



Elkesley Primary  
and Nursery School  
Special Education Needs and  
Disability Policy

Updated/Reviewed by	<b>K Griffiths</b>
Date	October 2024
Date approved by the Governing Body	
Recommended review period	Annual
Date for review	October 2025

## Contents:

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

**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.

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.

# 1. Mission statement /Aims and Objectives

## Our Vision

To inspire a community of life-long learners.

## Our Mission

At Elkesley Primary and Nursery School we show a passionate commitment to learning and recognise the uniqueness of individual learners: ensuring all of our pupils enjoy their learning and develop the necessary skills to unlock their full potential. We believe that by working in partnership with parents and the local community, we can instill a love of learning that lies within all of our children, preparing them to be happy and successful. Our curriculum is carefully designed to be both challenging and exciting which nurtures our pupil's genuine desire to learn whilst developing confidence and self-esteem - inspiring today's children for tomorrow's future.

## Our Core Values

At Elkesley, we are:

- Welcoming
- Happy
- Talented
- Compassionate
- Resilient
- Achievers

## Our Aims and Ethos

In preparing our children for a happy and successful life, we aim:

- To prepare our children to be the best that they can be by establishing a life-long love of learning.
- To continually raise standards to ensure all children reach their full potential.
- To provide a safe, stimulating environment which creates positive attitudes to learning.
- To support our children in becoming independent, respectful, happy and motivated learners with a belief in themselves.
- To celebrate each child's uniqueness, individuality, talents and achievements.
- To build strong collaborative partnerships with families and the local community.
- To arrange enhanced opportunities for learning through visits to places of interest or visitors who come into school to enrich our learning and broaden knowledge.
- To instill the value of community and working and living together productively.

## **Objectives**

### **To:**

- **Identify the needs of pupils with SEND as early as possible.** This is done by gathering information from parents, education, health and care services *[and other 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. The SLT and SENDCo also monitor the progress of these children on a termly basis.
- **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 SENDCo and Head 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 and providing regular reports on their child's progress. An Information Report on the provisions for pupils within the school is updated annually and is available on the County's Local Offer and school websites. School also provides families with information regarding relevant training/information sessions available outside of school.
- **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.** All pupils, including those with SEND, are involved in all aspects school life, where opinions are heard and decisions are made eg school council committees, working parties, community links and pupil voice questionnaires.
- Children are given the opportunity to convey their thoughts, feelings and opinions in their APDR meetings, either in person or via pupil voice collection, whichever is most appropriate.
- There are areas within the school available for aspects of nurture: e.g. small group work support or where support on a one to one basis can be given for social and emotional needs.

## 2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mr C Marsh (Head Teacher)
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs K Griffiths [SENDCo]

The School also has support available from the County Schools and Family Support Service Specialist teachers, including those for Early Years.

## 3. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND Support records such as provision maps and SEND Support Plans for individual pupils. Staff also hold copies of all documentation relevant to the children in their class.

### All staff can access:

- Elkesley's 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 Provision Maps and SEND Support Plans;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on the staff IT system (server) on individual pupils and their special needs and requirements;
- Information available through Nottinghamshire's SEND Local Offer ([www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk))

This information is made accessible to all staff and parents (in the Information Report) 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.

## 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.

Prior to transition, whether from our school, or into our school, the SENDCo will liaise with the future / past setting re any SEND issues for the child, so that any specific needs are recognised and barriers to learning can be removed. When necessary, a bespoke, enhanced transition can be arranged, to support the needs of the child.

## 5. Specialist SEND provision

Elkesley Primary and Nursery School has a SEND register and a Concern / Class Action List (children who need to be monitored). These lists are reviewed regularly and include or have included children with difficulties in the areas of: Cognition and Learning, Communication and Interaction, Social and Emotional Mental Health as well as those with Sensory, Physical and Medical needs.

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 SEND

We are committed to whole school inclusion and would make reasonable adjustments when relevant and necessary, to meet the needs of our SEND children.

Please refer to Elkesley's Accessibility Plan.

## 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 SENDCo and Family SENDCo 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.

Senior management prioritise needs and allocate staffing to meet the needs.

The SENDCo attends a termly Springboard meeting with the other SENDCo's in the Tuxford Family of Schools, together with the Family SENDCo and representatives from the multi-agency panel. The SEND children within the Family are discussed, and decisions are made about the appropriate referrals and agencies involvements which may be required by each School / child.

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

### ***Combined Needs Checklist***

Following the careful tracking of QFT strategies, staff can then complete a 'Combined Needs Checklist' supplied and supported by the SENDCo. This document outlines specific needs such as Dyslexia, ADHD, ASC and Dyspraxia and allows staff to gain an overview of key areas of difficulty.

### ***Springboard referral***

With parental consent, the SENDCo then discusses children at the Family of Schools Springboard sessions. Using the information gathered from parental meetings, QFT and combined needs checklist, advice is then given as to which outside agencies are available and appropriate as well as in school strategies and interventions which may be supportive.

### ***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. 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. The SEND support register is designed to be a fluid document with children moving on and off it as they receive successful support and interventions or as new needs arise.

Prior to the APDR meetings, parents are sent information gathering sheets relevant to their child's primary and secondary needs. The completed sheets are then returned to school and analysed by Teacher and SENDCo in order to ensure the meetings can be concise and discussions around key needs and support can take place.

### ***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, SENDCo 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 SENDCo.

### ***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 SENDCo 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 initiated by either school or parent, following an open discussion around need and outcome. 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. Nottinghamshire requires a completed EHCP if the child is deemed in need of specialist provision. Parents can choose to obtain an EHCP prior to changing placement, with the child remaining in mainstream until parents, in conjunction with school, feel a request for change of placement is needed.

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
- SENDCo
- 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 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 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 SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made. Specialist Support, where available, will be sought to provide support and advice for modifications / adaptations to facilitate an inclusive school curriculum.

Provision Maps for individual children will be reviewed and updated annually and as necessary after each termly Pupil Progress meeting.

To achieve this we will aim to:

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Provide 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

- Make use of all class facilities and space.
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Ensure that any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## 10. Inclusion of pupils with SEND

The class teachers are supported by the SENDCo oversee 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 Senior Leadership Team together with the SENDCo 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.

We aim to ensure quality access to all areas of the curriculum, both indoors and outdoors, and also access to extra-curricular activities for all pupils, including those with SEND.

## 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 is done through our school questionnaires and also through termly structured conversations when writing the SEND Support Plans for the children on the SEND Support register.

Provision maps are also in place for SEND children working 2 or more years behind ARE, and are reviewed termly, in conjunction with our Pupil Progress Meetings.

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

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Head Teacher, SENDCo and SEND governor and information is gathered from different sources: child and parent surveys/teacher and staff surveys/parents and consultation evenings and [the School Pupil Voice weekly SEAL assembly](#). This will be collated and published by the governing body 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

Please refer to the standard Complaints Policy on our website.

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 Class Teacher, the Head Teacher or the SENDCO, 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 SEND.

Our school operates the following training programmes:

The SENDCo attends relevant SEND courses, Family SEND meetings and signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENDCo, 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 SEND pupils and to aid school inclusion.

As in section 7:

The SENDCo attends a termly Springboard meeting with the other SENDCo's in the Tuxford Family of Schools, together with the Family SENDCo and representatives from the multi-agency panel. The SEND children within the Family are discussed, and decisions are made about outside agency support required by each School / child.

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 SENDCo, who will then inform the child's parents.

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

Schools and Family Specialist Services, including the Early Years team, Cognition and Learning Team, Communication and Interaction Team, Sensory Team.

Speech and Language Therapy.

Behaviour Support from the Bassetlaw Primary Behaviour Partnership.

## **15. Working in partnerships with parents**

Elkesley Primary and Nursery 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 SEN
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress, through Autumn and Spring term Parents' Evenings and end-of year reports - this may include a copy of their support plan. In cases where children require a full APDR, no parent's evening is required as more time is required to discuss needs and plan support..

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

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.

We have an open door policy where parents are encouraged to share any concerns or issues with school, as and when they arise.

The School's SEND Governor Mrs C Plevin may be contacted in relation to SEND matters via the school office.

## **16. Links with other schools**

The school is a member of the Tuxford family of schools, consisting of Tuxford Secondary it's feeder Primaries. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. Our SENDCo also has the experience of working in other schools.

### **Transition**

Our SENDCo, Head Teacher and Y6 teacher liaise with and share information with the SENDCo in the Secondary setting, prior to transition, to ensure that our pupils with SEND are appropriately supported through transition.

## 17. Links with other agencies and voluntary organisations

Elkesley Primary and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Heads and the SENDCo are responsible for liaising with the following:

- Notts Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Children's Social Care
- Speech and Language Therapy Service (SALT)
- Behaviour Support Services
- Child and Adolescent Mental Health Services (CAMHS)

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 \_\_\_\_\_ *C Marsh* (Head teacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_ *K Griffiths* (SENDCo)

Date \_\_\_\_\_

Signed \_\_\_\_\_ *B Woodcock* (Chair Of Governors)

Date \_\_\_\_\_

**This policy will be reviewed annually.**