



Sutton-on-Trent Primary and Nursery School

Special Education Needs and Disability Policy

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Sutton-on-Trent Primary and Nursery School

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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.

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

Our vision is to give every child an excellent education, making a positive impact on their lives and allowing them to reach their full potential.

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:

We aim to provide a rich, stimulating and enjoyable learning environment by:

- Holding forward thinking leaders to account
- Offering excellent teaching and learning opportunities
- Delivering a broad, diverse and focused curriculum
- Challenging our pupils through individual ambitious targets
- Working collaboratively with parents and other schools
- Being the school that everyone wants to come to
- Living our school values
- Developing strong links with the local community

Our School Values

The children were instrumental in writing our school values.

At Sutton School we:

- care about each other and our community
- work together to overcome challenges
- recognise the power of a smile
- always do our best and become better learners
- are aspirational and follow our dreams
- have a positive attitude
- are not afraid to make mistakes
- welcome everyone

Objectives

To:

- **Identify the needs of pupils with SEND as early as possible.** This is done by gathering information from :
 - Parents,
 - Education, health and care services
 - Feeder schools or other early years settings – where applicable prior to the child's entry into the school.
 - Other professional agencies.
 - The children.
- **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. The SLT and SENDCo also monitor the progress of these children on a termly basis.

- Pupil progress meetings are held termly with all classes, the Headteacher and the SENDCO.
- **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 SENDCo and the Headteacher 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. Regular meetings are held with parents by the Class Teacher. The SENDCO joins these meetings when children have complex needs. An Information Report on the provisions for pupils within the school is updated annually and is available on the County's Local Offer and school websites.
- **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.** All pupils, including those with SEND, are involved in our No Outsiders provision, the PSED curriculum. There are areas within the School available for aspects of nurture: e.g. small group work support or where support on a one to one basis can be given for social and emotional needs.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs J Hutchinson (Headteacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Miss Joanna Bond [SENDCo]

The School also has support available from the County Schools and Family Support Service Specialist teachers, including those for Early Years, Cognition and Learning and Communication and Interaction.

3. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND Support records such as provision maps and SEND Support Plans for individual pupils.

All staff can access:

- Sutton-on-Trent's SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including Provision Maps and SEND Support Plans;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on the staff IT system (server) on individual pupils and their special needs and requirements;
- Information available through Nottinghamshire's SEND Local Offer (www.nottinghamshire.sendlocaloffer.org.uk)

This information is made accessible to all staff and parents (in the Information Report) in order to aid the effective co-ordination of the school's SEND 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 SEND; those with Education, Health and Care Plans and those without.

Prior to transition, whether from our school, or into our school, the SENDCo will liaise with the future / past setting re any SEND issues for the child, so that any specific needs are recognised and barriers to learning can be removed. When necessary, a bespoke, enhanced transition can be arranged, to support the needs of the child. Prior to admission the SENDCo will liaise with parents/carers to discuss any barriers to learning and begin to build a professional relationship.

5. Specialist SEND provision

Sutton-on-Trent Primary and Nursery School has a SEND register and pupils with concerns are monitored and supported to help them overcome barriers to learning. Provision is reviewed regularly and includes monitoring and supporting children with difficulties in the areas of: Cognition and Learning, Communication and Interaction, Social and Emotional Health as well as those with Sensory, Physical and Medical needs.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section **10**.

6. Facilities for pupils with SEND

We are committed to whole school inclusion and would make reasonable adjustments when relevant and necessary, to meet the needs of our SEND children.

Please refer to Sutton-on-Trent's Accessibility Plan.

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 SENDCo and Family SENDCO 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.

Senior management prioritise needs and allocate staffing to meet the needs.

The SENDCo attends a termly Springboard meeting with the other SENDCo's in the Tuxford Family of Schools, together with the Family SENDCo and representatives from the multi-agency panel. The SEND children within the Family are discussed, and recommendations are made about the level of funding and outside agency support required by each School / child.

The SENDCO makes applications for funding from the Tuxford Family (AFN/HLN) each year.

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) Children with emotional and behavioural needs will be monitored and appropriate strategies will be adopted in whole class teaching.
- c) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- d) 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.
- e) The SENDCO will be consulted as needed for support and advice and will observe the pupil in class in order to identify next steps and provide advice and strategies.
- f) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- g) If a pupil has recently been removed from the SEND list they continue to be monitored closely..
- h) Parents will be involved 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.
- i) 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 SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- j) 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.

SEND Support

Where it is determined that a pupil does have SEND, 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 SEND 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 class 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, SENDCO, parents and pupils 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 SENDCo.

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, parents and pupils in conjunction with the SENDCo 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.

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
- SENDCo
- Social Care
- Health professionals
- Educational 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:

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 the Parent Partnership Service on:

0115 948 2888

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 SEND will be given access to the curriculum through the specialist SEND 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 SENDCo will consult with the child's parents for other flexible arrangements to be made. Specialist Support, where available, will be sought to provide support and advice for modifications / adaptations to facilitate an inclusive school curriculum.

Support plans for individual children will be reviewed and updated annually and as necessary after each termly Pupil Progress meeting.

To achieve this we will aim to:

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

10. Inclusion of pupils with SEND

The Head Teacher, supported by the SENDCo oversee 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 the Senior Leadership Team together with the SENDCo 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.

We aim to ensure quality access to all areas of the curriculum, both indoors and outdoors, and also access to extra-curricular activities for all pupils, including those with SEND.

11. 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 is through our school questionnaires and also through termly structured conversations when writing the SEND Support Plans for the children on the SEND Support register.

Support plans are also in place for each of our children with SEND and are reviewed termly, in conjunction with our Pupil Progress Meetings.

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

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Headteacher, SENDCo and SEND governor and information is gathered from different sources: child and parent surveys/ teacher and staff surveys/parents and consultation evenings and the School Pupil Voice weekly SEAL assembly. 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.

12. Complaints procedure

Please refer to the standard Complaints Policy on our website.

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 Class Teacher, one of the Heads or the SENDCO, 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 SEND.

Our school operates the following training programmes:

The SENDCO attends relevant SEND courses, Family SEND meetings and signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENDCO, 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).

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 SEND pupils and to aid school inclusion.

As in section 7:

The SENDCO attends a termly Springboard meeting with the other SENDCO's in the Tuxford Family of Schools, together with the Family SENDCO and representatives from the multi-agency panel. The SEND children within the Family are discussed, and recommendations are made about the level of funding and outside agency support required by each School / child.

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 SENDCO, who will then inform the child's parents.

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

Schools and Family Specialist Services, including the Early Years team, Cognition and Learning Team, Communication and Interaction Team, Sensory Team.

Speech and Language Therapy.

Behaviour Support from the Bassetlaw Primary Behaviour Partnership.

Tuxford family SENDCO

15. Working in partnerships with parents

Sutton-on-Trent Primary and Nursery School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND 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 termly Parents' Evenings where progress reports are shared and when meeting to discuss/review their child's SEND Support Plan and targets, when structured conversations are carried out. 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 regard to the provision for their child.

We have an open-door policy where parents are encouraged to share any concerns or issues with school, as and when they arise.

The School's SEND **Governor Charlotte Saunders** may be contacted in relation to SEND matters.

16. Links with other schools

The school is a member of the Tuxford 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

Our SENDCo and Y6 teacher liaise with and share information with the SENDCo in the Secondary setting, prior to transition, to ensure that our pupils with SEND are appropriately supported through transition.

17. Links with other agencies and voluntary organisations

Sutton-on-Trent Primary and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Heads and the SENDCo are responsible for liaising with the following:

- Notts Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Children's Social Care
- Speech and Language Therapy Service (SALT)
- Behaviour Support Services
- Child and Adolescent Mental Health Services (CAMHS)
- Children's Centre.

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.]

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.