Special educational needs and disabilities (SEND) policy

Sherwood Junior School

Approved by: Governing Body	**Date:** May 2026
Last reviewed on: March 2026	
Next review due by: March 2027	

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:

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 government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014, came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

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

Mission Statement.

'Respect for ourselves and others.'

We strive for all of our children to be the best that they can be and we support them through providing an environment where their differences are not a barrier to their learning and their contributions to the school and it's wider community are valued.

Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision. Special Educational Needs and Inclusion is always a priority at Sherwood. All staff and the Governing Body are highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Our commitment to this is outlined in this policy.

Aims and Objectives.

Aims

We aim to provide every child and young person with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- For children and young people to be at the heart of our systems where they are treated as individuals and their views and opinions are taken into account
- To create an environment to enable each child/young person to develop their full potential
- To provide a broad and balanced curriculum for all children and young people according to their needs
- To set high expectation for all children/young people, including those who experience special educational needs and disabilities
- To provide and deliver high quality teaching and learning experiences for all children and young people

Objectives

- **Identify the needs of pupils/students with SEND as early as possible.** Schools will gather information from parents, education, health and care services and feeding schools or early years settings prior to the child's/young person's entry into the school
- **Monitor the progress of all pupils/students in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by the Senior Leadership Team (SLT), class teachers and support staff which will help to ensure that each child/young person is able to reach their full potential through aspirational target setting and high expectations
- **Make appropriate provision to overcome all barriers to learning and ensure pupils/students with SEND have full access to the National Curriculum**. This will be co-ordinated by the SENCo

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 with parents to gain a better understanding of their child/young person and involve them in all stages of their child's/young person's education**. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's/ young person's progress and providing information up to three times yearly on the provisions for pupils/students within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work

- **Work with and in support of outside agencies** when the pupils'/students' needs cannot be met by the school alone

- **Create a school environment where pupils/students feel safe to voice their opinions of their own needs**. This means providing regular opportunities for discussions between pupils/students and their teachers, support staff because pupil and student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life as a whole e.g. Assessment for Learning (AFL), pupil/student councils, pupil/student questionnaires, team feedback, target setting and reviews i.e. EHC, EHAF, Pupil Progress meetings and Multi Agency Meetings (MAM).

Admission Arrangements

The admission arrangements for *all* pupils/students are in accordance with national legislation, including the Equality Act 2010. This includes children and young people with any level of SEND; those with Education, Health and Care Plans and those without.

Our Governing Bodies believe that the admissions criteria should not discriminate against children and young people with SEND and have due regard for the practice advocated in the Code of Practice. Wherever possible, our schools will endeavour to ensure that arrangements are in place to meet children and young peoples' needs and not refuse to admit a child or young person to school simply because they have special educational needs.

Effective and robust transition plans, which consider the many transitions within school life such as year to year transition, transition to primary from an early years setting or different school as well as transitions to secondary schools and colleges, are in place within each school. Further details can be found within the individual school's SEN Information Reports, available on individual school websites.

Responsibility for the coordination of SEND provision

• The person responsible for overseeing and co-ordinating the day to day provision of education for pupils with SEND is Mrs Philippa Naylor .

• The people responsible for Mental Health and Well-being are Mrs Helen Simpson and Mrs Philippa Naylor.

The schools governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2015. Our SEND link governor is Mrs Laura Higgins.

Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND Support records, compliant with all current GDPR regulations for individual pupils. All staff can access:

- Sherwood Junior School's SEND Policy;
- A copy of the full SEND Register and disability/ diagnosis list.
- Guidance on the identification of Special Educational Needs in the Code of Practice
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Provision Map (a reporting system where SEND targets/provisions/meetings with parents/outside agencies are recorded by all staff members)
- Information on current legislation and SEND provision.
- Information available through Nottinghamshire's SEND Local Offer.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

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 will be monitored.

a) Once a pupil has been identified as possibly having SEND 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 SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

d) If a need has been identified it can then be determined which level of provision the child will need going forward.

e) If a pupil has recently been removed from the SEND 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 under observation due to concern by parent or teacher but this does not necessarily place the child on the school's SEND list. This information is shared with parents. It is recorded by the school as an aid to further progression and for future reference.

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.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the school's SEND register. 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. The purpose of SEND support is to help pupils achieve the outcomes set and enable provision to be tailored to suit the identified needs.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO team, support staff, parents and pupils (where appropriate) to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

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

Review
Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral will be made at a progress review.

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

- Parents
- Teachers
- SENCO team
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.
A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision.

Further information about EHC Plans can found via the SEND Local Offer:
www.nottinghamshire.sendlocaloffer.org.uk

Education, Health and Care Plans [EHC Plan]

a. 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 and the child's parents will be involved developing and producing the plan.
b. 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.
c. 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.

Mental Health and wellbeing

It is advised within the Transforming Children and Young People's Mental Health Provision: a Green Paper (2017) that every school setting should have a Designated Senior Lead for Mental Health.

Individuals in this role can make a big difference to children and young people through promoting whole school approaches to mental health and wellbeing and forging effective links with NHS mental health services.

Promoting children and young people's emotional health and wellbeing can provide guidance on developing a whole school approach to emotional health and wellbeing.

Young People and Self-harm: Guidance for Schools has been produced by the Nottinghamshire County Council Educational Psychology Service (EPS) and Child and Adolescent Mental Health Service (CAMHS). The need for this guidance arose from a serious case review and can be found on the NSCB website.

Our school recognises the diverse needs of all children including SEN and disabilities and provide a pastoral approach to ensure that mental health and wellbeing needs are met.

Sherwood Junior School staff follow a mental health and well-being pathway to ensure that children are receiving the correct provision needed at specific points in their lives. For further details, please see the Mental Health and Wellbeing policy (adopted during the academic year 2018-19).

Inclusion of pupils with SEND

The SENCO oversees 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 the senior leadership team together with the SENCO to ensure that it promotes the inclusion of all pupils. 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 and the SAP (Sherwood Area partnership).

The Use of Reasonable Force

KCSIE 2019 informs of circumstances when it is appropriate for staff in schools and colleges to use reasonable force. 'Reasonable' meaning 'using no more force than is needed'. KCSIE 2019 makes specific reference to when using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions.

There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour. This, is very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods.

It advises schools and colleges to consider carefully the risks and recognised the added vulnerabilities of these groups and references making reasonable adjustments, under the Equality Act 2010. See KCSIE and associated guidance for specific detail and guidance. For further advice and

support contact: Jon Glover, Physical Intervention Co-ordinator who provides advice and guidance on the use of reasonable force and physical intervention email.

Safeguarding Children with SEND

KCSiE 2021 is clear that a Child Protection Policy for children with SEN and or disabilities needs to reflect the additional safeguarding challenges and vulnerabilities.

Some children and young people may be particularly vulnerable to abuse and harm and the Snr Designated Safeguarding Lead, deputies, the senior leadership team and governors should be aware of the range of guidance and training available.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs; and

difficulties may arise in overcoming communication barriers.

At Sherwood Junior School, we identify pupils who might need more support to be kept safe or to keep themselves safe by:

Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

• children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and

• communication barriers and difficulties in overcoming these barriers. Addressing individual behaviour concerns and incidents taking into account the child's SEN and disability.

Facilities for pupils with SEND

Sherwood Junior School currently endeavour to comply with accessibility requirements regarding the physical environment and access to the curriculum. Our current arrangements and identified adjustments are outlined in our accessibility plan and we recognise that modifications may need to be put in place to meet the needs of all pupils. The school has a range of facilities for pupils with SEND in place. If a situation arises where specialist equipment/ training was needed, then advice would be sought from specialist services such as PDSS.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Additional School Needs funding from the school's budget, of up to £6,000 (approximately 9 hours of extra support.) 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 decision to apply for additional funding is made by the SENCo in collaboration with the Head teacher.

Access to the curriculum, information and associated services

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

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 and the needs of the individual. This will be carried out through the following:

• Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback

• Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND

• 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 SENCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

• Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

• A whole school provision map summarises a wide range of additional provision, above and beyond Quality First Teaching and is available for all staff. This is updated termly or when the need arises.

Working in partnerships with parents

Sherwood Junior School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEND 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 progress reports, parent's evenings, provision reviews, review meetings and annual reports.

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 additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

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 class teacher or the SENCo who will then inform the child's parents.

The following services will be involved as and when is necessary:

- EP (Educational Psychologist)
- SAP (Sherwood Area Partnership- emotional and mental health support)
- Cognition and Learning Team
- Communication and interaction Team
- Primary Mental Health Team
- Speech and Language Therapist
- Occupational Therapist
- Healthy Families Team
- Family Service
- NST (neurodevelopmental Support Team)
- Hearing and Visual Impairment Support services
- Early Help Unit
- MASH (Multi Agency Safeguarding Hub
- Social Services

• Additional services/professionals can be contacted to support individual needs.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and parents will be informed.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO will attend relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENCO, with the Senior Leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Training can be made available for whole staff or specific groups, such as; governors, midday staff, support staff. This can be accessed through the Local Authority, Family of schools or through in-house training.

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 may be through:

• Data analysis

• Discussions at parent's meetings

• Review meetings with the child and any other professionals working with the child

• Appraisal meetings with teachers and support staff Pupil progress will be monitored on a half termly basis in line with the SEND Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENC0 and head teacher/SEND governor and information is gathered from different sources such as child and parent views teacher and staff feedback and parents evenings, alongside careful tracking of data. Recognition and value will also be given to all forms of achievement including personal development and wellbeing. This will be collated and published by the governing body of the school on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint. The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the local authority must set up for preventing and resolving disagreements. These will be explained to parents as required.

A full copy of the complaints procedure can be obtained from the school office upon request.

Signed _____ [Name] (Headteacher)

Date _____

Signed _____ [Name] (SENCo)

Date _____

Signed _____ [Name] (SEND Governor)

Date _____

This policy will be reviewed annually.