



Annesley Primary & Nursery School

Special Educational Needs Policy



Adopted: **October 2025**

Review date: **October 2026**

1. Policy Statement

At Annesley Primary School we are committed to providing an inclusive environment where all pupils are supported to reach their full potential. We recognise that all children are entitled to a broad and balanced curriculum, and that some may require additional support to overcome barriers to learning. This SEND Policy outlines how we support children with special educational needs and disabilities (SEND) in line with the Children and Families Act 2014, the SEND Code of Practice (2015), and the Equality Act 2010.

We follow the Nottinghamshire Graduated Approach to SEND support, ensuring high-quality, inclusive teaching and timely, appropriate intervention through a four-part cycle of Assess, Plan, Do, Review.

2. Aims and Objectives

- To identify and provide for pupils with SEND as early as possible.
- To ensure all pupils have access to a broad and balanced curriculum.
- To work in partnership with parents/carers and pupils.
- To promote the involvement of children and young people in decisions about their education.
- To work collaboratively with external agencies and professionals.
- To provide high-quality support and reasonable adjustments.
- To continually monitor the progress and development of pupils with SEND.

3. Definition of SEND

As defined in the SEND Code of Practice (2015), a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age, or
 - Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.
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4. The Role of the SENCO

The SENCO, **Marcella Olliffe**, is responsible for:

- Coordinating SEND provision.
 - Advising on the graduated approach and deployment of support staff.
 - Working with external agencies and services.
 - Ensuring that the school's SEND register is up to date.
 - Monitoring the effectiveness of interventions and provision.
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5. Identification and Assessment of SEND

We use the **Nottinghamshire Graduated Approach**, which begins with high-quality teaching and reasonable adjustments. When concerns arise, staff follow a structured process of identification and support through the:

Assess, Plan, Do, Review (APDR) cycle:

- **Assess:** The child's needs are assessed using a range of evidence, including teacher observation, assessment data, and views of the child and parents.
- **Plan:** An individualised plan is created, detailing outcomes and support strategies.
- **Do:** Support is implemented by teachers and teaching assistants under guidance from the SENCO.
- **Review:** Progress is reviewed with all stakeholders and decisions made about next steps.

This cycle ensures timely intervention and continuous evaluation.

6. The Nottinghamshire Graduated Approach

The school adheres to the **Nottinghamshire Graduated Approach**, which outlines three levels of support:

- **Universal:** High-quality teaching for all pupils.
 - **Targeted:** Time-limited interventions and support based on emerging needs.
 - **Specialist:** More intensive, individualised support, possibly involving external professionals and Education, Health and Care Plans (EHCPs).
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7. Education, Health and Care Plans (EHCPs)

If a child's needs cannot be met through standard SEND support, the school (in consultation with parents and professionals) may request an **Education, Health and Care Needs Assessment** from the Local Authority. Parents are also able to request assessment for an EHCP, through the Nottinghamshire County Council website.

If granted, an EHCP is developed, setting out long-term outcomes and provision. This is reviewed annually.

8. Training and Resources

- The SENCO oversees training for staff to ensure high-quality inclusive practice.
 - Staff receive regular CPD related to SEND (e.g., dyslexia, ASD, SEMH).
 - Resources are allocated according to pupil need, including additional adult support, specialist equipment, or interventions.
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9. Accessibility

We comply with the **Equality Act 2010** and ensure the school is accessible for pupils with disabilities. The school's **Accessibility Plan** sets out how we plan to improve access to the physical environment, curriculum, and information.

10. Complaints Procedure

Complaints related to SEND should be raised with the class teacher in the first instance, followed by the SENCO (Marcella Olliffe). If unresolved, the Headteacher should be contacted, and the school's Complaints Policy followed.

11. Monitoring and Evaluation of SEND Provision

The effectiveness of SEND provision is monitored through:

- Data analysis and progress tracking
 - Feedback from staff, pupils and parents
 - Learning walks and work sampling
 - Review of APDR cycles and interventions
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12. Review of Policy

This policy will be reviewed annually by the SENCO, SLT and governing body. It will be updated in line with local and national guidance.