



SEND POLICY - SCOTHOLME PRIMARY AND NURSERY SCHOOL

STATUTORY FRAMEWORK

Scotholme Primary and Nursery School uses the definition for **Special Educational Needs and Disability from the Code of Practice (2015)**:

SEND: 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 him or her.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there can be an overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Statutory Framework

This document has been updated and developed in line with Department for Education legislation and guidance, including the Children and Families Act 2014, the Special Educational Needs Code of Practice 2015, Supporting Pupils at School with Medical Conditions (2010) and the Equality Act 2010, and has also been reviewed in light of the DfE Schools White Paper, Every Child Achieving and Thriving, and the SEND Reform consultation published in February 2026; at the time of review, the SEND Code of Practice 2015 remains the statutory guidance for schools, and Scottholme will continue to follow the current Code while preparing for future reforms, including a stronger focus on inclusive mainstream practice, early identification, adaptive teaching, Individual Support Plans, staff training and clearer graduated support.

<http://www.legislation.gov.uk/ukpga/2014/6/contents>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Where children have a disability, the requirement of the Equality Act, 2010 will apply. Where children have an identified special need, the SEND Code of Practice, 2015 will apply. All staff has a duty of care to follow and co-operate with the requirements of this policy. This policy will be reviewed with the Head Teacher and in consultation with the Academy's Governing Body.

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

A 'young person' in this context is a person over compulsory school age and under 25. Compulsory school age ends on the last Friday of June in the academic year in which they become 16. For ease of reference, young people are referred to in this Code of Practice as 'over 16'. This policy will use definitions and terminology in line with the Code of Practice 2015.



AIMS AND OBJECTIVES

- This policy outlines the nature and management of SEND at Scotholme Primary and Nursery School.
- It reflects the consensus of opinion of the whole teaching staff and the Governing Body.
- The Special Needs and Disabilities Coordinator (SENDCo) is Miss Bowden. She can be contacted directly in school during term time.
- Miss Bowden holds her NASENDCO Award and is part of the school's SLT.

THE SCHOOL CONTEXT

Scotholme Primary School serves a small urban area in inner city Nottingham. The school is well maintained with a safe environment. Most children enter the school or nursery having no or little experienced of a pre-school provision. Pupils enter school with a range of attainment; most pupils come from an urban background with some variation in ethnicity. When compared with the national average of children with SEND in state funded primary schools, the percentage of pupils with SEND at Scotholme Primary is currently above the national average. The percentage of pupils speaking English as an additional language is very high. Overall, pupils come to school well motivated; they work hard and make the most of their educational experiences. Most parents are supportive and eager to work in close partnership with the school. The school takes great pride in meeting the individual needs of all pupils. The local environment is used to broaden and enrich the quality of pupils' educational experiences, with visits further afield to extend pupils' understanding of the wider environment.

BELIEFS

At Scotholme, we want to put our print on the world by building positive relationships. We strive to become life-long learners and our Learning Habits underpin everything that we do. To help to build positive relationships, we believe that it is vital for children to learn empathy and understanding and show tolerance and respect towards each other. We want our children to be proud of everything they do. We believe it is essential, for all aspects of their lives, that our children are good communicators. Before they leave us, every child will have developed confidence, a sense of responsibility and will have achieved success.

Every pupil in the school has an entitlement to personal, social and intellectual achievement. All pupils are entitled to the opportunity to achieve their potential in learning. Every pupil is unique as regards their characteristics, interests, abilities, motivation and learning needs. It is the role of the school to take this diversity of need into account in its delivery of the curriculum. Those children with Special Educational Needs should have access to high quality and appropriate education. *All teachers are teachers of pupils with special educational needs; it is a whole school issue that therefore requires a whole school approach.*

KEY PRINCIPLES OF INCLUSION

All children are educable and should be equally valued, whether or not they have SEND. Inclusion is most likely to be achieved when their diversity is recognised and regarded positively. All staff are responsible for inclusion. Children are entitled to receive a broad, balanced and relevant curriculum. We recognise that appropriate advice, support and resources are required to achieve this for some pupils. All children and their parents are entitled to be treated with respect and have their views considered. All arrangements should protect and enhance the dignity of those involved.



RESTRICTIVE INTERVENTION, REASONABLE FORCE AND SEND

Scotholme recognises that some pupils with SEND may require additional planning to reduce distress, dysregulation or risk. The school's approach is preventative and inclusive. Staff use early identification, reasonable adjustments, adaptive teaching, relational practice, de-escalation, sensory strategies, visual supports, social stories, calm spaces and positive behaviour support to reduce the likelihood of restrictive intervention being needed.

Restrictive intervention is only used as a last resort where it is necessary, reasonable and proportionate to prevent harm. It must stop as soon as the immediate risk has reduced. The school follows the SHINE Multi Academy Trust Restrictive Intervention and Reasonable Force Policy and the DfE guidance effective from 1 April 2026.

Scotholme does **not** use seclusion. Pupils are not placed alone in a room and prevented from leaving. Relocation to a quieter space may be used to support regulation, but pupils remain supervised, doors are not locked or blocked, and pupils are not prevented from leaving.

Where restrictive intervention may be anticipated, this will be considered through individual risk assessment, positive behaviour support planning, parent/carer involvement, pupil voice where appropriate and advice from relevant professionals. All significant incidents are recorded, reported to parents/carers, reviewed by senior leaders and used to update provision, reasonable adjustments and support plans.

OUR VALUES AND VISION FOR SEND AT SCOTHOLME

The aim of inclusion at Scottholme Primary School is to consider the structure, teaching approaches, pupil grouping and use of support so that we respond to the needs of all pupils. Special educational provision at Scottholme is underpinned by quality first teaching. Quality first teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

Scotholme Primary School is dedicated to providing exceptional learning experiences for all students where there are no limits to achievements. We provide inspirational teaching and support to all pupils to become accomplished learners and good citizens. This is done within a harmonious, diverse and safe environment where all members of the school community are valued and respected. We celebrate excellence and take pride in ourselves, our school and our community.



IDENTIFICATION AND ASSESSMENT OF SEND

THE GRADUATED APPROACH

Scotholme's graduated approach already reflects the direction of national SEND reform by prioritising high-quality adaptive teaching, early support, parent partnership, pupil voice, targeted intervention and regular review. As national reforms develop, the school will review its SEND Pathway, pupil passports and individual targets to ensure they align with future expectations for Individual Support Plans.

The DfE says the proposed system includes universal support, targeted support, targeted plus and specialist support, with Individual Support Plans for children with SEND.

Below outlines the current assessment framework alongside the Scotholme Pathway.

1. **Assess:** the class/subject teacher and SENDCO should clearly analyse a pupil's needs before identifying him/her as needing SEND support
2. **Plan:** the class/subject teacher and SENDCO should agree the support to be put in place. Parents must also be notified and consulted. The support will usually be set out in a school-based SEND support plan
3. **Do:** the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.
4. **Review:** the class/subject teacher and SENDCO should review the effectiveness of the support regularly and agree any changes where needed.

The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The SENDCO, in tandem with the Headteacher, will discuss any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the whole school approach on assessment.



IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A pupil is identified as having special educational needs and/or disabilities (SEND) if they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age, as outlined in the SEND Code of Practice (2015).

At Scottholme Primary School, identification of SEND is part of a graduated approach of assess, plan, do, review, ensuring that support is responsive to individual need. Identification is not a single event but an ongoing process, taking into account the needs of the whole child, including their strengths, barriers to learning and wider context.

We recognise that many pupils may experience difficulties at some point during their school life, whether short or long term, and we are committed to providing appropriate support at the earliest opportunity.

Central to our approach is the Scottholme SEND Pathway, which provides a clear, structured process for identifying and meeting pupils' needs:

Pathway 1 - Monitoring:

Concerns are identified and the pupil is closely monitored within high-quality teaching. Adjustments are made within the classroom to support progress.

Pathway 2 - Targeted Intervention:

Additional support or interventions are put in place to address identified needs. Progress is tracked to evaluate impact.

Pathway 3 - SEND Register:

Where a pupil continues to require provision that is additional to or different from their peers, they are placed on the SEND Register. Individualised targets are set and reviewed regularly, with ongoing communication and partnership with parents/carers. Provision is tailored based on the pupil's primary and, where appropriate, secondary needs.

Pathway 4 - Specialist Support:

External agencies may be involved to provide further assessment and guidance. At this stage, higher levels of support may be considered, including applications for High Level Needs (HLN) funding.

Pathway 5 - Statutory Assessment:

Where needs are complex and long-term, a request for an Education, Health and Care Plan (EHCP) may be made, including consideration of the most appropriate provision and setting for the pupil.

The purpose of identification is to determine the most effective support required to enable the pupil to make progress and achieve their potential.

Parents/carers and pupils are central to this process. Their views are actively sought and contribute to decision-making at every stage. Where additional support is required beyond the school's provision, referrals to external agencies are made in consultation with families, and all involvement is carefully monitored and reviewed.



Scotholme SEND Pathway

Needs met using local offer funding Begin EHCP process if eligible

Stage 1 – Initial concerns/lack of progress identified	Stage 2 – Raising concerns with SENDCO	Stage 3 – SENDCO support	Stage 4 – Assessment and specialised provision	Stage 5 – EHCP
<p>Review of current arrangements – ensure needs initially addressed by refinements to QFT and/or intervention</p> <ul style="list-style-type: none"> - QFT strategies: e.g. scaffolding evident in books and planning - Learning environment checklist - Inclusion checklist - Dyslexia friendly checklist - Behaviour curriculum in place with clear and consistent expectations - Behaviour scripts appropriately - STORM - WalkThrus applied - OTrack gap analysis utilised - Tracking and monitoring on CPOMs - Zones of regulation in place and used effectively - PASS actions - CPS - Parents engaged and aware of how their child is doing in school 	<p>Despite adjustments to QFT/intervention(s) limited or no progress is made and concerns remain</p> <p>Teacher to inform SENDCO by:</p> <ul style="list-style-type: none"> - Complete initial concerns referral via CPOMs with actions taken and actions required - If required, book a drop in session to complete referral with SENDCO if further guidance or support is required or to discuss concerns. - Intervention time utilised – evidence of time with child in log - Teacher to add child to provision map and track 6-week block of initial interventions - Evidence gathered - Teacher to inform parents that concerns have been raised with the SENDCO, refer parents to the SEND policy on the website and provide SEND handbook. - SENDCO can support with initial meeting if required. 	<p>Supporting QFT:</p> <p>SENDCo</p> <ul style="list-style-type: none"> - Observation conducted using learning environment checklist - Specific need identified - Analyse provision map to identify prior and current support already tried - Analyse planning and scaffolding in child's book/ - Strategies/interventions not yet in place identified - WalkThrus applied - With staff complete individual circumstances form to identify other factors affecting progress and identify support strategies - Upload evidence to CPOMs - Child added to SEND register <p>Teacher:</p> <ul style="list-style-type: none"> - Use pupil voice prompts for discussion with child - Use parent voice prompts in parent meeting (ensuring parents are updated with provision in place). All meetings recorded on CPOMs 	<p>When current support is not having measurable impact SENDCO will request support for staff from outside agencies including HLN finding. These may include ASD services, SALT, Educational Psychology Service, Behaviour Outreach Support Service, etc.</p> <ul style="list-style-type: none"> - Assess – Plan – Do – Review using provision map - Teacher to create a Personal Education Plan with targets and interventions match area of need that are reviewed every half term - Teacher to use SEND & QFT document (Wave 1) for in class support ideas - Parents kept informed throughout, which assessments are being used, what support is in place etc. <p>If need is behavioural</p> <ul style="list-style-type: none"> - Teacher to record all behaviour on CPOMs SENDCO will then support with processes of further referrals to agencies <p>If need is learning</p> <ul style="list-style-type: none"> - Teacher (with support from SENDCO) to complete indicators of learning need assessment - SENDCO to complete further assessments if required e.g. dyslexia screener and share further assessments for teacher/TA e.g. SALT checklist 	<ul style="list-style-type: none"> - Educational Health Care Plan application made alongside parents - If rejected, comments received to be reviewed and suggested strategies implemented - Teacher to continue to review Personal Education Plan with targets and interventions match area of need that are reviewed every half term - Setting reviewed if required.
Graduated Response →				



AREAS OF NEED

The needs of pupils with SEND usually fall into one of the following categories:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Area of Need	Definition	Examples
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	Speech & Language and Communication Needs (SLCN), Developmental Language Disorder (DLD), Autism Spectrum Condition (ASC) including Asperger's Syndrome.
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SPLD), affect one or more specific aspects of learning.	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia.
Social, Emotional and Mental Health Difficulties	Children and young people may experience a wide range of social, emotional and mental health difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging or disturbing behaviour. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD).
Sensory and/or Physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people may require specialist support and/or equipment to access their learning.	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)



PROVISION

At Scotholme Primary School, provision for pupils with SEND is rooted in high-quality, inclusive teaching. Teachers are responsible for adapting learning to meet the needs of all pupils, ensuring full access to a broad and balanced curriculum. High expectations underpin all practice.

We make a clear distinction between underachievement and special educational needs, ensuring that pupils receive the appropriate level of support at the earliest stage. English as an Additional Language (EAL) is not identified as SEND; however, pupils with EAL are supported through adaptive teaching and targeted provision as part of our wider inclusive practice.

Support is guided by the Scotholme SEND Pathway and the graduated approach (assess, plan, do, review), ensuring that provision is responsive, evidence-informed and regularly reviewed for impact. The type and level of support is determined collaboratively by the class teacher and SENDCo, based on accurate assessment of need.

Provision may include:

- Adaptive teaching within the classroom
- Targeted interventions to support specific areas of need (e.g. communication, cognition, SEMH)
- Specialist strategies such as visual supports, Makaton and sensory approaches
- Access to nurture and social communication programmes

All interventions are recorded and monitored through a provision map, with progress reviewed regularly to ensure that support remains effective and purposeful.

Pupils with more complex needs may access the school's enhanced provision, where a bespoke curriculum and individualised approach are in place.

Parents and carers are kept informed through regular communication and meetings, and are supported to contribute to their child's learning both in school and at home.



ENHANCED LEARNING PROVISION

Enhanced Provision is a term used to describe specialist provision within a mainstream school for pupils with a significant level of special educational needs. At Scotholme Primary School, we have three Enhanced Provisions: The Pups (for our youngest children), The Otters (for our informal learners) and The Sea Otters (for our oldest pupils, following a combination of semi-formal and formal curriculum approaches). We work closely with parents and carers to ensure that each child is placed in the most appropriate provision to meet their individual needs.

Pupils within our Enhanced Provisions benefit from an ambitious, bespoke and highly personalised curriculum, delivered by a skilled team of staff, the SENDCo and experienced teaching assistants. The provisions work collaboratively to ensure that the specific needs of each pupil are effectively met, with a strong emphasis on individualised pedagogy and tailored support.

All pupils in The Otters and The Sea Otters have an Education, Health and Care Plan (EHCP). For pupils in The Pups provision, there is a strong likelihood that an EHCP will be required in the future, and early identification and assessment are prioritised. In most cases, pupils will either have a diagnosis or be on a pathway towards diagnosis, and provision is adapted accordingly to support their developmental profile.

We adopt a pathway-based approach to learning, ensuring that provision aligns with each child's stage of development rather than their chronological age. These pathways include:

- Pre-formal pathway (typically 0-18 months developmental stage)
- Informal pathway (typically 12-36 months developmental stage)
- Semi-formal pathway (typically 36 months to 5 years developmental stage)
- Formal pathway (typically 3-4 years below age-related expectations)

The curriculum across our Enhanced Provisions is designed to prioritise the areas that will have the greatest impact on pupils' life chances. It is personalised to individual needs and provides opportunities for children to achieve their potential across a broad range of areas. The curriculum is centred around three core focus areas:

- Communication and Interaction
- Social, Emotional Wellbeing and Mental Health
- Independence, Self-Help and Preparation for Adulthood (life skills)

In addition, pupils' experiences are carefully planned across six complementary areas:

- Understanding the World
- Expressive Arts and Design
- Sensory and Physical Development
- Mathematics
- Literacy
- Religious Education



All Enhanced Provisions have an individual timetable that reflects their specific needs, provision and therapeutic input. Where pupils have an EHCP, annual reviews are held in line with statutory requirements, and families meet with staff regularly to review progress and provision.

Every opportunity is taken to include pupils from our Enhanced Provisions in mainstream activities wherever appropriate. Pupils are supported to access aspects of the wider school day, such as PE, music, theme days, assemblies and phonics sessions, and are encouraged to participate in school clubs and wider enrichment opportunities, ensuring a fully inclusive school experience.

If you are interested in this provision for your child, please arrange a meeting with the SENDCo. An assessment will then be carried out to ensure that the provision is appropriate, taking into account the needs of the cohort, staffing ratios and your child's individual needs.

ALL STAFF COMMITMENTS:

- Be committed to maximising inclusion and minimising exclusion and planning for diversity.
- Work to develop appropriate environments for all pupils and adopt appropriate teaching methods and approaches.
- Take care to have appropriate pupil groupings.
- Support all pupils with identified needs.
- Delivering quality first teaching.
- Engage in a programme of Continued Professional Development (CPD) in areas of SEND.

THE ROLE OF THE GOVERNING BODY:

- Do its best to ensure the necessary provision is made for any pupil who has special educational or disability needs.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, pupils who have special educational needs.
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical.
- If required, report to parents/carers on the implementation of Scotholme's policy for pupils with SEND.
- Have regard to the Code of Practice when carrying out its duties toward pupils with SEND.
- Create a climate of inclusion and diversity celebration.
- Ensure that parents/carers are consulted and notified by the school that SEND provision is made for the child.
- Ensure that the governing body is involved in developing and monitoring Scotholme's SEND policy.
- Ensure governors are up-to-date and knowledgeable about the school's SEND provision.



THE ROLE OF THE HEADTEACHER:

- Have overall responsibility for the provision for students with Special Educational Needs and Disabilities.
- Keep the Governing Body fully informed.
- Work closely with the SENDCo and SLT.

THE ROLE OF THE SENDCO:

- Manage the identification and co-ordination of students with additional needs within the four main areas set out in the Code of Practice.
- Be responsible for referrals to external agencies.
- Attend and contribute to Annual Reviews for students with Educational Health Care Plans (EHCPs).
- Use a wide range of data sources to ensure that students require additional support are provided for appropriately.
- Co-ordinate and lead the provision for students with SEND.
- Maintain the Inclusion Register and oversee the records of all students with SEND.
- Liaise with parents/carers and external agencies.
- Collaborate with colleagues to develop effective, high quality SEND practice.
- Contribute to CPD planning in SEND areas.
- Oversee the effectiveness of Teaching Assistants using evidence and research to develop their practice.



THE ROLE OF THE STAFF:

- Ensure that appropriate curriculum resources are available for pupils with SEND.
- All pupils should receive a broad and balanced curriculum that recognises their different talents and addresses the specific nature of their special needs. In deciding on curriculum access, the views of parents and pupils should be considered.
- Pupils should receive a balanced curriculum; this should include a right to all areas of the curriculum alongside the consolidation of basic skills. It should aim to develop more independent learners, extend opportunities for pupils to extend their experience and knowledge outside their immediate world and prepare for adulthood. Alternative curricular arrangements will be monitored to ensure effectiveness, usefulness and relevance.
- Pupils with SEND of all abilities should access learning opportunities that meet both their own needs and those of their peers. The curriculum should address individual learning patterns and interests considering their age, cognitive, social and emotional levels of functioning. Individual progress should be monitored and pupils' own views about learning opportunities should be considered.
- The curriculum arrangements of all pupils including those with SEND should be seen as having equal value.
- Pupils should have a suitably differentiated curriculum that is planned and well taught and in which their self-esteem is supported and developed. Planning should consider their interest and motivation.
- Staff are committed to providing rich learning experiences to ensure exceptional levels of progress for students with SEND is achieved.

THE ROLE OF CURRICULUM LEADERS:

- Ensure that activities are planned and delivered in such a way that pupils with SEND are able to make measurable progress, relative to their existing knowledge and skills.
- Ensure that staff has knowledge of and a willingness to use the widest possible range of teaching strategies and styles to enable all pupils to have access to the curriculum. There should be flexibility in approaches to teaching all aspects of the curriculum.
- To make all staff aware of their responsibility to address the range of SEND in their school.
- Seek to ensure the curriculum is relevant and meaningful to all pupils.
- Endeavour to provide a broad and balanced curriculum that considers the holistic developmental needs of the whole child.
- Be sensitive to the needs of all pupils and ensure that their achievements are valued.
- Ensure that pupils have access to appropriate support.
- Ensure all pupils have equal opportunities for praise and rewards.
- Ensure an appropriate learning environment for children with SEND.
- Provide access and support for staff development in order to meet the full range of SEND so that the staff team understand and value the needs and learning styles of pupils with SEND.



THE ROLE OF TEACHING ASSISTANTS

- Support pupils with SEND in whole class lessons, in small group work and in one-to-one sessions depending on need.
- Provide individual or group programmes of work to meet the needs of students with SEND.
- Contribute to reviewing the targets set out on provision maps.
- Contribute to the reports for Annual Reviews for students with EHCPs and attend annual review meetings when appropriate.
- Report regularly to the SENCO or class teacher on pupil progress or curriculum matters.
- Develop their practice by drawing upon research such as, 'Making Best Use of Teaching Assistants' - Education Endowment Foundation.



ADDITIONAL ARRANGEMENTS:

- Provision is the same as for all Scotholme students but can also be inclusive of:
- Nursery to School transition support (including liaison with Nurseries, school visits and the Transition Programme during the summer term).
- KS2 to KS3 transition support (including liaison with secondary schools, school visits in Year 6 and the Transition Programme during Year 6).
- Individually targeted teaching assistant/teacher support in mainstream lessons.
- On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review).
- Exam access arrangements.

EDUCATION, HEALTH CARE PLANS (EHCPs)

At Scotholme Primary School, most pupils with special educational needs and/or disabilities are effectively supported through high-quality teaching, HLN funding and the graduated approach. For a small number of pupils with more complex and long-term needs, an Education, Health and Care Plan (EHCP) may be required.

An EHCP is a statutory plan that outlines a child's needs, outcomes and the provision required to support them across education, health and care. The school follows the Department for Education guidance and works closely with the local authority when requesting an assessment.

Requests for an EHCP assessment can be made by:

- Parents or carers
- Young people aged 16-25
- The school or other professionals working with the child

Where a pupil has an EHCP, provision is carefully planned, delivered and reviewed to ensure it meets their individual needs. This includes personalised support, targeted interventions and, where appropriate, access to specialist provision. Progress is monitored regularly, and annual reviews are held in line with statutory requirements, with additional review points throughout the year to ensure provision remains effective.

We adopt a whole-school approach to SEND, where all staff share responsibility for meeting pupils' needs. Teachers remain accountable for the progress of all pupils in their class, supported by skilled teaching assistants and the SENDCo. Provision is adapted through quality-first teaching, scaffolding and targeted support, including small group and individual interventions where appropriate.

The school works in partnership with a range of external professionals, including Educational Psychologists, Speech and Language Therapists and other specialist services, to ensure a coordinated and effective approach to support.



HIGH LEVEL NEEDS FUNDING (HLN)

High Level Needs (HLN) funding is allocated by the local authority to support pupils with significant special educational needs and/or disabilities where additional provision is required beyond the school's ordinarily available offer.

Where appropriate, the SENDCo will apply for HLN funding, submitting detailed evidence of the pupil's needs, the provision already in place and the impact of that provision. Applications are considered by a local authority panel, which determines whether additional funding is required and the level of support to be allocated. HLN funding is reviewed regularly to ensure it continues to reflect the pupil's needs and progress, and provision is adjusted accordingly.

Pupils do not need to have an Education, Health and Care Plan (EHCP) to access HLN funding; it may also be used to support pupils receiving SEND Support where needs are identified as significant.



RECORD KEEPING, MONITORING AND DATA MANAGEMENT

INDIVIDUAL TARGETS AND PROVISION PLANNING

At Scotholme Primary School, pupils with SEND are supported through a clear **graduated approach** of **ASSESS, PLAN, DO, REVIEW**, in line with the Department for Education SEND Code of Practice (2015).

For pupils receiving SEND Support and those with an Education, Health and Care Plan (EHCP), **individualised targets** are identified and recorded as part of the school's provision mapping processes. For pupils with an EHCP, these targets are closely aligned to the outcomes specified within the plan and may be recorded within Individual Education Plans (IEPs) where appropriate.

Targets are:

- Based on assessment of need and prior attainment
- Focused on key areas of development (e.g. communication, cognition, SEMH, independence)
- Reviewed regularly to ensure they remain appropriate and impactful

Provision and progress are reviewed at least half-termly by class teachers and the SENDCo, ensuring that support is responsive and adapted in line with pupil need. Parents and carers are involved in this process through regular communication and structured meetings across the academic year.

SEND REGISTER

The SEND Register identifies pupils who require provision that is additional to or different from high-quality teaching in order to meet their needs.

The SENDCo maintains and updates the register regularly, ensuring it reflects:

- Current levels of need
- Provision in place
- External agency involvement where appropriate

CRITERIA FOR EXITING THE SEND REGISTER

A pupil may be removed from the SEND Register where:

- They have made sustained progress
- They are able to access the curriculum effectively through high-quality teaching alone
- This decision is agreed in partnership with parents/carers and, where appropriate, the pupil and external professionals

Pupils who exit the register continue to be monitored to ensure progress is maintained.



DATA PROTECTION AND CONFIDENTIALITY

All SEND records are managed in line with data protection requirements. Information is stored securely using the school's safeguarding and recording systems, including CPOMS, with access limited to relevant staff.

SEND information, including EHCPs, is treated as confidential and shared only where appropriate and in line with statutory guidance. Records are transferred

ACCESSIBILITY

At Scotholme Primary School, we are committed to providing an inclusive environment and curriculum that enables all pupils to participate fully in school life and achieve their potential.

We recognise that not all areas of the current school building are fully wheelchair accessible, as internal stairs limit access between some classroom areas and shared spaces such as the hall and dining room. However, we take a proactive approach to minimising the impact of these barriers and ensuring equitable access wherever possible.

We promote accessibility and inclusion by:

- Providing a physical environment that supports access to learning, activities, trips and clubs wherever feasible
- Identifying, reducing and, where possible, removing barriers to learning and participation
- Adapting teaching approaches to meet a range of learning needs through flexible grouping and responsive practice
- Providing appropriate support, including adult assistance and tailored resources, to enable pupils to access the curriculum
- Ensuring curricular materials are accessible and appropriately differentiated
- Actively involving pupils and their parents/carers in decisions about support and provision
- Celebrating and recognising the achievements and efforts of all pupils

We are committed to making reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared to their peers. This may include the provision of auxiliary aids, services or adaptations to the environment. For example, the school provides a disabled toilet, an adjustable height changing bed and access to ICT equipment to support recording and participation.

We are fully committed to ensuring that no pupil is directly or indirectly discriminated against, harassed or disadvantaged due to disability, in line with the requirements of the Equality Act 2010.

Where parents or carers have a disability, we will make reasonable adjustments to communication and provide information in accessible formats upon request.

Further details can be found in the school's Accessibility Plan and Equality Policy.



MANAGING MEDICAL CONDITIONS OF CHILDREN

Scotholme Primary School recognises that pupils with medical conditions must be properly supported to ensure they have full access to education, including attendance, school trips and physical education.

We work in line with statutory guidance from the Department for Education, *Supporting Pupils at School with Medical Conditions*, to ensure that pupils' health needs are effectively managed and do not create barriers to learning or participation.

Some pupils with medical conditions may also be considered disabled under the Equality Act 2010. In these cases, the school will make reasonable adjustments to ensure that pupils are not placed at a substantial disadvantage compared to their peers.

Where pupils have both medical needs and special educational needs, support will be coordinated through the graduated approach and, where applicable, through an Education, Health and Care Plan (EHCP), in line with the SEND Code of Practice (2015). This ensures a joined-up approach across education, health and care provision.

Further guidance can be found in the Local Authority School Administration Handbook and the school's Health and Safety policies.



SEND STAFF TRAINING

Scotholme Primary School is committed to developing staff expertise to ensure high-quality provision for pupils with special educational needs and/or disabilities.

Continuing Professional Development (CPD) is provided for all staff, with a clear focus on SEND as part of the school's ongoing training programme. This includes whole-school training, targeted support and opportunities to develop specialist knowledge in areas such as communication and interaction, sensory needs and social, emotional and mental health.

In addition, staff access training and advice from external professionals, including specialist advisory services (e.g. visual, hearing and physical needs), to ensure practice is informed by current guidance and expertise.

Regular SEND-focused meetings are held to review pupil needs, monitor provision and identify priorities for development. This ensures that staff remain responsive to emerging needs and that provision continues to improve over time.

COMPLAINTS PROCEDURE

If parents or carers have concerns about SEND provision, they are encouraged to discuss these in the first instance with the SENDCo. Most issues can be resolved at this stage through open communication and review of provision.

If concerns remain unresolved, complaints should be escalated to the Headteacher or, subsequently, the Chair of Governors, in line with the school's formal complaints procedure. This process does not apply to decisions made by the local authority regarding statutory assessment or the issuing of an Education, Health and Care Plan (EHCP).

Full details of the complaints procedure can be found in the Trust policy, available via the school office and [website](#) or through [SHINE's website](#).

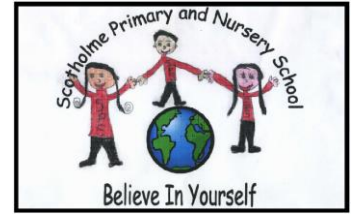
BULLYING

Scotholme Primary School takes all incidents of bullying seriously and is committed to creating a safe and inclusive environment for all pupils.

Bullying is defined as repeated, intentional harm caused by an individual or group, where there is an imbalance of power.

All pupils are encouraged to report any concerns to a trusted adult. Allegations of bullying are investigated thoroughly, with appropriate action taken to support all pupils involved.

Further information can be found in the school's Anti-Bullying Policy.



LOCAL OFFER

The Nottingham City Local Offer provides information about services and support available for children and young people with special educational needs and/or disabilities and their families. It can be accessed via Ask Lion Nottingham City Directory.

Scotholme Primary School aligns its provision with the expectations and good practice outlined within the Local Offer and associated provision frameworks.

This policy was adopted on:	April 2026
Review Cycle:	Annual - next review: Spring/Summer 2027