Inspired by faith, we dare to grow, believe and achieve, celebrating success together and flourishing within our community

SPECIAL EDUCATIONAL NEEDS POLICY

June 2026

Policy:	Special Educational Needs Policy
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A special educational need is:

Definition of special educational needs (SEN) 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:

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

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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

www.nottshelpyourself.org.uk

Value Statement

At St Swithun's C of E Primary Academy we value the abilities and achievements of ALL our pupils. We are committed to providing for each pupil the best possible learning experiences.

Aims and Objectives

We aim to:

- Provide an inclusive curriculum and believe that all children should be valued equally. Throughout the school we provide an atmosphere of warmth and support in which all pupils are valued and are able to take risks and make mistakes
- Ensure that all children learn effectively, we provide a climate where learning is valued, children are praised for their efforts, everyone can earn rewards and can work without fear of criticism in order to reach their potential
- 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

Objectives

- To identify the needs of pupils with SEN as early as possible.
- Where possible we will gather information from parents/carers, education, health and care services, early years settings and feeder schools where applicable, prior to the child's entry into the school.
- To monitor the progress of all pupils
- Continuous monitoring/reviewing of pupils by class teachers, SENDCo and Senior Leaders identifies pupils with SEN and informs planning and intervention.
- To make appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- To work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone
- Support will be sought from appropriate agencies when needed
- Maintain a school environment where pupils feel safe to voice their opinions of their own needs.
- To work with parents - Both formal and informal dialogue takes place with parents/carers regularly in order for us to work together for the benefit of all pupils. Individual academic targets are set, reviewed and progress shared with parents/carers at least termly. For those children working with a Support Plan, specific concerns are shared with parents/carers during meetings, targets set, a plan agreed and reviewed at least termly. A written report, detailing progress, attainment, strengths and areas for improvement is produced and shared with parents/carers at the end of each school year.

This is co-ordinated by the SENDCo and Senior Leadership Team and is carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. All children are encouraged and supported to take a full and active role within all areas of school life, including extra-curricular activities and taking on specific roles within school e.g. School Council, Worship Committee

Roles and Responsibility for the co-ordination of SEN provision

The persons responsible for overseeing the provision for children with SEN are:

Head of School/ SENCO	Mrs. H.Howlett	hhowlett@st-swithuns.snmat.org.uk
Executive Head Teacher	Mrs A. Martin	amartin@st-swithuns.snmat.org.uk
Chair of Governors	Mr. R. Smith	rsmith@st-swithuns.snmat.org.uk

St Swithun's Primary Academy telephone number is 01777 702043

The Senior Leadership Team and SEN Governor oversee and monitor the progress of all children with Special Educational Needs. The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs H Howlett (SENDCo).

The governors are formally informed of the school's Special Needs provision through regular dialogue, meetings and reports. Working closely with staff, parents/carers and other agencies, the SENDCo aims to ensure quality first teaching and impactful high-quality intervention for all children at St Swithun's Primary Academy with SEND. Training needs for both teaching staff and teaching assistants are identified and planned for by the SENDCo in conjunction with the Head Teacher and the Retford Oaks Family of Schools.

Arrangements for coordinating SEN provision

The SENDCo will ensure details of SEN provision are held in school (e.g., pupil support plans, review notes, action plans, feedback from outside agencies, records of input from other professionals, progress and impact data, etc).

All staff can access:

- The SEN Policy;
- A copy of the full SEN Register and documents used for tracking each cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- A support plan for all pupils on the schools SEN Support register which shows additional individual pupil information, targets, provision, etc.
- Practical advice, teaching strategies, resources and information
- Updated information on current legislation and SEN provision
- Information available through Nottinghamshire's SEND Local Offer
- Advice from outside agencies around specific pupils where appropriate

This information is accessible to all staff and where appropriate parents/carers.

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.

The school works closely with other early years settings, primary and secondary schools in sharing information at transition points. Where appropriate, staff from other settings, and involved agency professionals, are invited to meet with the SENDCo and to attend pupil review meetings and specific transition meetings.

An information transfer document is in place to ensure all relevant documents are forwarded to or received from a school. The SENDCo or class teacher contacts the new school by phone to speak to the previous/new SENCO or class teacher to inform of any additional needs and give advanced notice of any additional funding allocations or requests.

All transition programmes are created and centred around the child's individual needs

Specialist provision and facilities for pupils with SEN

St Swithun's C of E Primary Academy has a number of pupils being monitored for, and with an identified SEN or disability. The staff team have a range of knowledge in SEN provision and support.

The school has a range of specialist SEN facilities in place for example:

- Physical environment - the entrance to the school site is at ground level
- Increased access to the curriculum and assistance during tests
- An ELSA trained member of staff
- Equipment to meet the specific identified needs of named pupils
- Access to a variety of resources, expertise and materials as needed

Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of the school's budget. 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. For those with the most complex needs, additional funding is allocated by the local authority. The Retford Oaks 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 funding allocation to support the teaching of SEN pupils changes annually. Nevertheless, at St Swithun's Primary School we invest significantly more than the sum allocated in the support of this special group of children.

The Senior Leadership Team and class teachers hold regular pupil progress meetings to review and discuss the attainment of all children and re-evaluate provision per class group. Identification of suitable interventions, screening, training and resources needed to support individuals or small groups of children in school is made. This information is then used by the SENDCo to plan support for pupils and staff.

Investments are directed at providing:

- Time allocated to allow the SENDCo to carry out her role
- Intervention teachers and TAs for support time to engage with pupils and deliver planned interventions/catch-up programmes
- Support materials and equipment across all curriculum areas, including appropriate reading books to support pupils with learning difficulties or delay.
- Training materials, course opportunities and cover to support staff in their teaching

School offers a variety of additional support, for example

- Specific reading material for reluctant readers/content appropriate for higher and lower ability readers, synthetic phonics readers, whole word approach to reading, etc.
- Numicon resources and apparatus
- Equipment / aids to support specific needs
- Autism/ADHD/Anxiety resources
- Emotional support (buddies, meet and greet etc)
- Sensory resources
- Handwriting/Fine Motor/Gross Motor skills programmes
- Transition programmes
- Speech and Language resources and programmes
- Emotional Literacy Support Room/Sensory Room sessions

Identification of pupil's needs

Identification

We recognise the importance of early identification, assessment and provision for any child who may have SEN as research shows the earlier the action is taken, the more responsive the child is likely to be. Assessment at St Swithun's is not a single event but a planned, continuous process.

Please see the definition of Special Educational Needs at start of the policy (page 2)

We fully understand that SENDs are diverse in nature and that these may be:

- Sensory, Physical and /or Medical
- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health

We follow a graduated approach which recognises that children learn and progress at varied rates.

Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries OR any pupils with concerning behaviours will be monitored.

a) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

c) The SENDCo will be consulted for support and advice and may wish to observe the pupil in class. Class teachers will complete an Inclusion Referral Form

d) Through (b) and (c) it can be determined which level of provision the child will need going forward.

e) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

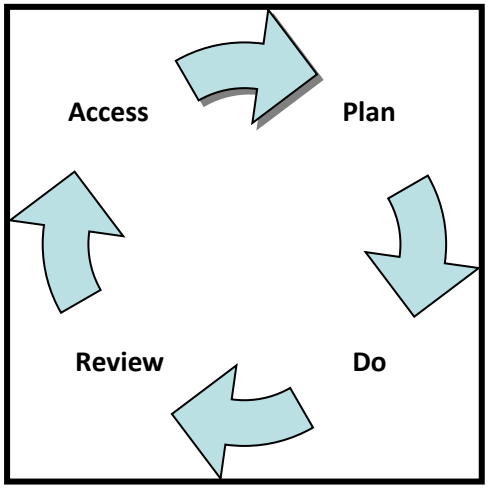
f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

g) The child is formally recorded by the school as being monitored due to concern by parent or teacher but this does not place the child on the school's SEN Support list. This is discussed with parents/carers.

h) 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 SEN, parents will be formally advised of this and we will aim to work together to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process: **Assess – Plan – Do – Review**



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

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

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

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with intervention teachers, 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 SENDCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil and relevant paperwork will be completed.

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 (replaced Statements)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHC Plan will usually be taken at a pupils SEND review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, SENDCo, teachers, social care and 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 8041275 or email icds.duty@nottscc.gov.uk

or by contacting Ask Us Nottinghamshire enquiries@askusnotts.org.uk or via the Ask Us website

Education, Health and Care Plans (EHC Plan)

Following Statutory Assessment, an EHC Plan may be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

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 is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

At St Swithun's every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is reviewed annually by the Head Teacher and the curriculum subject leaders. Updates are shared at staff meetings throughout the year.

- Staff working with children are kept fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Regular training is provided and learning opportunities for staff in all key stages on the subject of SEN and SEN teaching. School staff are encouraged to be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Staff use of all class and school facilities and space
- Use of in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or smaller group teaching 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 SENDCo.
- 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, SENDCo and Governing Body oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by all teaching staff and the Governing Body together with the SENDCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom: all venues are pre-checked by the leading teacher for access arrangements including the curriculum activities offered and tailored to individual needs as required by the teacher and SENDCo. All children are encouraged to attend extra-curricular activities and any necessary support is provided.

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, CAMHS, Healthy Family Team and the Bassetlaw Primary Behaviour Partnership.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This provision is made through one-to-one meetings (both formal and informal), multi-agency support and collaborative planning between the SENDCo, staff and parents.

The Senior Leadership Team and Governors review this policy annually and share the document with all staff. However, if there are National directives or developmental suggestions from parents, pupils or outside agencies, these may be piloted during the year and built into the policy at the following review.

As a school we constantly review our SEN provision, and as such, if any issues or difficulties arise, we refine our strategies accordingly. Any changes are reported to the Governors by the SEN Governor and SENDCo, and once ratified by them, the policy is amended accordingly, with all staff informed.

A termly SEN meeting is held with the Governor responsible for SEN and the SENDCo and a report is shared with Governors. As a result of this report and relevant updates through Governor Meetings, the Governing body monitor the processes outlined above and review progress against any new initiatives/objectives for SEN provision.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The SENDCo and school staff will monitor review and evaluate interventions used to support pupils to achieve both academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENDCo, Head Teacher and SEN Governor and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parents' evenings, consultation evenings, feedback forms, school forums etc. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform the SEND development and improve future planning.

In service training (CPD)

We recognise the need to train and keep all staff up to date with issues, relevant training and developments in teaching practice in relation to the needs of pupils with SEN. SEN training forms part of the school's annual training programme and funding budget to support professional development. This is in place in order to raise staff awareness of alterations to legislation/ SEN requirements/ pupils' individual plans and to moderate pupils work in order to maintain a common or shared understanding of levels of attainment. It also serves to develop expertise in supporting children at St Swithun's with specific learning needs i.e. Autism, ADHD, Dyslexia and meeting requirements e.g. Safe Handling etc. Specific funding for SEN training is identified in the SENDCo Action Plan and allocated accordingly. Training takes place in staff meetings, planned TA sessions and at external locations by quality assured providers.

The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

We have recently completed the following training programmes:

SENDCo

- Adaptive Teaching
- Communication and Interaction, Autism Education Trust Progression Framework
- Good Autism Practice
- Behaviour – wide variety of interventions, programmes, research, ADHD awareness
- Controlling Risky Behaviours (previously known as MAPA)
- B squared & PIVATs – electronic assessment and tracking

All Staff where relevant

- Adaptive Teaching
- Graduated Response and Inclusion
- Identifying SEND – SEN Aware and SEN Support
- Good Autism Practice
- AET Progression Framework
- B Squared electronic assessments and tracking
- Downs Syndrome

Specific named staff members

- Safe Handling, PEEP, Personal and intimate care planning etc.
- Whole Word Approach to Reading
- Precision Teaching
- Controlling Risky Behaviours (CRB) previously known MAPA
- Specific interventions eg Toe by Toe,
- SALT
- Dyslexia, dyscalculia, screening and assessment
- Early maths and Numicon
- ELSA
- Sensory challenges and profiles

The SENDCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

Links to support service, other agencies and voluntary organisations

At St Swithun's C of E Academy we invite, seek advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENDCo is the designated person responsible for liaising with agencies. The following services maybe called upon as and when is necessary, offering specialist advice, support and help to teachers, children and parents

- Nottinghamshire Education Psychology Service
- Schools & Family Support Services - Early Years, Communication & Interaction, Cognition & Learning, Sensory & Physical Teams
- Speech and Language Therapists
- Bassetlaw Primary Behaviour Partnership
- Specialist Outreach Services
- Child and Adolescent Mental Health Services CAMHS
- Public Health Practitioner / Health Visitor / Community Nurse / Specialist Nurses /Healthy Family Team
- GP Doctors and Paediatric consultants
- Physiotherapists or Occupational therapists
- Physical Disability Support Service (PDSS)
- "Think Children" Pupil counsellors
- Parent Advocate - Ask Us Nottinghamshire
- Multi-Agency Teams including: LAC, Social Services, Sure Start - Parent Support workers, CAHMS, Bereavement counselling, Early Help Assessment meetings (EHAF) - Multi Agency Support Hub (MASH)

Other services outlined in the Local Offer

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. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

The school continues to build strong working relationships and links with external support services, agencies and volunteer organisations in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo and class teacher who will then inform the child's parents.

Working in partnership with parents

At St Swithun's we believe that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
b) continuing social and academic progress of children with SEND
c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through termly progress review meetings, provision reviews and annual reports. If a parent requires any additional information or just needs a "chat", they are warmly welcomed into school to talk with the class teacher, SENDCo or Head Teacher or all of them, at a mutually convenient time. At any time, school may request a meeting with parents to discuss any important issues. Agencies may also request the involvement in meetings by the SENDCo, where information is shared with the consent of parents.

The school liaises formally and informally with parents on a whole range of issues through face to face, contact, phone calls, personal and class consultation events, which can include a range of SEND issues. Parents can request support from the Ask Us Nottinghamshire to assist them in seeking further information, share or clarify their thoughts, and views and attend meetings.

Termly progress meetings are a platform for identifying children at termly intervals for additional support, allowing their needs to be taken to the Family of Schools Springboard meeting as required with parents signed consent for discussion and involvement.

Parents can raise concerns with the class teacher or SENDCo either face to face or by leaving a message in the school office. Class teachers will also pass on any parental concerns to the SENDCo, following the termly parent interviews. If needed once a concern has been identified an appointment may be arranged at a mutually convenient time to all, (usually within 10 working days) to discuss the concerns and follow up action to be taken. Class teachers will complete an Inclusion Referral form following initial meetings with parents.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has complex additional learning needs the parents and the pupil will 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 in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

Links with other schools

The school is a member of the local Retford Oaks Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. We work closely with catchment and non-catchment schools within the Nottinghamshire area. Children and parents transferring to or from schools are encouraged to meet with us formally and informally to allow receiving staff to get to know a child, their family and any concerns they may have.

This will be developed by the SENDCo and working across schools to enhance provision, share resources and skills prioritised.

Complaint's 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 SENDCo, SEN Governor or Head Teacher who will be able to advise on formal procedures for complaint. Parents will be advised to refer to the general complaints procedure which is published on the school's website. A copy can also be requested from the school office.

However, if there is a problem, which requires the involvement of a third party the following steps are followed in rank order:

1. Meeting with SENDCo
2. Meeting with the SENDCo and Head Teacher
3. Involvement of SEN Governor, SENDCo and/or Head Teacher
4. Area Education Officer, North Base, Mansfield
5. SEN Officer, SEN Section at County Hall, Nottingham

Signed Mrs A. Martin (Executive Head Teacher) Date June 2026

Signed  Mrs H.Howlett (Head of School/SENDCo) Date June 2026

Signed Mr R. Smith (Chair of Governors) Date June 2026

This policy will be reviewed annually. Adopted: June 2026 Review Date: June 2027