

# Priestsic Primary and Nursery School

## Special Educational Needs Policy



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### Contents:

Mission Statement .....	3
1. Aims and objectives .....	3
2. Responsibility for the coordination of SEN provision .....	4
3. Arrangements for coordinating SEN provision .....	4
4. Admission arrangements .....	4
5. Specialist SEN provision .....	4
6. Facilities for pupils with SEN .....	5
7. Allocation of resources for pupils with SEN .....	5
8. Identification of pupils' needs .....	5
9. Access to the curriculum, information and associated services .....	8
10. Inclusion of pupils with SEN .....	8
11. Evaluating the success of provision .....	9
12. Complaints procedure .....	9
13. In service training (CPD) .....	9
14. Links to support services .....	9
15. Working in partnership with parents .....	10
16. Links with other schools .....	10
17. Links with other agencies and voluntary organisations .....	11

**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 government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. The New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March comes into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice (January 2015) 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](http://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](http://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

Priestsc Primary School promotes the personal development of all pupils within the school. We endeavour to ensure that when individual problems arise they are identified, assessed and met through various ways. The school is fully committed to provide equal opportunities in order that all children benefit from their educational provision and develop their full potential. It is also acknowledged that all pupils are entitled to experience a broad balanced and relevant curriculum, including the National Curriculum at an appropriate level.

We acknowledge the importance of strong links between school, home and community and we will continue to work on strengthening these connections.

## 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*.

- To identify at the earliest opportunity all the children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework and in line with the *Special Needs Code of Practice*.
- To ensure that these children are fully included in all school activities in order to promote the highest levels of achievement.
- To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the strategy adopted by the school.

### 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 and feeding schools or early years settings – where applicable 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 SENCo and Head Teachers 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 annually 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. School has established links with School Behaviour and Attendance Partnership (SBAP), Forest Schools, NIDAS, Family Support Network, Climate for Learning, Family of Schools – SENCo network, Speech and Language Therapy Services, Educational Psychology Team.
- **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/SENCo 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.

## 2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is the Headteacher, Sarah Stamp.
- The person co-ordinating the day to day provision of education for pupils with SEN is Lisa Palmer, SENCo.
- We have good links with the speech and language services and they visit school regularly.
- We have developed good links with the School Nurse and Health visitor and they support us with routine health checks. They also offer support to families around behaviour, toileting and routines.
- Sure Start Family workers offer support and group sessions to Foundation stage children and parents.

## 3. Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN Support records such as provision maps and Pupil Profiles.

**All staff can access:**

- The Priestsic Primary 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 their Pupil Profile and any assessments or external agency reports.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the staff IT system on individual pupils and their special needs.
- 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

As a school we are committed to inclusion. 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. More detailed information about admission arrangements are available in the admissions policy and this is available on the school website.

The school has good links with local secondary schools and Special Schools and sets up individual transition plans for pupils with SEN.

## 5. Specialist SEN provision

Whilst Priestsic Primary and Nursery School has no specialist SEND provision facility, we are committed to whole school inclusion. We endeavour to make ***reasonable adjustments*** to enable all our pupils with SEND to access a broad and balanced curriculum and participate in the wider life of the school.

Children are monitored, reviewed and assessed termly and if additional interventions, resources or support are required then they are purchased and delivered accordingly.

The number of pupils identified as having SEND changes termly, as a result of the reviewing, assessing and monitoring process, we then update the SEN register accordingly.

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 SEN**

Priestsc Primary complies with all relevant accessibility requirements and these also include specialist facilities for SEN provision.

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

1. Three fully accessible toilets with plinths and two of those also have shower facilities.
2. Application for additional time or adapted scripts for Year 6 SATs.
3. School transport provided as necessary for pupils.
4. ICT equipment and programmes as appropriate.
5. Ramped entrances to all areas of school.

## **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 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.

Funding is received from the Family Budget, the High Level Needs budget and also pupil premium funding. Resources are then allocated through discussions between the SENCo and the Headteachers. School also, where appropriate, applies for resources through the inclusive technology budget and through the physical disability support service. Some equipment is also provided by the physiotherapy and occupational therapy teams at Kings Mill Hospital.

Further relevant sources of funding and resources may also be obtained from Pupil Premium funding which is allocated to raising the achievement of all children and young people who receive free school meals or have been registered for free school meals within the previous 6 years. Children within school who are Looked After by the local authority may also receive additional funding which is planned for within their Personal Education Plan (PEP).

## **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 by the class teacher.

- b) Initial concerns about a child possibly having SEND may be raised by the class teacher, parents or other professionals. Once a concern has been raised, the class teacher takes overall responsibility for the child's educational programme to address their needs within usual classroom learning. The teacher will implement a differentiated programme of learning within the classroom, including support from a teaching assistant and/or parental support where possible and appropriate.
- c) Parents will be aware that a concern has been raised at this stage.
- d) Evidence of the child's learning/behaviours will be scrutinised. Strategies used and progress made will be monitored and recorded.
- e) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- f) The child will be reviewed half a term after the initial concern was raised.
- 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) 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.
- i) If the child is still not making satisfactory progress, the class teacher will consult the SENCo who will make a decision based on the evidence gathered about the most appropriate course of action. This could be adding the pupil to the Special Needs Register to secure SEND support.

### ***SEND Support***

Where it is determined that a pupil does have a SEND, this will be discussed with the parents and, with parental consent, the pupil's name will be added to the school's SEND Support Register. 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 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, 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 /subject 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 can be requested by the school or the 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 an EHCP will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health 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. Only 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](http://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 Ask Us Nottinghamshire Service on:

**0115 804 1740**

### ***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 SEND 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.

The whole school curriculum is reviewed annually and access arrangements considered.

The school has a provision map which identifies interventions for individuals and groups. This is updated half termly.

Here at Priestsic Primary School we ensure that we:

- 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 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.
- 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.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEN**

The Head Teacher 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 all staff together with the *SENCo* 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 the North Ashfield Behaviour and Attendance Partnership (SBAP).

We are a fully inclusive school and believe that pupils should have access to all areas of the curriculum including extra-curricular activities. If additional support or specialist resources are needed to enable this to happen then school will endeavour to make the necessary arrangements.



## **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 will be gathered through parent questionnaires, staff surveys and pupil interviews/questionnaires.

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

The school has a provision map which is reviewed half termly. Interventions that are used to support pupils are monitored and evaluated to ensure pupils make good progress.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo, Head Teacher and SEND Governor and information is gathered from different sources such as child interviews, parent questionnaires, teacher and staff surveys and parent's evenings. 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**

Due to our strong commitment to home school links, we would hope that any concerns would be addressed on an informal level by staff. However, 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 SENCO or Headteacher (as appropriate), 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.

Our school operates the following training programmes:

The SENCo attends relevant SEND courses, Family SEN meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. Annually, the family SENCO group discuss and arrange appropriate whole family training. The school attends all appropriate Local Authority training.

We recognise the need to train *all* our staff on SEND issues and we have funding available to support this professional development. The SENCo, 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 SEN pupils and aid school inclusion.

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 SENCo who will then inform the child's parents.

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

- North Ashfield Behaviour and Attendance Partnership (SBAP)
- Family Service
- Schools and Families Specialist Services (S.F.S.S)
- Educational Psychologist
- Speech and Language Therapy (SaLT)

- Primary Social Emotional Development Team (PSED)
- Sure Start
- Family Support Workers
- Early Help Team
- Social Care
- Physical Disability Support Service (PDSS)
- Community Paediatrician
- School nurse/Health visitor
- Physiotherapy
- Occupational Health
- CASH counselling service – school based

## 15. Working in partnerships with parents

See also our Parent/Carer Partnership policy.

Priestsc Primary 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 SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through parent's evenings, Pupil Profile reviews and annual reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority *Ask Us* Nottinghamshire 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 SEND Governor, Miss Liz Kitts, may be contacted in relation to SEND matters at [liz.kitts@nottsgov.uk](mailto:liz.kitts@nottsgov.uk)

## 16. Links with other schools

Priestsc Primary School is a member of the Sutton 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

When a parent is selecting the most appropriate setting for their child they will need to visit different settings. The SENCo is available to accompany them to other schools if they require the support. The SENCo is also available to discuss any concerns and queries that the parents or children may have.

When a child is moving to another setting they will have transition visits where an adult from Priestsc Primary School will visit with the child that is moving. These transition visits will build gradually in length as their start date for the other setting gets nearer.

Also, the child will have the opportunity to take photographs of their new setting to create a transition booklet to take home with them.

Additional to the visits a staff member from the new setting will often visit the children in their current class at Priestsc. This provides an opportunity for the current and new staff to share assessments and strategies to support the child.

## **17. Links with other agencies and voluntary organisations**

Priestsc Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- North Ashfield Behaviour and Attendance Partnership (SBAP)
- Family Service
- Schools and Families Specialist Services (S.F.S.S)
- Educational Psychologist
- Speech and Language Therapy (SaLT)
- Primary Social Emotional Development Team (PSED)
- Sure Start
- Family Support Workers
- Early Help Team
- Social Care
- Physical Disability Support Service (PDSS)
- Community Paediatrician
- Health Service – hospital support
- School nurse/Health visitor
- Kings Mill Hospital – medical support and advice for specific health conditions
- Nottinghamshire Domestic Abuse Service (NIDAS)
- Women’s Aid Integrated Services (WAIS)
- Ask Us Nottinghamshire (formerly Parent Partnership)
- Occupational Therapy Team
- Physiotherapy Team
- Dieticians

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND 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.

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**This policy will be reviewed annually.**