



## SEND Policy – Annesley Primary School

### 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.

---

### 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.
- 

### 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.
- 

### 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**
- 

## **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.
- 

## 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.

---

## 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.
- 

## **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.
- 

## **9. Pupil Voice**

Pupils are encouraged to:

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

## **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.

---

## 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)
- 

## 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.

---

## 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.

---



## **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.

---

## **15. Nottinghamshire Local Offer**

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