The Gedling Family of Schools

Working together collaboratively…

Stanhope Primary School
All Hallows Church of England Primary School
Phoenix Infant and Nursery School
Priory Junior School

Special Educational Needs and Disability Policy

Approved by:	Governors	**Date:** Autumn 2026
Last reviewed on:	Autumn 2026	
Next review due by:	Autumn 2027	

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

A child or young person has special educational needs 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.

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

SEND Code of Practice: 0 to 25 years

The SEND Code of Practice remains the statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. Schools must continue to use the graduated approach, work in partnership with families, and involve children and young people in decisions about the support they receive.

Nottinghamshire's SEND Local Offer website:

Nottinghamshire SEND Local Offer

The Nottinghamshire SEND Local Offer provides information, advice and guidance about education, health and social care support for children and young people aged 0–25 with SEND and their families.

The Local Offer includes information about SEN support, Education, Health and Care Plans, early years and school provision, short breaks, preparing for adulthood, health and social care, transport, parent and carer support, and local services provided by statutory, voluntary and community organisations.

Purpose

This policy should be read alongside each school's SEN Information Report, which provides parent-facing information about the school's SEND provision, how needs are identified and supported, how parents and pupils are involved, and how the school works with external agencies.

The purpose of this policy is:

- to ensure that funding decisions for all pupils with complex SEND in the Gedling Family of Schools are fair and transparent
- to ensure that practice is clear and understood by all who work within the Family of Schools.

Mission statement

We are committed to meeting the academic, social, emotional, communication, sensory, physical and behavioural needs of all pupils. We aim to ensure that pupils with special educational needs and/or disabilities are identified early, supported effectively and able to participate fully in the life of the school.

We provide high-quality teaching, reasonable adjustments and targeted provision through an inclusive approach that is responsive to individual needs, supports independence and enables all pupils to make progress from their starting points.

Aims and objectives

We aim to provide every child with access to a broad, balanced and ambitious curriculum. This includes meeting duties under the Children and Families Act 2014, the Equality Act 2010 and the SEND Code of Practice: 0 to 25 years.

Our aims are:

Family of Schools Aims

To ensure continuity and consistency across the Family.

To ensure parity of provision for pupils with similar levels of need.

To develop a shared understanding of the Local Authority's descriptors of need.

To recognise, acknowledge and value our joint responsibilities as SENCOs for Family decisions.

To continue to develop and share good practice so that provision improves for all pupils with special educational needs and disabilities in the Family.

To ensure SENCOs are aware of new initiatives (both local and national).

To review the Family SEND Policy annually and to share this with the Head Teachers of the schools in the Family.

Each individual school has the responsibility to recognise and provide for every individual's specific needs as defined in the SEN Code of Practice.

Objectives

Identify the needs of pupils with SEND as early as possible. This is done by gathering information from parents and carers, pupils, staff, previous settings, health and care professionals, and any relevant external agencies before entry and throughout the pupil's time in school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome barriers to learning and participation. Provision will be coordinated by the SENCO, delivered through high-quality teaching and additional or different support where needed, and reviewed regularly to check impact against agreed outcomes.

Work in partnership with parents and carers. Parents and carers will be involved in all stages of assessment, planning, provision and review. Schools will provide clear information about support, progress and next steps, and will offer opportunities for families to share views and contribute to agreed outcomes.

Parents and carers are kept informed of their child's progress and the provision in place. Review meetings will take place at least annually and more frequently where individual need requires this.

Work with and seek support from outside agencieswhen pupils' needs cannot be met by the school alone.

Ensure pupil voice is heard. Children and young people will be supported to share their views in ways that are appropriate to their age, understanding and communication needs. Their views will inform decisions about support, targets, provision and wider participation in school life.

Each school has in place its own accessibility plan.

However, where the individual needs cannot be met then support and advice is obtained from the Local Authority.

Allocation of resources for pupils with SEN

All pupils with SEND will receive support from the school's ordinarily available provision and delegated funding. Where pupils require provision that is additional to, or different from, what is ordinarily available, schools will use their notional SEND budget and may seek further advice or additional funding through Nottinghamshire processes where needs are complex and evidence shows that provision exceeds what can reasonably be provided from school resources.
Applications for additional high-needs funding or statutory assessment will be based on clear evidence of need, the provision already in place, the impact of the Assess, Plan, Do, Review cycle and consultation with parents, carers and relevant professionals.

Identification of pupils needs

See definition of Special Educational Needs at start of policy

A graduated approach:

High-quality teaching and ordinarily available provision

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.

(a) Once a pupil has been identified as *possibly* having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

(b) 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.

(c) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

(d) Through (b) and (c) it can be determined which level of provision the child will need going forward.

(e) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

(f) 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.

(g)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 SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

(h)Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEND is the Head Teacher, Mrs Harper. Across the family of schools, the person coordinating the role is the Family SENCo, Miss Clarke, who is based at All Hallows Primary School.

Arrangements for coordinating SEN provision

The SENCO will hold and maintain appropriate records for individual pupils in line with data protection requirements. Staff will have access to the information they need to support pupils safely and effectively, including:

The SEND Policy;

An overview of all children identified as SEND used for tracking this cohort;

Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);

Information on individual pupils' special educational needs.

Practical advice, teaching strategies, and information about types of special educational needs and disabilities

Relevant information recorded securely on the school's management information system, including individual needs, provision, reasonable adjustments and agreed strategies.

Information on current legislation and SEN provision on staffroom notice boards

Information available through the Nottinghamshire SEND Local Offer and the school's own SEND information published for parents and carers.

This information is made accessible to all staff and parents in order to aid the effective co- ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

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 SEN; those with Education, Health and Care Plans and those without. All the schools have transition arrangements in place based on an individual child's needs.

Facilities for pupils with SEN

Each school will make reasonable adjustments and plan proactively to improve access for disabled pupils and pupils with SEND. This may include adaptations to the physical environment, access arrangements, communication support, sensory or regulation support, assistive technology, curriculum adjustments and support during assessments where appropriate.
Each school maintains its own accessibility plan and reviews barriers to access as part of wider school improvement and equality duties.

SEN Support

Where it is determined that a pupil has SEN, this will be discussed with parents and carers. The aim is to ensure that effective provision is quickly put in place to remove barriers to learning and participation. Support follows the four-part graduated approach:

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. Specialist assessment tools may be used to gain relevant data. 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 via the Family of Schools termly Springboard meeting where individual needs are discussed with parental consent.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, where appropriate and their parents. The class teacher, in conjunction with the SENCO willrevise 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 or young person has significant and long-term needs that may require provision beyond SEN Support, an Education, Health and Care needs assessment may be requested by the school, parents or carers, or the young person themselves if they are over 16. This will be considered where evidence indicates that a coordinated multi-agency assessment may be necessary to identify needs, outcomes and provision.

The decision to make a referral for an Education, Health and Care Plan 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 and carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered about the pupil's needs, current provision, views of parents and carers, pupil views, professional advice, progress over time and the impact of support already provided. The local authority will decide whether to carry out an EHC needs assessment and whether an EHC Plan is required. Parents, carers and young people have rights of appeal where they disagree with certain decisions.

Further information about EHC Plans can be found via the Nottinghamshire SEND Local Offer EHC Plan guidance.

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

Ask Us Nottinghamshire freephone: 0800 121 7772

or by contacting Ask Us (Previously known as Parent Partnership Service) on:

0115 8041740

Website: Ask Us Nottinghamshire

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 in 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.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN 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 SENCO will consult

with the child's parents for other flexible arrangements to be made, which could include alternative provision.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

understand the relevance and purpose of learning activities;

experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's SEND. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Each individual school identifies whole-school priorities as part of the school development plan and evaluates impact regularly. This is regularly reviewed by all stakeholders.

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 SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN

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 SENCO 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.

Inclusion of pupils with SEN

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by *all stakeholders* together with the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. *This includes parental and pupil questionnaires.*

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

Data collection systems are used by all schools in the Family to monitor intervention and impact and these are all GDPR compliant.

There is a formal evaluation of the effectiveness of SEND provision and this policy. The SENCO, headteacher and SEND governor gather evidence from sources such as pupil progress information, provision reviews, parent and pupil voice, staff feedback and governing body monitoring. The governing body uses this information to provide support and challenge, ensure statutory duties are met, and inform school improvement planning.

Complaints procedure

If a parent or carer has a concern about SEND provision, they should first speak to the class teacher or SENCO so that the matter can be addressed promptly. If the concern is not resolved, the school's complaints procedure should be followed. Parents and carers may also seek impartial information, advice and support from Ask Us Nottinghamshire.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN in relation to identified needs.

Our schools operate the following training programmes:

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the *SENCo* who will then inform the child's parents.

The appropriate services will be involved as and when is necessary.

Working in partnership with parents

The Family *of Schools* believes that a close working relationship with parents and carers is vital in order to ensure that:

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- continuing social and academic progress for children with SEND
- personal and academic targets are set and reviewed effectively

Parents and carers are kept up to date with their child's progress through appropriate communication, which may include parent consultations, *provision reviews,* written reports, informal updates and review meetings. *Feedback from parents and carers is* gathered through discussion, questionnaires and other school consultation processes.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. *The SENCO may also signpost parents of pupils with SEN to the local authority Ask Us (previously 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 SEN Governor may be contacted at any time in relation to SEN matters.

Links with other schools

The school has developed good links with Carlton Digby Special School and use this to share good practice as well as utilize facilities during Active Play sessions where appropriate.

Transition

Each school puts in place the appropriate transition to meet the needs of all children. Children identified with specific needs will have an individual transition plan in place and all the relevant agencies/settings will be involved.

Links with other agencies and voluntary organisations

The Family of Schools invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. *The SENCo is the*

designated person responsible for liaising with a range of agencies including the following:

- Educational Psychology Service
- Social Care
- Speech and Language Therapy Service
- Language and Learning Support Service
- Schools Inclusion Service
- Gedling Area Partnership (GAPs)
- Behaviour support
- Sure Start
- Primary Mental Health Team
- Women's Aid
- Healthy Families Team
- CAMHS
- Community Paediatrician

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. *Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.*

Signed_____ _____(Headteacher/SENCO)

Date Autumn 2026



Signed_____(SEN Governor)

Date Autumn 2026

This policy will be reviewed annually.