



NERROLS

Nerrols Primary School and Nursery

Special Educational Needs and Disability (SEND) Policy 2023/24

Signed:  Head teacher

Signed:  Chair of Governors

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Statement of Intent

Nerrols Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into secondary education then adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with Special Educational Needs and Disability (SEND).

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

Our SEND objectives:

- Working together to identify the needs of pupils with SEND and early intervention to support them as early as possible
- Gathering information from parents/carers, education, health, social care services and early years settings prior to the pupils entry into the school where possible
- The involvement of pupils and their parents in decision-making.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support
- Working closely with outside agencies to support each pupil when more specialist advice could enhance and/or inform provision made by the school
- High-quality provision to meet the needs of pupils with SEND and to ensure they have full access to the National Curriculum

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is *additional to or different from* that made generally for other children or young people of the same age by mainstream settings.

1. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality and Diversity Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Exclusions Policy
- Behaviour and Relationships Policy
- Complaints Policy and Procedure
- SEND Information Report
- SEND Accessibility Planning Policy

2. Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, Nerrols Primary School will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND Code of Practice (2015)
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision - the SENDCo
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
- Produce and publish a SEN Information Report that details the implementation of the school's policy for pupils with SEND

3. Roles and Responsibilities

The **Head teacher** is responsible for:

- Working with the SENDCo to determine the strategic development of the SEND policy and provision in the school

- Ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.
- Ensuring the school holds ambitious expectations for all pupils with SEND.
- Establishing and sustaining culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensuring teachers monitor and review the progress of the pupils in their class regularly during the academic year
- Working with the SENDCo to ensure the school fulfils its statutory duties with regard to the SEND Code of Practice.
- Ensuring that there is a qualified teacher designated as SENDCo for the school.
- Ensuring the SENDCo has sufficient time and resources to carry out their duties and fulfil their responsibilities
- Appointing a Designated Teacher for Looked After Children who will work closely with the SENDCo to ensure that the needs of these pupils are fully understood by relevant staff
- Regularly and carefully reviewing the quality of teaching as part of the schools performance management and monitoring arrangements.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring the SENDCo is provided with training

The **SENDCo** is responsible for:

- Collaborating with the local governing board and head teacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND including those with EHC Plans
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Working with the Head teacher on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the head teacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Reporting to the Local Governing Body on the impact of SEND policies and procedures
- Ensuring the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.

Teachers are responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to access and study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND in their class
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo
- Setting outcomes appropriate to the needs of the pupil
- Keeping the relevant members of the leadership team up-to-date with any changes in behaviour, academic developments and causes of concern. This includes the head teacher and SENDCo

The **SEND Governor** is responsible for:

- Ensuring they have a clear working knowledge of the SEND Code of Practice
- Building good working relationships with the SENDCo and meeting with the SENDCo on a regular basis
- Being aware that the legal duty for SEND provision is directly placed on the local governing body
- Focusing on the school's systems and processes for supporting children with SEND rather than provision for individual children
- Ensuring they are helping to raise awareness of SEND issues at local governing board meetings
- Ensuring the schools notional SEND budget is appropriately allocated to support children with SEND
- Providing up-to-date information to the local governing body on the quality and effectiveness of SEND provision within the school
- Helping to review the schools policy on provision for pupils with SEND
- Assuring the local governing body that the school website publishes the school's SEND offer
- Ensuring SEND is an integral part of the school development plan
- Monitoring the quality and effectiveness of SEND and disability provision within the school and updating the local governing board on this
- Working with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4. Identifying SEND

Nerrols Primary School recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the Senior Leadership Team, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.

- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

Nerrols Primary plans, manages and reviews SEND provision across the following four broad areas of need:

- Cognition & Learning
- Communication & Interaction
- Social, emotional and mental health
- Sensory and/or physical needs

5. Safeguarding

Nerrols Primary School recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

We recognise that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The head teacher and local governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

6. SEND support

Nerrols Primary School is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at our school:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENDCo.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The process is as follows:

Assess: establishing a clear assessment of the pupil's needs

Plan: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review

Do: implementing the agreed interventions and support

Review: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

7. English as an Additional Language (EAL)

Nerrols Primary School is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

8. Admissions

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and the DfE Schools Admission Code. This includes children with any level of SEND; those with an Education, Health and Care plan and those without.

If your child has an Education, Health and Care Plan (EHCP), their school placement will be dealt with by the LA SEND team. The local authority must comply with parental preference and name the school or college in the EHCP unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, **or**
- the attendance of the child or young person at the setting would be incompatible with the efficient education of others, or the efficient use of resources

Efficient education means providing a suitable, appropriate education for each child or young person in terms of their age, ability, aptitude, and any special educational needs they may have.

Pupils who have SEND but do not have an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with our admissions policy. Pupils with

special educational needs, but without an EHCP will be treated as fairly as all other applicants.

9. Transition

Nerrols Primary School is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting. Refer to the SEND Information Report for further information about how we support pupils through transition.

10. Involving pupils and parents in decision-making

Nerrols Primary School believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision,
- Continuing social, emotional and academic progress of pupils with SEND to enable personal success,
- Parent/carer views are considered and valued by the school

At Nerrols, we aim to have open and regular dialogue with parents/carers from the onset. We encourage parent/carer involvement at all stages of the child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing feedback on progress through regular formal and informal meetings.

We are committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress. Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENDCO, will meet with the parents three times each year.

Pupils who have an Education Health Care Plan will also have an Annual Review where their child's needs, provision and outcomes are reviewed by the parents/carers, relevant school staff and professionals working with the pupil and their family.

11. Funding

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND. Only pupils with an Education Health Care Plan can access high needs top-up funding from the LA to provide additional specialist support and resources.

12. EHC needs assessments and plans

Nerrols Primary School recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and arrangements that are in place to meet them.

13. Reviewing EHC plans

We will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the school will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

14. Managing complaints

Nerrols Primary School has published their Complaints Policy and Procedures on the school website.

15. Use of data and record keeping

All information about pupils will be kept in accordance with the school's Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

16. Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to their Data Protection Policy at all times.

17. Publishing information

Nerrols Primary School will publish information on the school website about the implementation of this policy. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The SEN Information Report will be prepared by the governing board in collaboration with the SENDCo and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

18. The Local Offer

The Local Offer provides information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 to 25 and how to access them. This can be accessed [here](#).

The school will work with the LA, parents/carers and pupils in developing and reviewing the Local Offer. The school will also co-operate with those providing services.

The Local Offer will be well signposted and publicised by the school.

Staff will use the Local Offer to support parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. This will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

The school will ensure that links to and information provided about the Local Offer is up-to-date

19. Monitoring and review

The policy is reviewed on an annual basis by the SENDCo and head teacher in conjunction with the local governing board. Any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.