All Saints Anglican/Methodist Primary School

SEND Policy 2026-27



Signed by: D Smith (Headteacher)

Signed by: Rev E Murray (Chair of Governors)

Date: 4th November 2026

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Last reviewed: September 2026

Next review due: September 2027

ALL SAINTS ANGLICAN/METHODIST PRIMARY SCHOOL

Special Educational Needs Policy

'Towards Wisdom, Excellence and Faith'

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

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 and/or disabilities 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.

Our Belief

Elston, All Saints Anglican Methodist School is a place with a warm and friendly Christian ethos, which provides all children with a challenging, exciting and stimulating curriculum where family values and beliefs are at the very core of everything we do. Our school prides itself on ensuring that our pupils feel safe, happy and secure. We provide a stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We believe that every child has an entitlement to a high quality education and full access to the curriculum. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

1. Aims and Objectives

Aims

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*.'

Our aims are to:

- Ensure we meet the needs of all pupils with SEND, involve and inform parents/carers about their child's progress and encourage them to work with us in supporting their child.
- Identify at the earliest opportunity, assess, record and review progress of pupils with SEND.
- Enable every child to experience success.
- Maximise the use of support services.
- Deploy the widest possible range of support and intervention strategies in helping children to make the maximum amount of progress.

Objectives

These aims will be achieved through the fulfilment of these objectives:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools or early years' settings – where applicable prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to 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**. This will be co-ordinated by the SENDCO and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress
- **Work with and in support of outside agencies** when the pupils' needs will be more effectively met by school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means carefully monitoring the progress of all pupils. Provision maps are monitored termly by the SENDCO, class teacher and teaching assistants. Pupils' ***and*** parents/carers views are sought to influence and agree upon the evaluation and new target setting process of every new provision map. They are invited to attend meetings to discuss their child's progress at least three times a year. Parents are given the opportunity to discuss their child's provision whenever they feel necessary. Additionally, where external advice has been given, parents/carers are invited to discuss report outcomes.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing meetings which involve the pupil and class teacher/ SENDCO. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life *[e.g. being a member of Pupil Parliament].*

2. Responsibility for the Coordination of SEND Provision

- The person responsible for overseeing the provision for children with SEND is Mr David Smith (Head Teacher).

- The person co-ordinating the day to day provision of education for pupils with SEND is Miss Rachel Smith-Adams. (SENDCO).

3. Arrangements for Coordinating SEND Provision

The SENDCO will hold details of all SEND Support records for individual pupils. These are kept in a locked filing cabinet or on a secure encrypted laptop computer to ensure we comply with GDPR regulations.

All staff can access:

- The All Saints Anglican/Methodist 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/or disabilities, including, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and/or disabilities
- Information on Arbor on individual pupils and their special needs and requirements
- Information available through Nottinghamshire's SEND Local Offer (https://www.yournottsdirectory.org.uk/nottinghamshiresendlocaloffer)

This information is made accessible to all staff and parents are entitled to see that which relates to their child 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. A copy of the Admissions Policy is on the school website.

Transition to KS2 and KS3

- Discussion about transition for SEND pupils begins in Year 2 for transfer to KS2 and in Year 5 for transfer to KS3
- In all other year groups, class teachers start transition planning in June for September.
- In Year 6, pupils feed into: Toot Hill, Magnus C of E, The Suthers School, The Newark Academy, KGGS, The Kings School, Carre's Grammar school and Belvoir High School. Transition arrangements for pupils with SEND are in response to individual pupils' 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

Please refer to the school's Disability Access Policy.

7. Allocation of Resources for Pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which currently totals to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The 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.

Pupil Premium

Pupil Premium funding will be spent at the school's discretion to support any child who is on the SEND register and who is also entitled to Pupil Premium funding.

8. Identification of Pupils Needs

Identification

See definition of Special Educational Needs at the start of the policy

A Graduated Approach

As outlined in the SEND Code of Practise we are committed to following a graduate response. This starts with quality first teaching for all.

SEND Concern

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil has significant needs that require a high level of specific support for them individually, the decision will be made to add the child's name to the 'SEND Support Register'. Parents will be consulted and formally advised of this. The aim of formally identifying a pupil with SEND is to help school ensure that appropriate and effective provision is put into place. 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. They will work closely with teaching assistants and/or relevant external 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 EHCP 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.

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.

Further information about EHC Plans can found via the SEND Local Offer:
www.nottinghamshire.sendlocaloffer.org.uk

9. 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.

The majority of children and young people with SEN will have their support and needs met through the Local Offer without the need for an EHC Plan. For our pupils with SEN, the proposed levels of support within our school are:

- SEND Concern
- SEND Support
- EHC Plan.

The SENDCO will ensure that staff are kept fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.

Pupils in need of SEND support will have an 'Individual Provision Plan' to 'assess, plan, do and review' their needs. This plan is reviewed each term and closely monitored by the SENCO.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. There are occasions when pupils with SEND need to work in smaller groups or on a 1:1 basis and this may or may not take place outside the classroom (where it is felt that pupils would benefit from this provision).

Teachers and teaching assistants should make use of all class facilities and space.

Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.

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 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 Head Teacher, SENDCO and all staff 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 'Springboard meetings,' Early Help Unit, the Multi-Agency Safeguarding Hub and Mental Well-Being team.

All pupils have the opportunity to participate in year group, class and whole school visits.

11. Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year; this is achieved through staff meetings and termly meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

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, chair of governors or the SENDCO, who will be able to advise on formal procedures for complaint. A copy of the school's Complaints Policy is 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; E.g. National Award for Special Educational Needs Co-ordination, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENCO, with the Head Teacher, 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 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 SENDCO who will then inform the child's parents.

The following services will be involved as and when is necessary, the school seeking advice, as appropriate, around individual pupils, from external support services through the 'Springboard meetings,' Early Help Unit, the Multi-Agency Safeguarding Hub, Mental health team and Educational Psychologists,.

15. Working in Partnerships with Parents/Carers

All Saints Anglican/Methodist Primary School believe that a close working relationship with parents/carers 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.

Parents/carers are kept up to date with their child's progress through termly meetings, parents' evenings, open door policy and reports at the end of each year. In cases where more frequent regular contact with parents/carers 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/carers and the pupil will always be consulted with regards to future provision. Parents/carers 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 can also be contacted in relation to SEND matters.

16. Links with Other Schools

The school is a member of The Toot Hill Family and Fosse 4. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Transition arrangements for SEND pupils are organised as necessary on an individual basis.

17. Links with Other Agencies and Voluntary Organisations

All Saints Anglican/Methodist 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:

- Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Children's Social Care
- Speech and Language Therapy Service (SALT)
- Primary Social Emotional Development Team (PSED)
- Child and Adolescent Mental Health Services

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

Data will be processed in line with the requirements and protections set out in the UK General Data Protection Regulation.

Adopted: October 2026

This policy will be reviewed annually.

Written by: Rachel Smith-Adams, reviewed by David Smith

Signed *David Smith* **(Head Teacher)**

Date: 29.9.26

Signed : RSmith Adams **(SENDCO)**

Date: 29.9.26