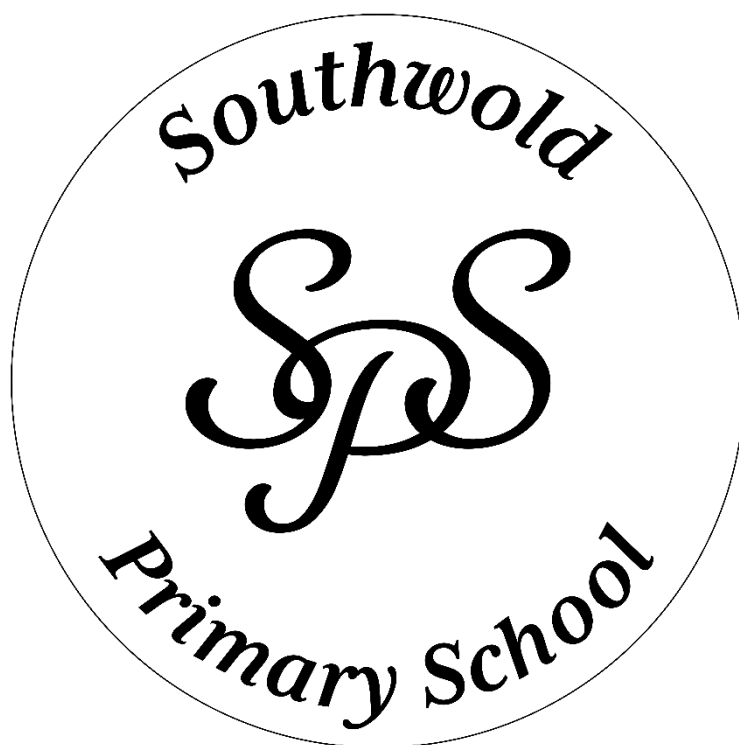




SEND Policy

June 2026 - 2028

Aims:

The aims of this policy are to:

- Ensure early identification of Special Educational Needs and Disabilities (SEND).
- Enable all pupils to access a broad and balanced curriculum.
- Promote high aspirations and expectations for all pupils.
- Remove barriers to learning and participation.
- Ensure pupils with SEND make good progress from their starting points.
- Work collaboratively with parents, carers and external agencies.
- Ensure compliance with statutory duties and guidance.
- Promote inclusion, independence and pupil voice.

Legislation:

This policy is based on:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education
- The Education Act 1996

Introduction:

We are committed to providing an inclusive environment where all pupils feel valued, respected and supported. We believe that every child is entitled to an ambitious education that enables them to achieve their potential, become confident individuals and prepare successfully for the next stage of their education and future life.

The SEND policy pervades all curriculum policies in the school. Some pupils experience barriers to learning and participation. that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the Local Authority (LA);
- c) are under compulsory school age and fall within the definition at a) or b) above, or would do so if special educational provision was not made for them.

(taken from Section 1.3 of the SEN Code of Practise)

SEND may relate to one or more of the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Some pupils may also have medical needs that require support to enable them to access learning and participate fully in school life. Where appropriate, the school will work closely with families, healthcare professionals and external agencies to ensure that suitable arrangements and reasonable adjustments are in place.

Children may have special educational needs either throughout or at any time during their school career. We will assess each child as required and make the appropriate provision, based on their identified needs.

Aims and Objectives

- Ensure we meet the needs of all pupils with SEND.
- Involve and inform parents/carers about their child's progress and encourage them to work with us in supporting their child
- Identify at the earliest opportunity, assess, plan, do and review progress of pupils with SEND.
- Enable every child to experience success and have high aspirations for all children including those with SEND.
- Maximise the use of support services.
- Use the widest possible range of support and intervention strategies in helping children to make the maximum amount of progress.

Equal Opportunities

Southwold Primary School and EYC is an inclusive school. We recognise that all teachers are teachers of SEND. We believe in equal access to learning for all children. We aim to recognise the needs of each individual child according to ability and aptitude. Our approaches and resources reflect balanced, positive images of race, gender and disability. We aim to ensure all children are equally encouraged to participate positively and to achieve their potential.

In accordance with the Equality Act 2010, the school will make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers. We are committed to removing barriers to participation and ensuring equal access to all aspects of school life.

Curriculum

All children with SEND are encouraged to access all aspects of the curriculum. In order to meet the learning needs of all pupils, teachers use adaptive teaching strategies. Where pupils are identified as having special educational needs, the school provides for these needs in a variety of ways. The provision for pupils is related specifically to their needs. Pupils identified as SEND have access to the following additional support:

- In class support for small groups with a Teaching Assistant (TA).
- Small intervention groups withdrawn with TA support.
- Individual support either in class or withdrawn.
- Adapted resources.
- ICT resources eg: iPads, computer programmes.
- Our children with the most significant need are educated within The Willows, our Enhanced Provision, either on a full time or part time basis.

Teaching Approaches

The school recognises that:

- High-quality teaching is the first response to SEND.
- Adaptive teaching benefits all learners.
- Reasonable adjustments are made where required.
- Pupils with SEND are fully included in school life wherever possible.

Teachers will:

- Adapt teaching approaches.
- Use scaffolding and visual supports.
- Provide appropriate resources and technology.
- Ensure accessibility of learning materials.

High-quality teaching remains the foundation of SEND provision.

Staff Training

Staff receive regular SEND training including:

- Adaptive teaching
- Autism awareness

- Speech and language development
- SEMH support
- Trauma-informed practice
- Specific interventions

The SENDCO maintains up-to-date knowledge through ongoing professional development, including attendance at the NST Inclusion and Enhanced Provision network.

Pupil Voice

At Southwold Primary School and EYC, we recognise the importance of listening to and involving pupils in decisions about their education. We actively seek the views of pupils with SEND and encourage them to contribute to discussions about their learning, support and aspirations. Pupils are involved in reviewing targets, identifying what helps them learn and sharing their views during review meetings where appropriate.

Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Pupil progress data
- Provision reviews
- Learning walks
- Pupil voice
- Parent feedback
- SEND Governor monitoring
- Annual SEND self-evaluation

Graduated Approach:

Assess

We gather information from:

- Teacher assessment
- Standardised assessments
- Parent and pupil views
- Previous attainment
- Information from previous setting where appropriate
- External professionals where appropriate

Plan

Provision Maps and Support Plans identify:

- Desired outcomes
- Provision and reasonable adjustments
- Strategies and interventions
- Staff responsibilities
- Success criteria
- Review dates

Do

- Class teachers remain responsible for:
- Delivering planned provision
- Monitoring effectiveness
- Working with support staff

Review

- Progress is reviewed:
- At least termly
- With parents and pupils
- Against agreed outcomes

Provision is then adjusted as the graduated approach is cyclical and responsive to changing needs.

Concern

Initial concerns noted by the class teacher and recorded on a Concern form or relevant Routes 2 Inclusion (R2i) paperwork e.g. Initial Concerns checklist, parents/carers informed, needs met by the class teacher/TA, progress monitored.

SEND

At this stage, a child will be on the SEND register. Where appropriate, a Provision Map is completed, outlining areas of difficulty, targets and a timetable highlighting when provision will take place. These are shared with parents at Parents Evenings.

Children at this stage may also receive funding from the HLN (High Level Need) budget for additional adult support. Advice/support strategies will be sought from outside agencies.

EHC Plan

An Educational Health Care Plan (EHCP) will be considered when a child has complex SEND that requires extensive provision or they have demonstrated significant cause for concern over an extended period of time. An EHCP can be requested by the child's school, from a parent or a referral by another agency by completing the referral form available from Nottingham City SEND Service

Mental Health

We actively promote children's wellbeing and mental health through our curriculum, assemblies, wider school ethos and daily interactions. We recognise the importance of developing positive self-esteem, resilience and emotional wellbeing. We also recognise our responsibility to identify emerging mental health needs and work collaboratively with families and external agencies to secure appropriate support where required.

We have a Learning Mentor in school who carries out 1:1 'check in's', holds Theraplay and Lego therapy sessions. Two members of staff have ELSA training.

From September 2026, we will enhance our SEMH offer through both targeted and universal provision, ensuring all pupils have access to support that promotes positive wellbeing, emotional resilience and successful engagement in learning.

Support Services available to us as part of Nottingham City's Local Offer:

- The Sensory and Physical Team
- Inclusive Education Service, including the ASD is the team and INclude
- Community, Child and Adolescent Mental Health Service
- Community Educational Psychology Service
- Speech and Language Therapist
- The Continence Team
- School Nurse
- Social Care
- Disabled Children's Team
- Community Paediatric Services
- Occupational Therapist

- Physiotherapist.

For further information, please see: www.nottinghamcity.gov.uk/localoffer

SEND Information Report

The school's SEND Information Report is available on the school website and is reviewed annually. The report provides detailed information about the provision, support and services available for pupils with SEND and should be read alongside this policy

Admission Arrangements:

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Disabled access is provided into school at all the external doors. There is a disabled toilet in the entrance hall which is used by staff and visitors. There are no stairs within the school.

Role of the Coordinator

The Code of Practice requires each school to have a member of staff to take on the role of the SENDCO, whose training will be supported by the school and will be given an allocation of time to carry out their duties and responsibilities. The SENDCO is responsible for co-coordinating the strategic development and the day-to-day operation of the school's SEND policy. In addition to this the SENDCO is responsible for:

- Liaising with parents and other professionals in respect of children with SEND
- Advising and supporting teachers in school regarding the graduated level of support, appropriate resources and strategies to support learning
- Ensuring that relevant background information and current provision documents, including records, about individual children with SEND are collated and updated
- Recording and updating a register of children with SEND
- Liaising with the SEND governor
- Arranging annual reviews for all pupils with an Education, Health Care Plan and termly reviews for children with SEND
- Monitoring the provision and progress of children with SEND
- Leading training in school on SEND as appropriate
- Working closely with all staff
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- To provide and update the minutes from review meetings.
- To liaise with parents and advise them when external agencies will be working with their child.
- Liaising with the relevant Designated Teacher where a Looked After Child has SEND
- Ensuring that appropriate transfer arrangements are in place.

The role of Class Teachers:

- To begin to identify, in liaison with the SENDCO and parents, children who have barriers to learning
- To know which pupils in their class are on the SEND Register and at which stage
- To ensure all aspects of learning are adapted to fully meet the needs of all pupils
- To write individual Provision Maps for pupils with SEND (where relevant) and those with an EHCP
- To ensure that these Provision Maps are reviewed with the parents (and child if appropriate) at least twice a year and at least annually for an EHCP
- To ensure TAs are deployed effectively within their class or when doing group interventions.

- To liaise at least half termly with The Willows staff to review and monitor the progress of any pupil in their class who attends the provision, either on a part time or full-time basis.

The role of Teaching Assistants:

Under the guidance of the Class Teacher and SENDCO to:

- Carry out activities and learning programmes/intervention and to keep records of this work as requested
- To support children in class or by withdrawing individuals/small groups to deliver specific intervention
- To feedback to Class Teacher and SENDCO about the progress of individuals they support
- To be fully aware of the school's SEND policy.

Role of the Governing Body and Headteacher

- The Governing Body and the Headteacher are in a monitoring role to:
- Review SEND provision and outcomes through regular reports from the SENDCO.
Ensure that pupils with SEND are able to participate fully in all aspects of school life.
Monitor the implementation of this policy and compliance with statutory duties.
- Ensure statutory SEND duties are fulfilled.
- Monitor SEND provision and outcomes.
- Appoint a SEND Governor.
- Ensure adequate resources are available.
- Promote an inclusive ethos.
- Ensure SEND remains a whole-school responsibility.
- Support the SENDCO in implementing this policy.

Role of Parents and Carers

We encourage parents/carers to be as fully involved with the SEND provision for their child as possible. Parents are encouraged to attend termly review meetings with the class teacher and SENDCO. Parents are welcome to discuss any aspect of their child's provision with the class teacher, SENDCO or Headteacher.

Preparing for Adulthood and Independence

Although Southwold Primary School and EYC is a primary setting, we recognise the importance of preparing pupils for future learning and life. We support pupils to develop independence, communication skills, resilience, self-confidence and self-advocacy. These skills are embedded within classroom practice, wider school experiences and targeted support programmes where appropriate.

Transition

In order to ensure a smooth transition, Southwold Primary School and EYC will make arrangements to share all relevant information with the child's next placement including written records, visits and meetings.

Transition arrangements between schools may include:

- Meetings between SENDCO's
- Transition booklets – photo and sign/symbol supported
- Extra transition visits, supported by outside agencies such as the Autism Team
- New Class Teacher invited to summer term provision meetings

Transition within Southwold, between key stages and classes may include:

- Transition booklet – photo and sign/symbol supported
- Extra transition visits
- Transition meeting between current and new class teacher
- One Page Pupil Profiles completed to pass on to next class teacher with guidelines on how best to support the pupil
- New class teacher to meet parents/carers

- Paperwork such as R2i documents and Provision Maps to be shared.

When pupils transition to Southwold from other settings it may be necessary to put in place a phased entry. This allows us to assess/understand a pupil's needs and consider what arrangements need to be made to best meet these additional needs. A phased entry enables us to gradually build up the pupil's familiarity with staff and the setting.

Attendance

We recognise the importance of good attendance in supporting positive outcomes for pupils with SEND. The school will work closely with families and external agencies where appropriate to identify and reduce barriers to attendance, ensuring that pupils can access the support and provision they need to achieve their potential.

Complaints:

If there are any complaints relating to the provision for pupils with SEND, these will be discussed initially with the class teacher. If this isn't resolved an appointment can be made with the SENDCO and Headteacher. The Chair of Governors may then be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Policy Review

Date of Issue: June 2026

Ratified by Governors: 23.06.26

Review Date: June 2027

This policy will be reviewed annually, or sooner if changes in legislation, guidance or local authority procedures require it.