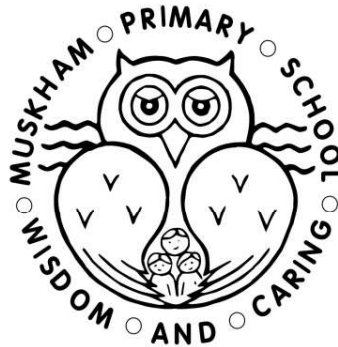




MUSKHAM PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

Reviewed by:	Head Teacher, May 2026
Shared with Governing Body:	Summer 2026
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1. Contact Details

Role	Member of Staff Responsible	Contact Route
Head Teacher & Inclusion Overseer	Mr Scott Pearson	01636 702254
Special Educational Needs Coordinator (SENDCo)	Mrs Rachael Ward	office@muskham.notts.sch.uk
Named SEND Governor	Mrs Anne Allsop	

2. Contextual Information

This policy outlines the framework for Muskham Primary School to meet its statutory duty and obligation to provide high-quality education to all its pupils, including those with special educational needs and disabilities (SEND).

3. Legal Framework

Legislation (The Children and Families Act 2014) came into force from the 1st September 2014, accompanied by the Special Educational Needs and Disability Code of Practice. One significant change arising from these reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have been replaced with a new Education, Health and Care (EHC) Plan supported by an EHC Plan Pathway.

- [Special Educational Needs and Disabilities: Code of Practice](#) (Department for Education, 2014)
- [Supporting Pupils at School with Medical Conditions](#) (Department for Education, 2014)
- [Keeping Children Safe in Education](#) (Department for Education, 2024-25)
- [Working Together to Safeguard Children](#) (Department for Education, 2023)
- [School Admissions Code](#) (Department for Education, 2021)
- [Equality Act](#) (2010)

4. Mission Statement

“At Muskham Primary School we are aware that all children, irrespective of sex, ethnicity and special needs should have a genuine opportunity to experience all aspects of the school curriculum. It is our mission to ensure inclusion and equality of opportunity for each and every child in our school to meet their full potential throughout all areas of school life. To facilitate this, it is vital for the needs of all children to be identified early and met accordingly.”

5. Aims

We aim to provide every child with access to a broad and balanced education, including the National Curriculum, in line with the Special Educational Needs & Disability Code of Practice. Our specific aims are:

- To ensure that all pupils have access to a broad and balanced curriculum in line with the Special Educational Needs Code of Practice.
- To take into account the views of children and their families, enabling children and their parents to participate in decision making.
- To collaborate with partners in education, health and social care to provide unified support.
- To identify the needs of all children as early as possible and help them prepare for adulthood.
- To ensure high quality provision meets the needs of all children, focusing on inclusive practices and removing barriers to learning.
- To monitor and assess children regularly and ensure that SEND pupils take as full a part as possible in all school activities.

6 Objectives

- **Identify the needs of pupils with SEND as early as possible:** We will gather information from pupils, parents, education, health and care services and early years settings prior to the child's entry into the school as well as whilst they are a member of our school.
- **Monitor the progress of all pupils:** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. The close monitoring of all pupils will also form part of the identification process.
- **Make appropriate provision to overcome barriers to learning:** This will be co-ordinated jointly by the SENDCo and curriculum leader and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work in close partnership with parents:** To gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures, providing regular reports, and annual provisions efficacy data.
- **Multi-agency collaboration:** Work with and in support of outside agencies in recognition that some pupils' needs are best met by a multi-agency approach. We work closely with the Tuxford family of schools to share resources and training opportunities.
- **Create a safe participatory environment:** Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right. This will be reflected in decision-making and via SEND pupil representation on the School Council.

7. Identification of Special Educational Needs and Disabilities

At Muskham Primary School we have a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.

At Muskham Primary School, we:

- Use our best endeavours to make sure that pupils with SEND get the support they need.
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision (Mrs Rachael Ward)
- Inform and involve parents/carers when we are making special educational provision for their child.

We follow the **graduated approach** to provision, as part of a **three-wave model for intervention**, shown below. More information regarding the graduated approach can be found in section 8.

Wave 1	Wave 2	Wave 3
High Quality First Teaching which is inclusive i.e. takes the learning needs of all children in the class into account. This includes providing adapted work and creating an inclusive learning environment.	Additional targeted interventions to allow children to work at or towards age-related expectations or above.	Additional, highly personalised interventions for a minority of children who have specific special educational needs or disabilities.

Assessment tools available:

The following assessment tools are available and used regularly by class teachers and the SENDCo, alongside usual classroom assessments, to support the identification of SEND and the graduated approach:

- BSquared Primary Steps – assesses English and Maths
- BSquared Early years – assesses all areas of Foundation curriculum
- PSED PIVATs
- Engagement model
- Pre-Key stage standards

- Boxall Profile – tracks progress of cognitive development and behavioural traits as part of behaviour partnership (BPBP).
- Motional- identifies emotional, health and wellbeing areas.
- Autism Education Trust Progression Framework – interactive assessment tool for pupils on the Autistic Spectrum
- Sensory Checklist
- Neurodiversity Checklist
- Dyslexia Portfolio (GL Assessment)
- Visual Stress coloured overlay
- *Dyscalculia Screener (GL Assessment) n.b. this will be used as a profiling tool as part of the Tuxford Family of Schools agreed process for supporting pupils with suspected dyslexia and literacy difficulties*
- Simple literacy and numeracy assessments.

8. Definitions of Special Educational Needs (SEN)

Definitions 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Under the Equality Act 2010, a disability 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.

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for:

Communication and Interaction (C&I)

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 or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning (C&L)

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotion and mental health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have Autism and/or disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory or physical needs (S&P)

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment. Medical conditions such as diabetes, and epilepsy are included under the definition of disability, but children with such conditions do not necessarily have SEND. These conditions can be age-related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Examples of difficulties that may be a cause of concern could include:

- Word reading accuracy: reading age well-below chronological age; standardised scores below average in formal assessments; child finding age appropriate texts difficult to read and understand.

- Reading fluency, reading may be slow and stilted or over reliant on phonic decoding strategies.
- Language: speech lacks structure and vocabulary is limited; reluctant to talk to peers or adults.
- Understanding of language, e.g. may struggle with inferential understanding of texts or use of idiomatic language and expressions.
- Processing difficulties with verbal or visual processing, may need additional time to respond or complete tasks.
- Memory difficulties, e.g. difficulties with verbal memory or verbal working memory, may need instructions repeated or additional scaffolding to complete tasks.
- Visual Skills: has difficulty interpreting visual information; discriminating between pictures/letters/words.
- Handwriting difficulties, e.g. letter formation, correct orientation and spacing, finding writing uncomfortable.
- Phonological awareness, finding it difficult to apply the phonic knowledge taught. Difficulties in orally identifying word breaks in sentences, syllables and sounds in words.
- Writing: e.g. child is not using recognisable sentences at Year 1; a simple coherent story at Year 2; fictional/factual account in clear sentences at Year 4; and express themselves fluently at Year 5 using basic punctuation etc.
- Spelling difficulties: spelling assessed at over 12 months below chronological age, spelling is at pre-phonetic or phonetic stages of development (lacks visual strategies).
- Maths skills: needing to work at a year group level below their chronological age in the National Numeracy Strategy.
- Number sense, struggling to understand place value etc.
- Social skills: cannot play or co-operate on a simple task with peers; finds it difficult to form relationships with other children or adults or acts inappropriately.
- Emotional mental health needs: acts aggressively towards others or is excessively timid or anxious; unable to concentrate and sit at a task; behaves inappropriately in or out of class.
- Concentration and focus: impeding progress through quality first and adapted teaching.
- Co-ordination skills: significantly delayed fine and gross motor skills; poor co-ordination in PE or movement.
- Personal organisation: significant difficulty in managing personal belongings and loses equipment on a regular basis.
- Medical: general health, eyesight, hearing is a cause for concern or has a specific condition or disability that affects a child's learning.

When looking at identified needs we will take into account how well the child has responded to well-founded action being taken to address their needs including curriculum modifications and adjustments to teaching as well as structured intervention support.

Children with specific circumstances:

- Looked after children: Children at the school who are being accommodated, or who have been taken into care by the LA are legally defined as being 'looked after' by the LA. The school recognises that children that have some form of SEN are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan. Mrs Ward is also the Designated Teacher for LAC.
- Post Looked after children: Children who have previously been accommodated or taken into care by the LA.
- Special Guardianship: Children who have a legal family court order to live with a carer (usually a family member).

If you are concerned about your child, please see their class teacher in the first instance to arrange a meeting. Alternatively, contact Mrs Rachael Ward, our school SENDCo via the office.

9. Arrangements for Coordinating SEND Provision

- The person responsible for overseeing the provision for children with SEND is the Head Teacher.
- The person co-ordinating the day to day provision of education for pupils is the SENDCo.
- The person responsible for facilitating the day to day provision is the pupil's class teacher.
- The named governor responsible for SEND provision is Mrs Anne Allsop.

The Governing Body has a responsibility to:

- Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them.
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
- Endeavour to secure the special educational provision called for by a pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENCo) and have responsibility for coordinating provision for pupils with SEND.
- Appoint a designated teacher for looked after children, where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare the accessibility plan showing how the school intends to progressively improve access over time.

- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHCP plan.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Oversee the SEND information report and publish it on the website.

11.2 The Headteacher has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated teacher for looked after children, who will work closely with the SENCD to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.

- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

11.3 The SENDCo has a responsibility to:

- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHCP plans
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents/ carers are informed about options and a smooth transition is planned.
- Draw up one-page profiles for the pupils with SEND, alongside class teachers.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHCP plan.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.
- Support the class teachers in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

11.4 Class teachers have a responsibility to:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.

- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the senior leadership team up-to-date with any changes in behaviour, academic developments and causes of concern.

There is a clear graduated pathway available for all staff that outlines the steps in identifying children who may need support that is additional to and different from classroom teaching. All staff can access:

- The Muskham Primary School SEND Policy via the website.
- A copy of the full SEND Register or alternative school document used for tracking this cohort.
- Statutory guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans).
- Information on individual pupils' special educational needs, including pupil passports, records of targets set, and formal monitoring documents.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities stored securely on the staff IT system.
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision, ensuring that every staff member has complete and up-to-date information about requirements.

10. Admission Arrangements

In accordance with national legislation, including the Equality Act 2010, the Governing Body ensures that the school's admission criteria do not discriminate against any pupils with SEND. Pupils with SEND will be treated as fairly as all other applicants for admission. This applies equally to children with any level of SEND, including those with Education, Health and Care Plans and those without.

Our SEND policy reinforces the need for teaching that is fully inclusive, recognizing the entitlement of all pupils to a balanced, broadly based curriculum. The Governing Body ensures that appropriate provision is secured for all pupils with SEND. Pupils with SEND are known to the broader Family of Schools through regular SENDCo meetings and transition arrangements put in place on an individual needs basis.

11 Transition Protocols

All children identified as requiring additional transition plans receive tailored support to ensure a successful transition to secondary school, their next class, or a new school. This may involve extra school visits to aid familiarization, as well as focused work on appropriate structural and social skills in school, completed in direct conjunction with the receiving school.

All relevant SEN information is transferred to the secondary school by the end of the summer term including any medical information, current provision documents, funding information and funding submissions. The SENDCo organises this transfer.

12 Facilities for Pupils with SEND

The school actively adapts its provision to meet the unique needs of all students as required, including adjusting the physical environment to support access and mobility. Assistance provided during examinations and formal assessments is structured and given strictly according to the current national Assessment and Reporting Guidance.

13. Allocation of Resources & Funding

There are several ways in which children with special needs are supported:

- The majority of children's needs will be met in the normal classroom setting without the need for additional funding. This is known as Element 1 funding.
- **ASN funding** (additional school need or Element 2 funding also known as **SEND Support**) - Some children will need additional support other than that normally provided by the classroom teacher. This funding comes from the schools notional SEN budget. It is expected that schools fund at least the first £6,000 of provision made for pupils with additional and high needs prior to bidding for top-up funding (see below).
- **AFN funding** (additional family need) - A few children may continue to give concern or may have a specific diagnosis that requires additional help. This funding goes to the Toot Hill family of schools and the SENDCo has to put in a bid to the family to access this funding. The bids are moderated and if granted the funding is expected to be supported by ASN money.
- **HLN funding** (higher level need) - Occasionally a child may have complex or more severe needs which require more consistent adult support to access the curriculum. This funding has to be applied for through the Local Authority. The bids are moderated and if granted the funding is expected to be supported by ASN and AFN money.
- **Medical funding** - If a child has complex medical needs which require some form of physical intervention we may be eligible to access this funding. It has to be applied or through Local Authority.

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be

from a budget which is devolved to and moderated by the Family of Schools (the Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Head teacher of the school, in discussion with Governors and SENCo, determines the support staffing allocation and budgetary implications with reference to supporting pupils with SEND. The support may be delivered in a variety of ways including:

- Some 1:1 support where this is identified as necessary delivered by a Teaching Partner or Care Assistant;
- Small group support with a Teaching Partner in class or at break times;
- 'From a distance' supervision at break times with intervention where necessary;
- Purchase of specialist SEND resources to meet individual needs.

Pupil Premium resources may sometimes overlap with children with identified SEND.

The school may access Inclusive Technology (i.e. laptops, other ICT equipment) for any pupil in receipt of additional AFN funding if they meet the criteria for support. The SENDCo will apply for this via the SEND Inclusion Service (Nottinghamshire County Council).

14. The Graduated Approach

A graduated approach is adopted from the Code of Practice using the Assess, Plan, Do, Review system.

The process the school goes through to identify a special educational need is as follows:

High Quality Teaching

- a) Any pupils who are falling **significantly** outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) 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.
- c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents/carers 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.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) 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.
- j) The child is recorded by the school as being under observation due to concerns by the parent or teacher, this is called the 'School Watch List'

SEN Support

Where it is determined that a pupil does have a SEND, and requires support which is 'additional to or different from' Quality First Teaching provision, parents/carers will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- 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.

Interventions are monitored half termly with a view to continuing, moving to a different strategy or deciding that sufficient progress has been made and interventions are no longer required to support learning.

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/carers. 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/carers. Referrals to external support staff are made by the SENDCo at termly Springboard meetings once permission is given by parents/carers.

Plan

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

Where behaviour presents a risk to the safety of the pupil or others, planning may include an individual behaviour support plan and risk assessment outlining preventative strategies, de-escalation approaches and agreed responses.

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

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and needs, 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/ carers. 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/carers and the pupil.

Parents/ carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. This will usually take place during termly SEND meetings.

15. Referral for an Education, Health and Care Plan Assessment

If a child has **lifelong or significant difficulties** they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such

that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/ Carers
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. It is expected that the graduated approach has been followed, and the process requires evidence of this as part of the application. 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 Assessment.

Parents/ carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Please note that in Nottinghamshire County Council, children with EHC Plans are not guaranteed funding.

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

www.nottinghamshire.sendlocaloffer.org.uk

or by contacting Ask us (formerly the Parent Partnership Service) on:
0800 121 77772

or by visiting the Nottinghamshire EHC hub on:

<https://www.nottinghamshire.gov.uk/care/childrens-social-care/integrated-children-s-disability-service/nottinghamshire-education-health-and-care-hub>

16. Education, Health and Care (EHC) Plans

Following Statutory Assessment, an EHC Plan will 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, outside agencies, and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan or the school named within it.

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.

17. Facilities and Curriculum

Pupils with SEND will be given access to the curriculum through quality first and adaptive teaching as well as the specialist SEND provision provided by the school. As far as possible, this will be in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND 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 will be reviewed as part of the annual review of this policy.

The monitoring and evaluation cycle used by the SENDCo and Senior Leadership Team includes the following essential core practices:

- Keeping staff fully informed of the special educational needs of any pupils in their charge, including sharing progress reports, medical reports, and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching, ensuring methods are up to date.
- Making full use of all class facilities, space, and in-class provisions effectively to ensure that the curriculum is appropriately adapted and differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Ensuring any decision to provide group teaching outside the classroom involves the SENDCo in providing a clear rationale focused on flexible teaching, keeping parents aware of any changes made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

The school has a range of specialist SEN facilities in place. These include (list not exhaustive):

- Visual timetables/now and next boards where needed.
- Widgit
- Wheel chair access and 1 enabled toilet
- A library of SEN teaching and resources including coloured overlays and fidget resources.
- Specialist programmes for intervention

Communication and Interaction	Cognition and Learning
Sensory resources Social stories/comic strip conversations Meet and greets Visual resources and prompts Stress triggers awareness Lego Therapy Speech and language (SALT) intervention Wellcom Access to private SALT Colourful semantics	Reading, Writing, Phonics and Maths interventions Toe by Toe Precision teach Pre-teaching Coloured overlays, Access to inclusive technology through SEND Inclusion Service Numicom

Sensory and/or Physical	Social, Emotional and Mental Health
Physiotherapy programmes (directed by Physiotherapists/ occupational therapist) Visits from Teacher of the Deaf/ Teacher of the Visually Impaired Sensory plans Sensory circuits	ELSA support Drawing and talking Theraplay Specialist books to support SEMH Mental Health Support Team (MHST) Five point scale Zones of regulation

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents/ carers and the needs of the individual. The SENCo monitors pupils' and class SEND provision maps termly and all members of the teaching team have access to the provision map.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents/ carers for other flexible arrangements to be made.

In order to ensure all pupils with SEND make good progress and enjoy their school experience, the leadership team in school see the following as essential:

- The SENCo will ensure that staff are kept fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback;
- Pupils in need of educational support will have a 'Pupil Passport' to address their needs. This plan is reviewed termly in partnership with the pupil and parents/ carers;
- Making use of all class facilities and space;
- Using in-class provisions and support effectively to ensure that the curriculum is adapted where necessary;
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision;
- Any decision to provide group teaching outside the classroom will involve the class teacher/SENCo in providing a rationale and focus on flexible teaching. Parents/ carers will be made aware of any circumstances in which changes have been made;
- Setting appropriate individual, SMART targets that motivate pupils to do their best, and celebrating achievements at all levels.

Links with other schools:

Muskham Primary School is a member of the Aspire Multi Academy Trust (MAT) alongside St Peter's Primary Academy in East Bridgford, Gunthorpe Primary Academy, Sir John Sherbrooke Junior Academy in Calverton, Kirkby Woodhouse Primary School in Kirkby-in-Ashfield, Oak Tree Nursery and Primary Academy in Mansfield, Winthorpe Primary Academy in Winthorpe, Arch Bishop Cranmer and Langar Primary School. Our SENDCo also works with the SEND staff at across the MAT to share good practice and work towards consistency across the Trust in relation to the provision and philosophy around children with Special Educational Needs. This

enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Muskham Primary School is also part of the Tuxford Family of Schools, and SENDCos from each of these feeder schools meet once a term at 'Springboard' meetings chaired by the 'Family SENDCo'. During these meetings professionals discuss pupils with cases already open within the Local Authority, make referrals for support, and gain advice from other SENDCos and professionals. The 'Springboard' meetings are also attended by a member of the SEND Inclusion Service (previously known as SFSS or EYSFSS) and an Educational Psychologist from Nottinghamshire County Council. As part of the Family of Schools, we also participate in training provided to enhance the knowledge and skills of staff in the area of SEND. The academy is part of Bassetlaw Behaviour Partnership and has access to behaviour management expertise when necessary.

Links with support services and external agencies:

At Muskham Primary School we continue to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND 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 who will then inform the child's parents/ carers.

The following services will be involved as and when is necessary, following a referral made by school, parents/ carers or medical practitioners (depending on need and agency – please speak with Mrs Rachael Ward for more information):

- Healthy Families Team
- Community Paediatricians
- SEND Inclusion Service (previously known as SFSS and EYSFSS) (for Early-Years support, Cognition and Learning, Communication and Interaction (ASD), Sensory, Medical and Physical, Behavioural and Emotional (including anxiety-related)
- Speech and Language therapist
- Occupational Therapy
- Educational Psychology Service
- Physiotherapy
- Sensory Team (Teachers of the Deaf and Visually Impaired)
- Inclusive Technologies Team
- Mental Health Support Team (MHST)
- Children and Adolescent Mental Health Service (CAMHS)
- Concerning Behaviours Pathway:
<https://www.nottinghamshire.gov.uk/media/2417/concerning-behaviours-pathways-information-for-families.pdf>
- Early Help and Social Services
- Behaviour Support Service via BPBP
- Social Services
- PDSS

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/ carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

18. Access to the Curriculum.

Pupils with SEND will be given access to the curriculum through quality first and adaptive teaching as well as the specialist SEND provision provided by the school. As far as possible, this will be in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND 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 will be reviewed as part of the annual review of this policy.

The monitoring and evaluation cycle used by the SENDCo and Senior Leadership Team includes the following essential core practices:

- Keeping staff fully informed of the special educational needs of any pupils in their charge, including sharing progress reports, medical reports, and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching, ensuring methods are up to date.
- Making full use of all class facilities, space, and in-class provisions effectively to ensure that the curriculum is appropriately adapted and differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Ensuring any decision to provide group teaching outside the classroom involves the SENDCo in providing a clear rationale focused on flexible teaching, keeping parents aware of any changes made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

19. Inclusion of Pupils with SEND

The Head Teacher and the Governing Body oversee and ensure inclusion through the close implementation of the school's core policies for the curriculum, marking, teaching and learning, positive behaviour, child protection, and equality. They are responsible for ensuring that these are implemented effectively throughout the school.

The school will seek advice, as appropriate, around individual pupils from external support services through termly Springboard meetings, the Early Help Unit, the Multi-Agency Safeguarding Hub (MASH), Schools and Schools Inclusion Service (SIS), the Bassetlaw Primary Behaviour Partnership (BPBP), and medical professionals.

20. Safeguarding Vulnerable Learners

Adults who work with children and young people with SEND are fully aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. Some children may be particularly vulnerable because they:

- Have additional communication needs.
- They do not understand that what is happening to them is abuse.
- Need intimate care or are isolated from others.
- Are highly dependent on adults for basic care.

Concerning behaviours or risks relating to behaviour support strategies are managed tightly in line with the school's Behaviour Policy, Safeguarding procedures, and individual risk assessments developed in partnership with parents and relevant professionals.

21. Evaluating the Success of Provision

The SEND Policy and Information Report are written in partnership with staff, parents, carers and children.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, governors, parents, carers and pupils throughout the year in the following ways:

- Questionnaires – completed by staff, parents and pupils.
- Parent and Carer Forum meetings
- Parents/ carers are informed of their child's progress and effectiveness of provision during termly meetings and have the opportunity to give feedback.
- Pupils are consulted about their views at each review meeting.
- Termly Governor SEND meetings
- We have a children's leadership roles which offer our pupils the opportunity to comment on any school issues.

The outcomes of these processes form the evaluation and are reported to governors and feedback is given to parents, carers and staff on an annual basis in accordance with section 69 of the Children and Families Act 2014.

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

SEND provision is mapped and evaluated to enable pupils to achieve academic and wider outcomes. Each teacher and teaching partner, as appropriate, log provision and assessments which are inputted onto our assessment system. Provision is evaluated by the class teacher at least termly on the class or individual pupils' provision map. Data and tracking documents are discussed and monitored regularly with the Head teacher and SENDCo and termly pupil progress meetings. This includes specific provision for children with SEND.

22. Staff Training & Continuing Professional Development (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, Family SEND meetings, and facilitates/signposts relevant SEND-focused external training opportunities for all staff, recognizing the need to train all staff on SEND developments.

Staff take part in specialist programs, professional development days, training organized by the LA, and conferences on a regular basis. This might include government, LA-based training, school cluster, subject, key phase, or whole-school training. Training is available and structured for all groups of staff, including teachers, teaching assistants, Early Career Teachers (ECTs), and midday supervisors.

We recognise the need to train *all* our staff on SEND issues. The SENDCo, with the rest of the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management and staff appraisals.

23. Complaints Procedure

Parents or carers are encouraged to discuss any problems or concerns with the school initially through the pupil's class teacher or the SENDCo. Most problems can be resolved in this way, but if a parent or carer has unresolved concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENDCo or Head Teacher, who will advise on formal procedures for complaint in line with the school's Complaints Policy.

24. Policy Addendum:

The school's approach to supporting children and young people with SEND is consistent with the values and principles of the Nottinghamshire SEND Policy.

The Nottinghamshire SEND Policy outlines 10 core values and principles:

1. Ensuring the child or young person's voice is central to decision making.
At Muskham Primary School, pupil voice is established through pupils' attending termly meetings, as appropriate to their age. Pupils are always invited to meetings and it is at the parents' discretion whether the child attends. Pupils also have opportunities to share their thoughts and feelings regarding provision during discussions with class teachers and support staff, and during monitoring completed by SLT. Pupil voice surveys are completed throughout the year, where pupil responses are analysed and considered.
2. Supporting collaborative relationships with key partners and services, including parents and carers, schools and colleges and other educational settings, health and other local authority services.
SENDCo meets with parents of pupils with SEND regularly, or as required by parents to discuss provision, and set targets in partnership. Other professionals involved are invited

to these meetings as appropriate and necessary. Meeting notes are shared following the meeting with both parents and relevant staff. Team Around the Child meetings are held with relevant professionals appropriate to need of the child.

Family SENDCo, Healthy Families and other professionals are contacted to seek advice and support as appropriate. This includes seeking advice during termly Springboard meetings alongside our Family SENDCo and other primary SENDCos.

Transition meetings take place each Summer term to discuss transition into new year group alongside current and new class teacher/s. This also takes place, as appropriate, for pupils' transition to secondary school.

3. Working in partnership to ensure co-ordination of services.
Termly Springboard meetings and weekly email correspondence from Family SENDCo ensures that information is shared in a timely manner. Necessary updates from Nottinghamshire Services are sent via email and shared with staff as appropriate to pupils. Office and appropriate staff are informed of appointments, visits and correspondence from services relevant to individual children. This includes sharing this with parents and carers.
4. Co-producing services with service users.
Parental feedback is key to the provision that we offer at Muskham Primary School. During termly meetings, face-to-face/ telephone discussions, provision is evaluated and shared with parents to make shared decisions. Parental requests are considered and put into place as appropriate to the targets outlined during the meetings. Follow-up meetings evaluate provision and share outcomes.
5. Committing to improve the attainment of all children and young people, with a particular focus on the achievement and progress of those with SEND.
At Muskham Primary School attainment and progress for all disadvantaged pupils (including those with SEND) is prioritised on our School Development Plan. Provision is tracked carefully by senior leaders and is a focus for discussion during pupil progress meetings. Pupils showing concerning progress may be considered to be identified on the 'Watch list'. Teachers outline and evaluate provision termly. Delivery of interventions is monitored by all staff involved. SMART targets are set for learners on the SEND register with individual provision maps to closely monitor progress and raise attainment.

The SEN Register includes termly data which is analysed and compared against non-SEN attainment. Monitoring includes evaluating the strengths and weaknesses of provision to consider how we can improve attainment and diminish the difference between SEN and Non-SEN pupils.
6. Ensuring early support and timely intervention, following the identification of need, using a graduated approach to avoid escalation of difficulties.

Termly analysis of data allows for pupils at risk of not meeting age related expectations or stunted progress to be identified and provision to be outlined by the class teacher. SLT are aware of these learners and the plan to support the pupil's current needs. Staff across school work closely to discuss progress and identification of need, seeing advice as required. As appropriate, pupils' are flagged during staff meeting to ensure that all staff are aware of pupil need and implementation of any relevant intervention or support strategies. Specific assessments will be used to identify smaller steps of progress.

7. Maintaining inclusive practices to ensure that children and young people remain connected to their communities.
*Information to encourage connectedness and inclusive practices are shared via the school website, texts to parents/carers, via weekly newsletters, and through other correspondence sent out by school.
 Links with external services, such as the Mental Health Support Team, Family Springboard, Healthy Families Team, etc, are also shared with parents/ carers as appropriate to need during discussions (termly meetings, informal conversations).*
8. Preparing children and young people for adulthood at the earliest appropriate stage.
During termly SEND meetings, SMART targets are created with preparation for adulthood in mind, alongside academic targets, to ensure that provision supports pupils' long-term goals, specific to the pupil's need.
9. Ensuring that children and young people with SEND attend good and outstanding schools and colleges, including special schools and colleges where appropriate.
Where pupils with SEND apply for school places at our school, care and support are carefully considered when completing SSS consultation paperwork to ensure that placement for that individual meet the needs of the pupil to ensure that they have access to the best care for their progress.
10. Allocating resources using processes that are simple, fair and transparent.
Resources such as Teaching Assistants are allocated based on the needs of individual pupils as well as their access to additional funding. Staff work flexibly to ensure that resources can be accessed fairly and meet the needs of our pupils.