



SEND

Policy

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1. Definitions of SEND

Definitions of special educational needs and disabilities (SEND) 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 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.

At St John's C of E Academy, a child is considered to have special educational needs if he or she has a learning difficulty or physical disability, which calls for special educational provision to be made. Children have a learning/physical difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of the children 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 children of the same age in schools within the area of the local education authority.

2. Introduction

In 2014, the coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can get further information about EHC Plans and view an animation describing this pathway by accessing the Nottinghamshire Parent Carer Forum website:

<https://nottspcf.org/send/ehcp>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across

education, health and social care, as well as those provided by the private, voluntary and community sector. You can find more information on the Nottinghamshire LA website:

<https://nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

St John's C of E Academy provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some of our children have particular learning needs and the school tries to provide a safe, secure and inclusive environment for teachers and pupils, which ensures that the needs and disabilities of all pupils are met and do not present barriers to learning. Children may have special educational needs and disabilities either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the preferred learning style and extent of the need and disability experienced by the child.

3. Aims

The aims of St John's C of E Academy's SEND policy are:

- to create an environment that meets the special educational needs of each child.
- to ensure that the special educational needs of children are identified, assessed and provided for as early as possible.
- to make clear the expectations of all partners in the process; staff, parents, outside agencies and children.

4. Inclusion

Through appropriate curricular provision, we respect the fact that children have different educational and behavioural needs and aspirations, require different strategies for learning, acquire, assimilate and communicate information at different rates and need a range of different teaching approaches and experiences.

5. Roles and Responsibilities

Staff at St. John's C of E Academy accept that provision for children with SEND is a matter for everyone. The Principal, Vice Principal and Special Educational Needs and Disabilities Coordinators, Mrs Nicola Aris (Senior SENDCo) and Mrs Kat Watson (SENDCo), are responsible for:

- determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND
- overseeing the day-to-day operation of the school's SEND policy
- liaising with and advising fellow teachers and managing teaching assistants
- coordinating provision and overseeing the records of all children with SEND
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- monitoring and evaluating SEND provision and reporting to the governing body
- managing a range of resources linked to children with special educational needs
- Raising the standards of teaching, learning and attainment for all children in school with special educational needs.

Governor Responsibility: Naomi Reynolds is currently the Governor for SEND

The Governing Body aims to do its best to ensure that the necessary provision is made for any pupil who has special educational needs

- ensure that where a pupil has special educational needs and or disabilities, those needs are made known to all who are likely to teach them.
- report to parents on the implementation of the school's policy for pupils with special educational needs
- have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child

6. Partnership with Parents

At all stages of the special educational needs process, the school keeps parents fully informed and involved. We take into account the wishes, feelings and knowledge of parents at all stages and encourage parents to make an active contribution to their child's education by using the Structured Conversation or the Passport form and encouraging parents to tell staff of any concerns.

We have two parents' evenings and a specific passport meeting to share the progress of special needs children with their parents. We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Targets are shared at these meetings and any information explaining how they can help their child at home.

We believe that working in partnership with parents will ensure that:

- a) Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively

7. Identification and Assessment

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
or

- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Quality First Teaching

- 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.
- 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.
- 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.
- The SENDco will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Careful consideration will be given to the provision needed for the child going forward.
- If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- 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.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- Parent's evenings are used to monitor and assess the progress being made by children.

8. SEN Support

Where it is determined that a pupil does have SEN, parents will be advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental

concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

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

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and 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 of a child's progress will be made regularly. 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 where necessary 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.

9. Resources

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates 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 (High level needs HLN) 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. It would then be the responsibility of the SENDco, senior leadership team and governors to agree how the allocation of resources is used.

10. Education, Health and Care plans

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 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.

If you would like further information you can do access this by contacting Ask Us Nottinghamshire: 0800 121 7772 or visit the website: askusnotts.org.uk

11. Evaluating 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 is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a half termly and termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDco and Interventions manager.

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 Principal or SENDco, who will be able to advise on formal procedures for complaint.

13. Staff Training

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.

The SENDco 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 and we have funding available to support this professional development. The SENDco, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.