



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’s legislation and guidance; 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. This policy will have regard to this guidance when meeting this requirement.

<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.

OUR VALUES AND VISION FOR SEND AT SCOTHOLME

The aim of inclusion at Scotholme 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 Scotholme 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

SEND support at Scotholme Primary and Nursery is implemented and regularly reviewed using the 'graduated approach', outlined below.

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

- School-aged children are defined as having SEND if they have a significantly greater difficulty in learning than the majority of children of their age, which calls for support additional to or different from the educational provision that is provided for all children of the same year group. These children will be placed on the Scotholme SEND Pathway to ensure the correct level of support.
- This is beyond the differentiated and learning arrangements that are normally provided as part of high-quality personalised teaching and follows a five-step pathway of support.
- If the above criteria have been met and despite having extra interventions provided by the class teacher the child is still not making expected progress, then in consultation with parents a decision to place them on the SEND register may be taken.



- The purpose of identification is to determine the action we as a school need to take to meet the child's needs. - Identification, as set out in the Code of Practice (2015) involves considering the needs of the whole child, which will include not just their special educational needs.

- As a school we acknowledge that many pupils during their time at primary school may experience difficulties, long or short term and we will endeavour to support these children.

- Parents/carers' views and the child's view form a key part of the identification. Working with external partners pupil referrals through the SENDCO are tracked carefully. If it is felt the support is not having an impact and concerns remain, the student may then be referred to an external agency who can provide further specialist support. All referrals are discussed with families.

AREAS OF NEED

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

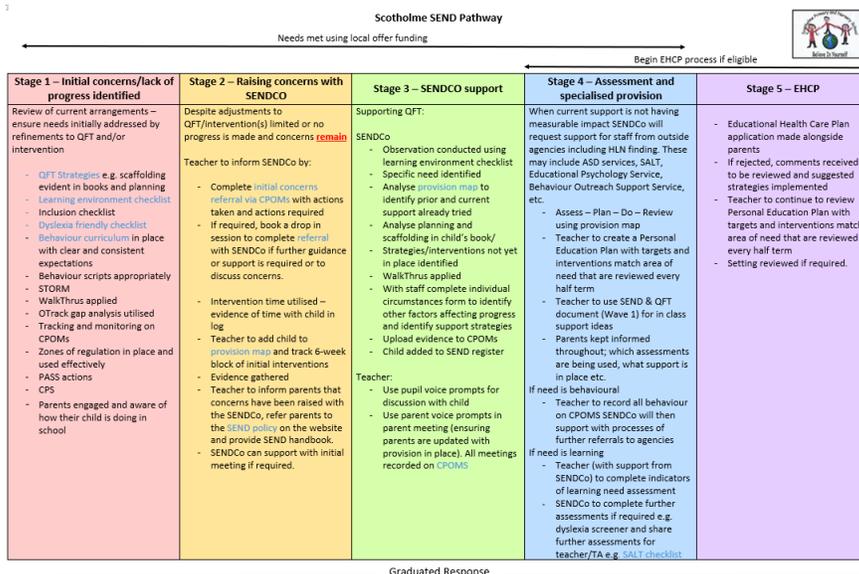
- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

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

- Teachers provide differentiated learning opportunities for all children within school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum. The emphasis at Scottholme is on high quality, inclusive teaching.
- We believe that high expectations are key to securing progress.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We strive to make a clear distinction between underachievement and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to underachievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned interventions, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school’s budget.
- The type and level of support offered will be decided by the class teacher and the SENCO following the Scottholme SEND Pathway.
- Parents will be informed at parents’ evenings or through additional meetings about any additional support that their child receives. Staff will take every opportunity to inform parents of how they can support the learning of their child at home.
- Some examples of interventions that the school offers: are Interactive Music, Talk Boost, Intensive Interaction, Precision Teaching, ELSA, Confidence Building, Sensory Circuits and Social Skills. We also have several staff who are proficient in the use of Makaton. The SEND staff make use of iPads, Talking Tins and other assistive technology.
- Each termly intervention follows the Assess, Plan, Do, Review cycle. This ensures that we are only using interventions with a proven success rate.
- Staff make use of signs and symbols in every class supporting the learning of hearing impaired and autistic children.
- All interventions are recorded in and monitored through a Provision Map linked to the Scottholme Pathway and are overseen by the SENCO and SLT.





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 AND HEALTH CARE PLANS (EHCPs)

- There are currently students at Scotholme with more complex needs, who have an Education and Health Care Plan in place.
- These students may need additional provision, which is set out in an Education and Health Care Plan.
- Most pupils with special educational needs or disabilities can be supported by the school. Education and health care assessments are for young people with more complex needs. School adheres to the local authority's guidance on requesting an EHCP.
- The annual review process takes place once a year. Pupil needs are audited termly and provision mapped according to need.

You can make a request for an EHCP assessment if you're:

- The child's parent.
 - A young person over the aged 16 to 25.
 - Someone acting on behalf of a school or post-16 institution.
- Our team aims to provide specialist support for all students who have special educational needs and/or disabilities. This is a whole school shared vision and responsibility in line with the Code of Practice where, 'Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, SENDCO and learning support team, and all other members of staff have important operational responsibilities.'
- Students may be supported in a number of ways, depending on the severity of their needs. We offer support in lessons from teaching assistants and also 1:1 or small group work to improve literacy, communication and social skills.
- We also have specialist teaching assistants who deliver Wave 1 and Wave 2 interventions 1:1 or in smaller groups. As a team we work closely with professionals from outside school, including the Educational Psychology Service, WTT and SALT.
- Teaching assistants are attached to year groups where they have developed the skills base and subject knowledge in that particular curriculum. This is essential when differentiating tasks for individual and group needs in the classroom. Teaching assistants are aware of pupil needs and collaborate with the teacher on how to support inclusive learning.

HIGH LEVEL NEEDS FUNDING (HLN)

- High level needs funding is provided by the local authority and supports provision for children with SEND.



- To apply for HLN funding the SENDCo, with a parent's permission, will submit information about a child's needs and the provision that the school is making to meet those needs.
- The HLN panel which is made of LA support service staff and school SENDCos, will need to agree with the school, that additional funding is required, and the amount of that funding. The funding is reviewed on a regular basis considering any changes to pupil's needs and the progress that the pupil has made.
- HLN funding may be provided for children who are on SEND support- they do not need an Education and Health Care plan (EHCP) to access this funding.

RECORD KEEPING, MONITORING AND DATA MANAGEMENT

PUPIL PASSPORTS AND INDIVIDUAL TARGETS

- A Pupil Passport is a summary document about a student. Although there is no legal requirement to use a pupil passport, they are considered to be good practice. Pupil Passports and individual targets will be drawn up by the class teacher and reviewed by the SENDCO.
- Three targets will be set, drawn from the targets set at the last review. The targets will be Specific Measurable, Agreed Upon, Realistic and Time Based (SMART) targets and set in consultation with the parent and the student.
- Scotholme encourages parental/carer involvement in this process and will meet to review their child's progress at least three times per year - two of which are face to face. Pupil Passports and individual targets will be a way of implementing, tracking, monitoring and reviewing targets set and progress towards these targets made.

SEND REGISTER

- All children on step 3 to 5 of the SEND Scotholme Pathway who require provision that is additional to, and different from will be placed on the SEND Register to reach their full potential.
- The SEND Register is updated at least six times a year by the SENDCO.

CRITERIA FOR EXITING THE SEND REGISTER

- If following the additional support, the child makes 'good' or 'accelerated' progress and is on track to reach age related expectations and parents, school, specialist agencies and the child agree, the child may be removed from the SEN Register, but will be closely monitored within the class.

DATA PROTECTION

- SEND documents are kept on CPOMS and letters are locked in a filing cabinet in the SENDCo's office.
- All documents are passed on to a child's new school or kept safely for a period of time following LA guidelines.
- Education and Health Care plans are confidential. Access to EHCPs is limited and disclosure is only allowed with parental consent or in other specific circumstances.

ACCESSIBILITY

At Scotholme we seek to develop an inclusive curriculum that promotes positive, confident attitudes by:

- Unfortunately, not all parts of the school are wheelchair accessible. The internal stairs prevent access from the classroom areas to the hall and dining room.



- Where possible, we provide a physical environment that promotes access to the curriculum, activities, trips and clubs.
- Providing children with appropriate support to access the curriculum, activities, trips and clubs and identifying and striving to remove any barriers to learning.
- Celebrating and rewarding all efforts that all our children make.
- Responding to children's learning styles through groupings and flexible teaching approaches.
- Providing accessible curricular materials
- Involving pupils and their parents in decisions about their learning.
- We will do our best to anticipate what a child may need and make reasonable adjustments, including the provision of auxiliary aids, services and physical alterations to the environment to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. For example: We currently have a disabled toilet, adjustable height changing bed and provision of ICT equipment to aid recording.
- We will not directly or indirectly discriminate against, harass or victimise a child with a disability.
- If requested, communications with parents who have a disability will be provided in their preferred format.
- For further information see Equality Act 2010.

MANAGING MEDICAL CONDITIONS OF CHILDREN

- The school recognises that pupils at the school with medical conditions should be properly supported so that they have full access to education, including school trips and PE activities. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some pupils may also have Special Educational Needs (SEN) and may have an EHC Plan which brings together health and social needs as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- Further information can be found in the SHINE Supporting Pupils with Medical Conditions policy and the DFE's Supporting Pupils at School with Medical Conditions.

SEND STAFF TRAINING

- Continuing Professional Development is run at Scotholme for all staff. Training on areas of SEND are delivered as part of the CPD. In addition, staff training is delivered by external professionals as and when required. This can include input from the advisory team on visual, hearing, and physical needs.
- Monthly SEND staff meetings are held to review needs and areas of development.

COMPLAINTS PROCEDURE

- In the first instance, complaints should be addressed to the SENDCO. If the complainant remains dissatisfied, complaints should then be made to Ms Hall, the headteacher in line with our Complaints Procedure. This does not include issues arising from the Local Authority's decisions around assessment or not issuing an ECHP.
- The school's Complaints Procedure is set out in the MAT policy, copies of which are available from Reception and on the website.

BULLYING

- Scotholme Primary School takes the issue of bullying seriously. It is vital if there is any suspicion of bullying taking place that we consider all aspects.



- Bullying is defined the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.
- Children are encouraged to inform an adult if any incident occurs in school.
- See Anti Bullying Policy for further information.

LOCAL OFFER

- Nottingham City Schools Local Offer is accessible to all parents on
- [Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#)
- The Nottingham City Schools Provision maps are available on this site and Scotholme Primary School makes provision in line with the good practice described within this framework

This policy was adopted on:	September 2022
Review Cycle:	Annual
This policy was subsequently reviewed on:	December 2022
	September 2023