision maps. It is important to see the impact of the intervention, to evaluate its effectiveness and to question why if it does not move the pupils forward.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Termly the schools data for vulnerable children is monitored by the Inclusion Leader. Strategic meetings with class teachers take place to discuss and implement relevant intervention/support for those individuals or groups of children who are not meeting expectations.

Provision mapping is updated termly to reflect the above so that all staff are aware of the priorities for these children. These are discussed with parents termly to identify their priorities for their children.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the Inclusion Leader and Headteacher/SEN governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) 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.

12. Complaints procedure

See complaints policy.

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 Leader, who will be able to advise on formal procedures for complaint.

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 Leader attends relevant SEN courses, 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 Inclusion Leader, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

Staff have had training on the following recently:

- Switch On reading
- Explosive child
- Working memory
- Precision teaching
- Breakwell Assault Cycle
- Dyslexia
- Graduated response to behaviour
- CAMHS training on eating disorders, self-harm, suicide, self harm, depression, bereavement
- Calmer classrooms

- Will You Be the One facilitated by Tracey Campbell
- Anger and anxiety
- ADHD Solutions – part of the ADHD pilot on completion will become an ADHD friendly school
- BPBP Training for NQT's and behaviour leads
- 5 amazing breaths (focus for academic year 2019/2020)
- Making sense of autism
- Talk Boost
- NVR
- PDA
- Asthma awareness
- Epilepsy

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 Leader who will then inform the child's parents.

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

1. Educational Psychologists
2. School and Family Support Service
3. Medical Officers
4. Speech Therapists
5. Physiotherapists/occupational therapists
6. Hearing Impairment Services
7. Visual Impairment services
8. Social services
9. Early Health Practitioners
10. Children's centres
11. PSED team
12. BPBP
13. C & I team
14. CAMHS
15. Family Service
16. Early Help Unit
17. Worksop Family SENCO
18. ICDS
19. Children's Social Care
20. Concerning behaviour pathway personnel including clinical psychologists
21. ADHD Solutions

- 22. Womens Aid
- 23. Healthy Families Team
- 24. Childrens society

15. Working in partnerships with parents

Gateford Park Primary School believes 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

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and reports at the end of each term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Leader may also signpost parents of pupils with SEN to the local authority Parent Partnership service 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 Geoff Young may be contacted at any time in relation to SEN matters.

16. Links with other schools

The school is a member of Worksop Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

All relevant information regarding SEND is discussed with the SENCO of the new school and all documentation is sent via registered post to the designated person so that a history is kept on that child.

17. Links with other agencies and voluntary organisations

Gateford Park Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Inclusion Leader is the designated person responsible for liaising with the following:

1. Educational Psychologists
2. School and Family Support Service
3. Medical Officers
4. Speech Therapists
5. Physiotherapists
6. Hearing Impairment Services
7. Visual Impairment services
8. Social services
9. School nursing
10. Children's centres
11. PSED team
12. BPBP
13. C & I team
14. CAMHS
15. Family Service
16. Early Help Unit
17. Worksop Family SENCO
18. Family Service

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 normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ [Paula Doyle] **(Headteacher)**

Date _____

Signed C Hibbert _____ [Clare Hibbert] **(Inclusion Leader)**

Date 16.08.24 _____

Signed _____ [Geoff Young] **(SEN Governor)**

Date _____

This policy will be reviewed annually.