



Special Educational Needs

SEND POLICY

Autumn 2025

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North Wheatley C of E Primary School



Special Educational Needs Policy

This document was formulated to meet the requirements of the Equality Act 2010.

The Governing Body recognises its legal responsibilities under the Equality Act 2010. This policy will ensure equality and fairness regardless of race, sex (gender), sexual orientation, religion or belief, gender re-assignment, pregnancy and maternity, marriage and civil partnership, disability or age.

BELIEVE * ACHIEVE * THRIVE

Our Vision and Values

At North Wheatley C of E Primary our vision and values are:

The journey through North Wheatley C of E Primary will give every member of the school community the courage and faith to: **'Believe, Achieve and Thrive'** to encourage them to **'be the best me that they can be'** so that they **'Shine as lights in the World'** - Philippians 2:15.

Christian Values are the heartbeat of our school.

Believe

Believe in yourself, your faith and others

Achieve

Achieve your goals, your dreams and your future

Thrive

Thrive through a love of yourself, your faith, your values, your love of learning

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.

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1. Aims and objectives

AIMS

We believe that children achieve best if they feel safe, healthy, confident and happy. We therefore do our best to support all our children to develop good self-esteem and personal fulfilment by providing all pupils with opportunities to be '*the best me they can be*'.

Our aim is to encourage and develop independence and self-motivation; to provide a happy school environment where children show tolerance, respect, and consideration for others; to foster a love of learning and a sense of wonder; to enable children to fulfil their potential in all areas of the curriculum and to welcome and encourage parental and community involvement in the school.

We believe in the right of every child and young person to receive an education that enables them to make progress so that they achieve their best, become confident individuals leading fulfilling lives, make a successful transition to secondary school and are prepared for adulthood. To achieve this, we have a whole school approach and commitment to doing everything we can to meet pupils' special educational needs. 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.

At North Wheatley C of E Primary School, positive partnerships between home and school is a priority in supporting pupils to overcome difficulties.

OBJECTIVES

- *Identify the needs of pupils with SEND as early as possible.*
The school does this by gathering information from parents, education, health and care services prior to the child's entry into school to facilitate a supportive transition into school.
- *Monitor the progress of all pupils.*
The school continuously monitors the progression of each child. This information is used to review the effectiveness of strategies and plan next steps in learning to ensure that the children 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.*
The school does this by carefully adapting the National Curriculum wherever possible and providing resources to support the child in their learning. The SENDCo and the Head teacher carefully monitor the progression of the children and ensure that the children's needs are being met.
- *Work with parents*
The school does this by gaining a better understanding of the whole child. It is important to involve parents in their child's education. This includes supporting parents in terms of understanding SEND procedures and practices, providing termly meetings 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*
The school does this 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.*
The school does this by involving them in their learning targets and listening to their thoughts and feelings through discussions with their class teacher. This will be reflected in decisions made about their targets but also encouraged through wider opportunities such as pupil voice/leadership groups and after school clubs.

2. Responsibility for the coordination of SEND provision

2.1 The SENDCo

Our SENDCo is Mr Ashley McIlwaine

She is supported by the Lead SEND Teaching Assistant, Mrs J Bennett.

They will:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

2.2 The SEND governor

The SEND governor is Margaret Cox. They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

2.3 The headteacher

The headteacher will:

- Work with the SENDCo/lead SEND TA and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

2.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

3. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND support records such as provision maps, targets and structured conversations and monitoring of progression for individual pupils.

Staff can access:

- The North Wheatley C of E 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 and Support in School (SIS) whole school document.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

Relevant information is made accessible to all staff and parents 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.

During a transition to the school, close liaison takes place between the school and all parties who have a current input towards the child's learning, physical and emotional needs.

5. Specialist SEND provision

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

The school is committed to whole school inclusion and if needed, we would make reasonable adjustments where necessary to provide appropriate facilities and comply with all relevant accessibility requirements.

7. Allocation of resources for pupils with SEND

Pupils with SEND have access to part of the school's budget which is specifically for SEND. 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. The 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.

The Senior Leadership team of the school determine how allocated resources are used to support individual pupils (e.g. allocation of Teaching Assistant hours). Other funding and resources is also available for some pupils via Pupil Premium.

8. Identification of pupils needs

Identification

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

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(b) above or would do so if special educational provision was not made for them.

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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 register 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 register. 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.

See also Tier 1 universal offer and Tiered approach to SEND support documents.

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, 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 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
- 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

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]

- 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 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 Head teacher and SENDCo will consult with the child's parents for other flexible arrangements to be made.

Provision will give consideration to the following:

- 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
- 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 SENDCo 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 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. This will include feedback, for example, from review meetings, multi-agency meetings, parent and pupil conversations.

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

A provision map identifies how support is given throughout the school. This provision will then be reviewed and evaluated to identify which interventions are to be used to successfully support pupils to achieve academic and wider outcomes. This information informs target setting and structured conversations with parents and children.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo / Head Teacher and SEND Governor. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parents evening, consultation and feedback forms. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

The 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 Head Teacher / SENDCo, who will be able to advise on formal procedures for complaint. Our complaint policy can be found on the school website.

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.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates 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 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 SENDCo who will then inform the child's parents.

15. Working in partnerships with parents

North Wheatley C of E 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

The school encourages parents to be involved in the life of the school by inviting them in regularly to participate in events such as raising money for charity through activities run by the School, school church services, concerts, drama performances and themed art projects.

If parents have a concern, the school encourages them to discuss it with the class teacher as and when it arises. Parents are kept up to date about their child's progress and well-being in school through structured conversations, progress report, review meetings and informal conversations.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service 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 may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school is a member of the Elizabethan SENDCo Family of Schools and a feeder school to Tuxford Academy. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

On transition to secondary school, there is liaison between the SENDCo of North Wheatley and the SENDCo of the receiving school to share information, review external agency involvement and plan transition based on the needs of the child.

17. Links with other agencies and voluntary organisations

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

- Nottinghamshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

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.

This policy will be reviewed annually.
