



Bagthorpe Primary School

Special Educational Needs Policy

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Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND 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 coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

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.SENDdlocaloffer.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

SPECIAL EDUCATIONAL NEEDS AT BAGTHORPE PRIMARY

Special Needs provision at Bagthorpe takes place in accordance with a nationally agreed framework known as the *Special Educational Needs and Disability Code of Practice*.

This policy outlines how it is applied at Bagthorpe and is written to inform parents, staff and governors.

The Staff and Governors at Bagthorpe Primary School are fully committed to an inclusive approach to children with Special Educational Needs & Disabilities (SEND), regardless of race, gender, religion or disability. It is our policy to actively encourage the involvement of all staff, pupils and parents in the education of children with Special Educational Needs. We value the abilities and achievements of all our pupils, and we are dedicated in providing, for every child, the best possible environment for learning.

The Vision for Our School

At Bagthorpe we are dedicated to raising standards for all children and believe that the abilities and achievements of all pupils should be valued equally, whether they have physical, sensory, emotional, behavioural, specific, or general needs. Every child is entitled to experience a broad and balanced curriculum which is matched to the needs of the individual and which enables them to reach their full potential.

At the heart of our work lies a cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests that children bring into the school. The vast majority of children will learn and progress within this framework. Those who have difficulty in doing so may have special educational needs.

1. Aims and objectives: To be effective our **SEND** teaching must seek to support and develop the whole child. Therefore, it is a consideration which must permeate the whole curriculum, the way the school is organised, the way we treat each other and the partnership we maintain between home and school. In this way all our school aims are relevant. Moreover, we are committed to sustaining equal opportunities within this, as stated:

'We will give children the experience of Bagthorpe as a caring, supportive, secure community, where life is enjoyable, stimulating and rewarding, and where there is equal provision, regardless of gender, race, intellectual or physical abilities.'

Our aims are:

- To provide a broad, balanced and inclusive curriculum for all pupils, including trips, residential visits and extra-curricular activities.
- To raise aspiration and achievement for all pupils.
- To identify and assess children with Special Educational Needs and Disability (SEND) as early as possible.
- To ensure that all procedures for identifying children with SEND are known, understood and implemented by everyone.
- To provide differentiation within a balanced and broadly based curriculum, in a way that supports all children, including those with SEND.
- To ensure that records relating to SEND follow the child through the school, and are clear, accurate and up-to-date.
- To raise staff awareness of and expertise with SEND through INSET and training.
- To work in partnership with parents.
- To maintain close links with support services and other professionals and agencies.
- To ensure that all children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their primary school career.
- To provide adequate resourcing for SEND.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Objectives:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services, pre-school settings, feeder schools and external providers, prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND 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 SEND have full access to the National Curriculum.** This will be co-ordinated by the Senior Leadership Team, the SENCO and the Inclusion Co-ordinator, 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, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **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.** This means providing regular informal and formal one to one meetings between pupils and their teacher, TA, SENCO or the Inclusion Co-ordinator. Pupil participation is a right. This will be reflected in decision-making, but also encouraged through wider opportunities for participation in school life, eg, membership of the School Council.

2. Responsibility for the coordination of SEND provision:

- The people responsible for overseeing the provision for children with SEND are Mr David Walton (Head teacher) and Mr Michael Green (SEND Governor).
- The people coordinating the day-to-day provision of education for pupils with SEND are Mrs Shelley Jenner-Dyer (SENCO) and Miss Kim Harrison (Inclusion Coordinator).

3. Arrangements for coordinating SEND provision: The *SEND team* will hold details of all *SEND Support records, such as provision maps, structured conversations, medical information, external agency reports, review meeting minutes and records of interventions* for individual pupils. Copies of current medical information is kept in class teachers' SEND files for day to day use and the targets and records of interventions are kept in the IEP files.

All relevant staff can access:

- The Bagthorpe Primary School 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 medical records, copies of structured conversations, targets set/review meeting minutes and guidance from specialists.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities.
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff, in the SEND Local Offer, 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.

Parents/Carers will have access to their child's individual support records. They can access an overview of the school's SEND provision through the Local Offer and school SEND policy. More information on our

local offer can be found at: https://youtu.be/W90qvdBgl_U (short version) or <https://youtu.be/MPNpAVrAvTc> (longer version).

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. The school aims to meet the needs of any pupil whose Parent/Carer wishes to register at this school, as long as a place is available and the admissions criteria fulfilled. No pupil will be refused admission solely on the grounds that he/she has SEND except where he/she is the subject of an EHC plan and the Local Authority has indicated that the provision required is incompatible with that available at the school.

Transition: Smooth transition between key stages and between schools is important for all children. For children with SEND and/or a disability, this process will generally include additional advance planning in order to provide reassurance for parents/carers and children and to ensure that the needs of the child are understood so that appropriate provision is put in place.

For pupils joining this school, the following identification and planning processes will take place:

- The SEND team will liaise with the SENCO/member of staff from the previous school/setting
- All pupils with SEND and/or a disability will be identified through discussion with staff at the previous setting during the year prior to transition
- Parents will be involved at all stages and invited to school for an initial Transition meeting
- Where it is helpful, members of staff may attend a review meeting and where necessary, carry out observations at the previous setting
- If the pupil is receiving additional support the SEND team will liaise with the setting and seek recommendations regarding the type of provision the pupil will require at the next key stage
- Additional visits will be arranged for pupils with SEND if required, prior to admission.

For pupils moving from this school:

- The SEND team will liaise with the SENCO/member of staff from the receiving school
- The SENCO at the receiving school will be invited to the final review meeting where appropriate and always for pupils with an EHCP
- The SEND team and class teachers will identify pupils who would benefit from additional visits and these will be arranged with the staff of the receiving school.

5. Specialist SEND provision: We currently have 14 members of staff who specialise in SEND provision and support - Head Teacher, 8 Teachers and 5 Teaching Assistants.

We are committed to whole school inclusion. For more information on our provision for inclusion see section **10**.

6. Facilities for pupils with SEND: Bagthorpe Primary school complies with all relevant accessibility requirements. The school building is fully wheelchair accessible and has disabled toilet facilities. For further information, please refer to the school's Access Plan.

7. Allocation of resources for pupils with SEND: 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.

Other sources of funding and resource allocation includes: pupil premium and equipment provided through inclusive technology, such as laptops, where necessary.

ASN: (Additional School Needs) Responsibility for allocating school-based funding ultimately lies with the Head teacher in consultation with the SEND team. Once identified, needs are met initially through additional support provided in or outside the classroom following discussions between the Head teacher, class teachers, parents/carers, the SEND team, the pupil and any other relevant external agency.

AFN: (Additional Family Needs) Where additional needs are identified, the family of schools operate a process of moderation across all schools using the funding available from the Local Authority. All SENCOs and the Family SENCO within the family are involved in this process. This funding is in addition to the school-based funding.

HLN: (Higher level Needs) Further funding as detailed above is provided where needed for complex needs by the LA.

Other funding: Pupil premium: a grant is received for each child who is entitled to receive FSM or who has been entitled over the previous 6 years. The school publishes information about how this is allocated on the school website. For children with SEND, this funding may be used for 1:1 or group work.

Pupil premium plus: a grant for children who are looked after, including children with residency or special guardianship. Again, for pupils with SEND in this category this would mainly be used for 1:1 activities.

PE and Sport Grant: this is available for all for sporting activities and will be used, where appropriate, for children with SEND to provide specific additional activities.

Support for pupils with complex medical needs can be applied for from the Children, Families and Cultural Services.

8. Identification of pupils' needs:

Identification: See definition of Special Educational Needs at the beginning of the policy.

A graduated approach: *Quality First Teaching*

- 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.
- 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.
- 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.
- The SEND team will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring may be necessary.
- 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.

- 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.
- 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 record. 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, SEND team 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 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 SEND team.

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 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
- SENCO/Inclusion Coordinator
- 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. 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 SENDD Local Offer:

www.nottinghamshire.SENDdlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 977 4012 or 0115 977 3323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]:

- 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.
- 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.
- 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 appropriateness of the school curriculum for children with SEND is reviewed regularly, following discussions regarding progress and attainment.

The school's SEND register and intervention provision map are reviewed termly, and amended as needs are identified. Group and individual interventions are reviewed regularly for effectiveness and adapted, changed or alternative interventions provided as required.

Consideration is given to:

- 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 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.
- Making use of all class facilities and space.
- 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.
- Any decision to provide group teaching outside the classroom will involve the SEND team in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting 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 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 the Head teacher and Senior Leadership Team, 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.

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.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SEND team, Head teacher and SEND governor and information is gathered from different sources such as child and parent surveys, informal discussions, Structured Conversations and parents' 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.

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

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure: 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 SEND team, who will be able to advise on formal procedures for complaint.

For further information, please refer to the general complaints procedure.

13. Inservice 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.

The SENCO/Inclusion Co-ordinator attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and offer opportunities for training through the family of schools through twilight and online training sessions. The SEND team, together with the Senior leadership team, ensure 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 aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. This is a two-way process and all parties, including parents/carers will be kept fully involved. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher, SEND team or Head teacher and following discussing, the child's parents will be informed.

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

- Speech and Language Therapy (SALT)
- Educational Psychologist (EPS)
- Schools and Families Specialist Services (SFSS) - includes cognition and learning, autism team and communication and interaction team
- Early Years Schools and Families Support Services (EYSFSS)
- Physical difficulties support services (PDSS), including visual and hearing impairment teams
- Children and Adolescent Mental Health Services (CAMHS)
- Emotional health and well being
- Health, including dieticians and specialist nurses
- Bereavement services
- Child protection and social care
- Personal, Social Emotional Development (PSED) support services
- Family support workers
- Other specialist outreach services (eg, Therapet)

15. Working in partnership with parents: At Bagthorpe Primary School, we believe 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

The school has an open-door policy for parents/carers to make contact if they have a particular concern about their child and/or the provision being made.

Parents are kept up-to-date with their child's progress, through informal discussions, parents' evenings and twice-yearly written reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs and may include additional review meetings and/or structured conversations. The SEND team may also signpost parents of pupils with SEND to external agencies and organisations, for specific guidance and support.

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, Mrs Karen Jones, may be contacted, via the SEND team, in relation to SEND matters.

16. Links with other schools: The school works closely with other schools within the Selston High Family of Schools and the 'Together as One' Collaboration. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition: Please refer to section 4.

17. Links with other agencies and voluntary organisations: Bagthorpe Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO and the Inclusion Coordinator are the designated people responsible for liaising with agencies and organisations.

Representatives from voluntary organisations, the family SENCO and other external agencies may be invited to liaison meetings throughout the year to discuss SEND provision and progress and to 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.

Signed: (Head teacher)	 _____	<i>[Name]</i>	Date: <u>30.06.2025</u>
Signed: (SENCO)	 _____	<i>[Name]</i>	Date: <u>30.06.2025</u>
Signed: (SEND Governor)	 _____	<i>[Name]</i>	Date: <u>30.06.2025</u>

This policy will be reviewed annually.