

KINOULTON PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

July 2026

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Designated Governor – Antony Stevens

Review Date – July 2027

Kinoulton Primary School

Special Educational Needs Policy

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Mission statement

At Kinoulton Primary, we are committed to providing an inclusive and supportive learning environment where all pupils are valued and able to achieve their full potential. We have high expectations for all learners, including those with Special Educational Needs and/or Disabilities (SEND) and are proactive in identifying and supporting needs at the earliest opportunity.

We recognise that pupils may experience a range of barriers to learning and are dedicated to removing these through high-quality teaching and appropriately targeted support. Our approach follows a graduated response, ensuring that provision is carefully planned, regularly reviewed and adapted to meet each child's individual needs.

We place a strong emphasis on effective partnerships between school, parents/carers and pupils. Through open communication and collaborative working, we ensure that pupils feel supported and included and that parents actively contribute to discussions about next steps and pupils' targets.

We are committed to ensuring that pupils with SEND are fully included in all aspects of school life, are supported to achieve well and are well prepared for the next stage of their education, developing the independence, resilience and confidence needed for future success.

Definitions of special educational needs (SEND) taken from the Special Educational Needs and Disabilities Code of Practice (January 2015).

A child or young person has SEND 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.

1. Aims and objectives

Aims

The school is committed to ensuring that all pupils, including those SEND, have full access to a broad, balanced and ambitious curriculum. Provision is underpinned by the expectations of the SEND Code of Practice and relevant legislation.

Our aims are:

- Ensure statutory requirements, including the SEND Code of Practice and Equality Act, are implemented consistently and effectively across all areas of the school.
- Secure equality of opportunity by identifying and removing barriers to learning and by actively promoting inclusion and high expectations for all pupils.
- Promote a culture in which pupils with SEND are respected and valued and inclusive practice is embedded across the school community.

Our objectives are:

- To identify pupils' additional needs at the earliest opportunity through effective liaison with parents/carers, previous settings and external professionals.
- To maintain robust systems for tracking and reviewing pupil progress, enabling staff to quickly identify emerging needs and adapt provision accordingly.
- To ensure that appropriate provision is in place to remove barriers to learning and enable full access to the curriculum. Provision is carefully planned, regularly reviewed and coordinated by the SENDCo in partnership with curriculum leaders to ensure impact.
- To work in strong partnership with parents/carers, ensuring they are well-informed, actively involved in decision-making and supported to understand SEND processes, provision and outcomes.
- To engage effectively with external agencies, including educational psychology and inclusion services, where additional expertise is required to meet pupils' needs.
- To ensure pupils with SEND are listened to and involved in decisions about their support. The school actively promotes participation, independence and inclusion within all aspects of school life.

2. Responsibility for the co-ordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Simon Paramore (Head teacher).
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Laura Clackworthy (SENDCo).

3. Arrangements for co-ordinating SEND provision

The SENDCo will hold details of all SEND support records such as provision maps, behaviour management plans and individual SEND support plans.

All staff can access:

- The Kinoulton Primary School SEND Policy, the SEND Information Report and the school's Local Offer.
- A copy of the SEND Register, provision maps, individual SEND support plans and data tracking.
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans).
- Practical advice, teaching strategies and information about types of special educational needs and disabilities.
- Information on current legislation and SEND provision.
- Information available through Nottinghamshire's SEND Local Offer.
- Staff may also have access to information from parental contact, medical issues and behavioural issues through CPOMS depending on restrictions in place.

This information is available to all staff 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 SEND and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

Admissions for all pupils are in line with national legislation, including the Equality Act 2010. This ensures that children with all levels of SEND, including those with Education, Health and Care Plans (EHCPs) and those without, are treated fairly and given equal access to provision.

Kinoulton Primary School maintains strong links with South Wolds Academy and Sixth Form as a feeder school. Effective transition arrangements are in place for all pupils, with additional, carefully planned support for those identified with SEND. These arrangements ensure that information is shared appropriately and that pupils are well prepared for the next stage of their education. Where parents/carers choose an alternative secondary school, the school proactively establishes communication with the receiving setting to support a smooth and successful transition.

The school also works closely with pre-school settings and other primary schools when admitting pupils. This includes the timely sharing of relevant information, such as records and assessments, as well as professional dialogue through telephone calls and transition meetings where appropriate. These processes help to ensure continuity of provision and that pupils' needs are understood and supported from the outset.

5. Specialist SEND provision

We are committed to whole school inclusion. We will work with the child, parents and specialist services to develop our provision to support every child's individual needs. For more information on our provision for inclusion see section 10. The SENDCo will work with the Family SENDCo (representing The South Wolds Academy and its feeder Primary Schools) as well as the school's senior leadership team to allocate resources and staff appropriately, considering all pupils within school, including those with special educational needs.

6. Facilities for pupils with SEND

Once a child's specific needs have been identified we will work with the relevant specialist support services to ensure we comply with all relevant accessibility requirements as soon as practically possible. For example:

- Physical environments
- Assistive technology
- Increased access to the curriculum and assistance during examinations
- School transport for curriculum activities

Further information may be found in the school's Accessibility Plan.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Elements 1 and 2 of a school's budget which equate 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 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 Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, which will determine whether the level and complexity of need meet the threshold for this funding.

The process for allocating resources within the school setting follows this pathway:

1. Discussion between the class teacher and the SENDCo in the first instance to raise a concern. The SENDCo will direct the class teacher to appropriate resources within the school setting that could meet the pupil's needs. The SENDCo and the class teacher will monitor the outcomes of this provision and determine whether progress has been satisfactory or provision requires escalation.
2. If additional resources including staff resources are required to meet the needs of the pupil, then a discussion between the SENDCO and Senior Leadership team would take place. Discussion needs to consider different funding streams that are relevant to the pupil's needs. This could include Pupil Premium, Continuing Care Packages and using the Capitation Element of school allocation for inclusive technology and adaptive furniture. The pupil's information will then be recorded on the SEND Provision Map. An individual support plan is drawn up, detailing provision and how it will be co-ordinated.

3. When additional resources have been allocated but the pupil has not progressed as expected, the SENDCO will consider requesting input from external agencies at the South Wolds Family Springboard meeting. The school will co-ordinate this and, with the external professional, monitor, review and evaluate the effectiveness of this provision.
4. If the additional resources required amount to a cost which is greater than the £6000 identified above, then additional funding can be considered by the Family of Schools through the moderation of an AFN bid (Additional Family Need). In the moderation process the child's needs are matched against those of similar needs within the family and funding allocated accordingly. If a child's needs continue to escalate or are at a high level within the AFN category further review and support can be sourced from the LA SEND officers.
5. Pupils identified with more complex needs who have been moderated by the Family of Schools as HLN (Higher Level Needs) will be referred to a multi-agency panel for further funding consideration.

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. A school concern form will be completed.
- b) Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff to gauge their level of learning and possible difficulties. The pupil will added to the SEND Monitoring list.
- 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 understand better the provision and teaching style that need 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 owing to concern by parent or teacher, but this does not place the child on the school's SEND

Register. 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.

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 school's SEND Register. The aim of formally identifying a pupil with SEND is to help the 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 will 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 /subject 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 an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan 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 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:

[Nottinghamshire's SEND Local Offer - Your Notts Directory](#)

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 in 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 are provided with access to the curriculum through the school's carefully planned and tailored provision. This is delivered, wherever possible, in line with the views of parents/carers and the individual needs of each pupil.

The school is committed to educating pupils with SEND alongside their peers within a mainstream classroom environment wherever appropriate. Where this is not possible, the SENDCo will work closely with parents/carers to agree suitable, flexible arrangements that best support the pupil's needs.

The SENDCo and class teachers share responsibility for ensuring effective provision and will:

- Ensure that all staff are fully informed about the SEND needs of pupils in their care, including relevant progress, medical and professional reports.
- Provide and access regular training and professional development opportunities to ensure staff remain up to date with effective SEND practices and teaching strategies.
- Make effective use of classroom resources, facilities and space to support learning.
- Deliver high-quality teaching with appropriate differentiation to meet the needs of all pupils.
- Implement targeted interventions, both individual and group, where additional support is required.
- Set clear, appropriate and personalised targets, encouraging pupils to achieve their best and celebrating progress and achievements at all levels.

10. Inclusion of pupils with SEND

The Head teacher and SENDCo oversee the school's policy for inclusion and are 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, about individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

Advice will be sought from The Rushcliffe Primary SEMH Partnership for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

11. Evaluating the success of provision

To ensure continuous and consistent progress in SEND provision, the school actively seeks feedback from staff, parents/carers and pupils throughout the academic year. Regular discussions and review meetings are held with parents/carers to consider progress and agree next steps. Pupil progress is monitored termly in line with the SEND Code of Practice.

Provision and interventions for pupils with SEND are recorded on a provision map. This is regularly updated by the SENDCo to reflect any changes in support. Interventions are reviewed and evaluated on a termly basis, with outcomes shared with staff, parents/carers and governors to assess the effectiveness of provision and inform future planning.

The effectiveness of the school's SEND provision and policy is formally evaluated on an annual basis. This process is led by the SENDCo, Headteacher and SEND Governor and includes gathering a range of evidence, including professional discussions and feedback. The findings from this evaluation are used to inform the school's development and improvement priorities.

Some of the questions on the feedback form may include:

- How many children do you have on the SEND register/those with statements or EHC plans?
- What interventions are they receiving and how effective are they?
- How is the support reviewed and if necessary changed?
- How many staff are involved in the interventions?
- How do you identify children who need the interventions?
- How are the parents informed or involved in the interventions?

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 or SENDCO, who will be able to advise on formal procedures for complaint if this is deemed appropriate.

13. In-service training (CPD)

The school is committed to ensuring that all staff remain up to date with current developments and effective teaching practices to support pupils with SEND. The SENDCo regularly attends relevant training, including SEND courses, Springboard meetings and Equals Trust SENDCo networks. They also identify, facilitate and signpost appropriate external training opportunities to support staff development across the school.

We recognise the importance of ongoing professional development in SEND and allocate appropriate funding to support this. The SENDCo, in collaboration with the Senior Leadership Team, ensures that training opportunities are aligned with the school's development priorities and informed by identified staff and pupil needs.

14. Links to support services

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

Sharing knowledge and information with our support services is key to the effective and successful SEND provision in 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

Kinoulton Primary School believes that a close working relationship with parents and carers is vital 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

We believe that pupils do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's SEND Support Plan. We can always be contacted by parents and carers for an appointment to discuss any concerns about their child and/or the provision being made for their child.

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 regarding the provision for their child. The school's SEND Governor Antony Stevens may be contacted in relation to SEND matters.

16. Links with other schools

Kinoulton Primary School works in partnership with the other schools in the South Wolds Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Kinoulton Primary School actively seeks advice, support and guidance from external services to support the identification, assessment and provision for pupils with SEND. The SENDCo is the designated member of staff responsible for liaising with the following external agencies:

- SEND Inclusion Service
- Rushcliffe Primary SEMH Partnership Team
- Educational Psychologist (EP)
- Social Care and Family Service (Early Help Team)
- Speech and Language Therapy (SALT)
- Healthy Families Team (School nurse)
- Paediatrician NHS
- Occupational Therapist and Physiotherapist via the NHS
- Child and Adolescent Mental Health (CAMHS and the MHST)
- Family SENDCO for the South Wolds Family of Schools (Heidi Ackroyd)

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. Parents will be informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ *Simon Paramore (Head teacher)*

Date _____

Signed _____ *Laura Clackworthy (SENDCo)*

Date _____

Signed _____ *Antony Stevens (SEND Governor)*

Date _____

This policy will be reviewed annually.