SEND Policy

Autumn 2026

1. Introduction

This SEND Policy outlines how our school identifies, supports, and monitors pupils with **Special Educational Needs and Disabilities (SEND)** in line with the **Children and Families Act 2014**, the **SEND Code of Practice (2015)**, and **Nottinghamshire County Council's Local Offer**.
We are committed to ensuring that every child achieves their full potential, regardless of need or disability.

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2. School Vision and Values

We believe that:

- Every child is entitled to a **broad, balanced, and ambitious curriculum**.
- Inclusion is at the heart of our practice.
- Early identification and high-quality teaching are essential.
- Parents and pupils are partners in the learning journey.
- Barriers to learning can be reduced through targeted support, reasonable adjustments, and a nurturing environment.

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3. Aims

Our SEND provision aims to:

- Identify needs early and accurately.
- Follow a 'graduated approach' to supporting pupils.
- Provide high-quality, evidence-based interventions.
- Ensure pupils with SEND make **good or better progress**.
- Work collaboratively with families and external agencies.

- Promote independence, confidence, and wellbeing.
- Prepare pupils for their next stage of education.

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4. Definition of SEND

A child has SEND if they have a **learning difficulty or disability** that requires **special educational provision** beyond what is normally available in our mainstream classrooms.
Needs fall under four broad categories:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health (SEMH)**
4. **Sensory and/or Physical Needs**

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5. Roles and Responsibilities

The Governing Body

- Ensures the school fulfils its statutory duties.
- Monitors the effectiveness of SEND provision.

Headteacher

- Oversees the strategic direction of SEND.
- Ensures resources and staffing meet pupils' needs.

SENDCo (Special Educational Needs & Disabilities Coordinator)

- Holds the National Award for SEND Coordination.
- Coordinates provision for pupils with SEND.
- Leads staff training and development.
- Works with external agencies (e.g., Educational Psychology, Speech & Language Therapy).
- Maintains the SEND register and oversees EHC plan processes.

Class Teachers

- Are responsible for the progress of all pupils, including those with SEND.
- Deliver high-quality teaching and adapted learning.
- Implement and review pupil profiles and provision maps.

Teaching Assistants

- Deliver targeted interventions.

- Support pupils in class (where appropriate).
- Support personal and intimate care routines.

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6. Identification of Needs

We use a graduated approach following the **Assess–Plan–Do–Review (APDR)** cycle.
Identification may come from:

- Teacher observations
- Pupil progress data
- Parental concerns
- External agency assessments
- Transition information from nurseries or previous schools

Early identification is prioritised to ensure timely support.

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7. The Graduated Response

Quality First Teaching (QFT)

All pupils receive high-quality teaching with:

- Adapted learning
- Scaffolding
- Visual supports
- Adapted resources
- Positive relationships

SEND Support

If a pupil requires provision beyond QFT:

- They are added to the **SEND Register**.
- A **Pupil Profile** or **Provision Map** is created.
- Interventions are implemented and reviewed termly.

Education, Health and Care Plans (EHCPs)

If significant, long-term needs persist despite SEND Support:

- The school, parents, or external professionals may request an **EHC Needs Assessment**.
- The SENDCo coordinates evidence and liaises with Nottinghamshire LA.

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8. Working with Parents and Carers

We value strong partnerships and will:

- Communicate regularly and clearly.
- Provide termly SEND review meetings.
- Signpost families to Nottinghamshire's Local Offer and support services.

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9. Pupil Voice

Pupils are encouraged to:

- Share their views on learning.
- Contribute to their Pupil Profiles.
- Participate in review meetings where appropriate.

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10. External Agencies

We work closely with:

- Nottinghamshire Educational Psychology Service
- Speech and Language Therapy
- Schools Inclusion Service (SIS) and Early Years Schools Inclusion Service (EYSIS)
- North Ashfield Partnership (NAP)
- Occupational Therapy
- Physiotherapy
- Early Help and Social Care
- Health professionals

Referrals are made with parental consent, unless the school DSL advises otherwise.

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11. Accessibility

The school complies with the **Equality Act 2010** and maintains an **Accessibility Plan**.
We ensure:

- Reasonable adjustments
- Accessible classrooms
- Adapted resources
- Support for medical needs (in line with the school's Medical Needs Policy)

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12. Transition Arrangements

We aim to ensure smooth transitions:

- Between year groups
- When beginning school
- From Year 6 to secondary school

This may include additional visits, meetings with receiving schools, and enhanced transition plans.

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13. Monitoring and Evaluation

SEND provision is monitored through:

- Pupil progress data
- Intervention impact reviews
- Learning walks
- Book looks
- Parent and pupil feedback
- Governor monitoring

The policy is reviewed annually.

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14. Complaints Procedure

Concerns should be raised initially with the class teacher or SENDCo.
If unresolved, the Headteacher or Governing Body may be contacted in line with the school's Complaints Policy.

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15. Nottinghamshire Local Offer

Information about services and support available across Nottinghamshire can be found on the **Nottinghamshire County Council Local Offer** website.