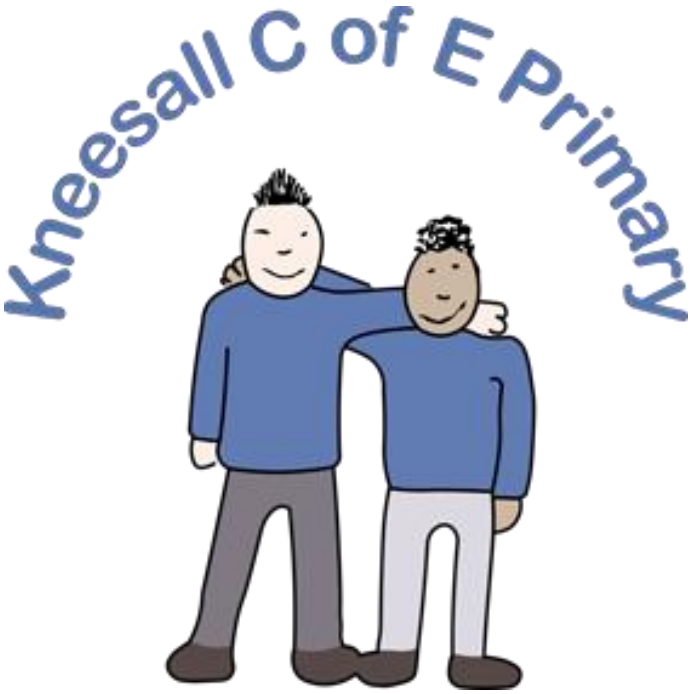


SEND Policy

Head Teacher Signature:	Chris Litchfield
Date Adopted:	September 2026
Review Date:	September 2027

Introduction

At Kneesall C of E Primary Academy, our definition of special educational needs (SEN) is taken from section 20 of the Children and Families Act, 2014:

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:

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

The government has 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) came into force from the st 1 September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

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 view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website: www.nottinghamshire.sendlocaloffer.org.uk

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 sectors.

Kneesall's Vision

At Kneesall C of E Primary Academy, our vision is that children and young people with Special Educational Needs and Disabilities (SEND) will be safe and happy, have a good quality of life and opportunities to fulfil their aspirations, develop their independence and make a positive contribution to society.

Mission statement

We believe that Kneesall C of E Primary Academy is a place where the whole child can develop in a secure and happy environment, to ensure children with SEND are happy, safe and have a good quality of life. Our school community is underpinned by Christian values; we have a kind and caring ethos where it is safe for our children to take risks and make mistakes and experience success.

We are committed to supporting children with SEND to make progress, attain and achieve. Children are nurtured and afforded opportunities to fulfil their aspirations. Our relationships with the children provide positive role models based on mutual respect, support and trust. Our school has a very positive "can-do" culture where praise and encouragement prevail, and children achieve. We aim within our small school to

nurture confident, independent, emotionally resilient and thoughtful individuals, who understand the positive contribution that they can make in the world. Our vision is to grow as a community, within the love of God, so that all may flourish by nurturing courage, enabling kindness and instilling faith.

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. As such, we:

1. Identify the needs of pupils with SEN as early as possible. The school does this by gathering information from parents, education, health and care services prior to the child's entry into school to facilitate a supportive transition into school.

2. Monitor the progress of all pupils. The school continuously monitors the progression of each child and is committed to improving the attainment, achievement and progress of children with SEND. This information is used to review the effectiveness of strategies and plan next steps in learning to ensure that the children reach their full potential. Children are supported through a Graduated Approach and timely and appropriate intervention.

3. Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. The school does this by carefully adapting the National Curriculum wherever possible and providing resources to support the child in their learning. The SENCO and the Head teacher carefully monitor the progression of the children from their starting point and ensure that the children's needs are being met. Utilising different elements of local SEND funding may be required to meet the range of provision needs. Each child's voice is valued and shapes provision decision making. Behaviour approaches are consistent and restorative and acknowledge to impact of underlying needs.

Working alongside parents

The school does this by gaining a better understanding of the whole child. It is important to involve parents in their child's education. This includes supporting parents in terms of understanding SEN procedures and practices, providing termly meetings on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.

Work with and in support of outside agencies

The school does this when the pupils' needs cannot be met by the school alone to co-ordinate and co-produce support. Further we work in partnership with other settings to ensure smooth transition between settings. We work to create a school environment where pupils feel safe to voice their opinions of their own needs. Each child's voice is valued and shapes provision decision making. The school does this by involving them in their learning targets and listening to their longer-term goals, thoughts and feelings through discussions with their class teacher.

This will be reflected in decisions made about their targets but also encouraged through wider opportunities such as school council, collective worship council and school clubs. Enabling inclusion in social groups and developing friendships is a priority to help to prepare a child with SEND for adulthood. Children are supported to work towards achieving their high aspirations, to work with independence and to be proud of the positive contributions they make.

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEND is **Mr. Litchfield**.
The person co-ordinating the day-to-day provision of education for pupils with SEND is **Mr. Howitt**.
The Link Governor with responsibility for monitoring the implementation of this policy is **Mr. Whitchurch**.

Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN support records such as provision maps, targets and structured conversations and monitoring of progression for individual pupils.

All staff can access:

- The Kneesall C of E Primary Academy SEND Policy
- A copy of the full SEN Register
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans)
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

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

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. During a transition to the school, close liaison takes place between the school and all parties who have a current input towards the child's learning, physical and emotional needs.

Facilities for pupils with SEN

The school is committed to whole school inclusion and, if needed, we would make reasonable adjustments where necessary to provide appropriate facilities and comply with all relevant accessibility requirements.

Allocation of resources for pupils with SEN

Pupils with SEND have access to part of the school's budget which is specifically for SEN. 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. The Family SENCO 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.

The Key Leadership of the school including Head Teacher and SENCO determine how allocated resources are used to support individual pupils e.g. allocation of Teaching Assistant hours etc. Other funding and resources are also available for some pupils via Pupil Premium.

Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted Kneesall C of E Primary Academy Special Educational Needs Policy performance indicators and grade boundaries will be monitored.

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 child's class teacher will take steps to provide adapted 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 SENCO will be consulted as needed for support and

advice and may wish to observe the pupil in class. Through these methods it can be determined which level of provision the child will need going forward.

If a pupil has recently been removed from the SEND 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 may access additional intervention support and will be included in an intervention provision map. Receiving additional intervention support does not mean a child is identified as having SEND. 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.

SEN 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 the pupil's school record. The aim of formally identifying a pupil with SEND 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:

1. Assess
2. Plan
3. Do
4. 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, SENCO, child 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 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 SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and Kneesall C of E Primary School Special Educational Needs Policy 2025-2026 6 interventions. It will also take account of the views, wishes and feelings of the pupil and their parents. Consideration is given to developing longer- term goals for children with SEND, ensuring high aspirations are supported. The class teacher, in conjunction with the SENCO 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 statement 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
- SENCO
- 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.

Further information about EHC Plans can found via the SEND Local Offer:

- www.nottinghamshire.sendlocaloffer.org.uk **or**
- By speaking to an Education, Health and Care Plan Co-ordinator on: 0115 9774012 or 0115 9773323 **or**
- By contacting the Parent Partnership Service

Following Statutory Assessment, an EHC Plan will be created. 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.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as 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 Head teacher and SENCO will consult with the child's parents for other flexible arrangements to be made.

Provision will give consideration to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback Kneesall C of E Primary Academy Special Educational Needs Policy
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEN

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Kneesall C of E Primary Academy supports children so that they are included in social groups and to develop friendships. We are committed to improving the attainment achievement and progress of all children and to promote a good quality of life ensuring children are happy and safe. We aim within our small school to nurture confident, independent, emotionally resilient and thoughtful individuals, who understand the positive contribution that they can make in the world. Approaches to behaviour are consistent, restorative and recognise the impact of underlying needs. Children are supported to be the best they can be – "Together we achieve".

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

Evaluating the success of provision

To make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents. carers and pupils throughout the year. This will include feedback, for example, from review meetings, multi-agency meetings, parent and pupil conversations.

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

A provision map identifies how support is given throughout the school. This provision will then be reviewed and evaluated to identify which interventions are to be used to successfully support pupils to achieve academic and wider outcomes. This information informs target setting and structured conversations with parents and children.

An annual formal evaluation of the effectiveness of the school SEN provision and policy is provided to governors. The evaluation is carried out by the SENCO, Head Teacher and SEND Governor. Information is gathered from

different sources such as child and parent surveys, teacher and staff surveys, parents evening, consultation and feedback from outside agencies. The evidence collected will help inform school development and improvement planning.

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 / SENCO, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEND courses, Family SEND meetings and facilitates 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 senior leadership team, ensures that training opportunities are matched to school development priorities and those identified using provision management

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Kneesall C of E Primary School Special Educational Needs Policy 2025-2026 8 Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Working in partnerships with parents

Kneesall C of E Primary Academy believes that a close working relationship with parents is vital in order to ensure

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

The school encourages parents to be involved in the life of the school by inviting them in regularly to participate in events such as raising money for charity through activities run by the School Council, school church services, concerts, drama performances and themed art projects.

If parents have a concern, the school encourages them to discuss it with the class teacher as and when it arises. Parents are kept up to date about their child's progress and well-being in school through structured conversations, progress report, review meetings and informal conversations.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

The school's SEND Governor Mr. Whitchurch may be contacted at any time in relation to SEN matters.
Links with other schools

The school is a member of the Tuxford SENCO Family of Schools and a feeder school to Tuxford Academy and Dukeries Academy. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

On transition to secondary school, there is liaison between the SENDCO of Kneesall and the SENDCO of the receiving school to share information, review external agency involvement and plan transition based on the needs of the child.

Links with other agencies and voluntary organisations

Kneesall C of E Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENDCO is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.
In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

This policy will be reviewed annually.