



SEND Policy

September 2026

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MISSION:

TOGETHER WE CAN ACHIEVE

Be kind to one another and build each other up. 1 Thess 5:11

VISION:

WE AIM TO DEVELOP A **PASSION FOR LIFELONG LEARNING**
EXPLORING **LIFE IN ALL ITS FULLNESS**
WITH **HOPE AND ASPIRATION**
THROUGH A **WORLD CLASS EDUCATION**

I have come that they may have life, and have it to the full. John 10:10

SCHOOL VALUES:



Jeremiah 31:3

*I have loved you with an everlasting love;
I have drawn you with unfailing kindness.*



Psalms 118:24

*This is the day that the Lord has made;
let us rejoice and be glad in it.*



Psalms 133:1

*How good and pleasant it is when
God's people live together in unity!*



Jeremiah 29:11

*For I know the plans I have for you,
declares the Lord.
Plans to prosper you and not to harm you,
plans to give you hope and a future.*

Sneinton St. Stephen's C of E Primary School

Special Educational Needs and Disabilities (SEND) Policy

1. Introduction

At Sneinton St. Stephen's C of E Primary School, we are committed to providing an inclusive education that meets the needs of all pupils. Our Christian ethos promotes inclusivity, compassion, and respect for every individual. We aim to create an environment where every child can flourish academically, socially, and emotionally, and we work closely with families and professionals to ensure that children with SEND receive the support they need.

Our SEND Policy is grounded in our school values of Love, Joy, Unity, and Hope. We believe that "All children are a gift from God" and should be allowed to develop and grow in a nurturing environment, secure in the knowledge that they are cherished.

We strive to ensure every child feels valued and is provided with the support needed to achieve their full potential.

2. Legal Framework and Statutory Requirements

This policy is written in accordance with the following statutory requirements:

- **The Education Act 1996:** Outlines duties for local authorities and schools to identify and assess children with SEND.
- **The Equality Act 2010:** Requires schools to prevent discrimination, advance equality of opportunity, and foster good relations between different groups.
- **Children and Families Act 2014:** Sets out the responsibilities of schools for pupils with SEND, including the need for schools to make reasonable adjustments.
- **Special Educational Needs and Disability Code of Practice: 0 to 25 Years:** Provides statutory guidance on duties for children and young people with SEND, including identification, assessment, and support.
- **Keeping Children Safe in Education 2026:** Sets out schools' statutory safeguarding responsibilities, including recognition that pupils with SEND may face additional safeguarding vulnerabilities and barriers to disclosing concerns.

We also comply with Nottingham City's SEND Local Offer, which can be accessed [here](#).

3. Inclusion Statement

We believe that all children have the right to access a broad, balanced, and relevant curriculum. As an inclusive school, we aim to meet the needs of all pupils for whom mainstream placement is appropriate. We make every effort to narrow any attainment gaps and to address any individual needs, whether they arise from learning difficulties, medical needs, or social, emotional, and mental health difficulties. We are committed to distinguishing between underachievement and SEND and strive to provide targeted interventions as needed.

We believe that all staff share responsibility for supporting vulnerable learners. **All teachers are teachers of pupils with SEND**, and we ensure that our staff are equipped with the skills to support these learners.

4. Philosophy and Principles

Where pupils have learning difficulties, our aim is to assess their needs clearly and at an early stage. We strive to provide the necessary support to enable pupils to fulfil their potential and gain full access to the curriculum. We believe in strong parental engagement and aim to keep parents involved throughout their child's learning

journey.

Our objectives are:

- To assess pupil needs early.
- To implement necessary measures for curriculum access.
- To involve parents/carers in discussions about progress and strategies.
- To provide adequate resources to support learning.
- To regularly review the implementation of our SEND provision.

5. Roles and Responsibilities

We believe that SEND provision is the responsibility of the entire school community. Each individual has a key role in ensuring that pupils with SEND are supported effectively.

The roles are defined as follows:

Care Assistants

- **Practical Support:** Provides personal care, mobility, and physical support to children with medical or physical needs, ensuring dignity, safety, and independence.
- **Access to Learning:** Supports pupils' full participation in lessons and wider school activities by helping with positioning, movement, and access to specialised equipment or adapted materials.
- **Health and Safety:** Follows individual healthcare and risk management plans, including administering medical interventions where trained and authorised to do so.
- **Collaboration:** Works in partnership with teachers, the SENDCo, and external professionals (e.g., physiotherapists, occupational therapists) to deliver consistent and effective support.
- **Inclusion:** Promotes independence and inclusion, ensuring pupils can engage confidently and safely in the life of the school community.

Learning Mentor

- **Emotional and Social Support:** Provides targeted support for pupils experiencing barriers to learning linked to emotional or social difficulties, including low self-esteem, anxiety, friendship challenges, or behaviour linked to underlying needs.
- **Intervention Delivery:** Leads structured programmes such as ELSA (Emotional Literacy Support Assistant) sessions and nurture groups to promote emotional regulation and resilience.
- **Liaison:** Works closely with the SENDCo, class teachers, and external agencies to coordinate appropriate support for pupils.
- **Monitoring and Feedback:** Records progress and outcomes for pupils receiving support, sharing updates with teachers and parents/carers as part of the graduated approach.
- **Safeguarding and Wellbeing:** Supports the wider pastoral care of pupils, contributing to safeguarding and attendance discussions where relevant.

Learning Support Assistants (LSAs)

- **Support:** Providing additional support to pupils with SEND, either one-to-one or in small groups, under the guidance of the class teacher or SENDCo.
- **Intervention Delivery:** Implementing specific interventions as directed by the class teacher or SENDCo and providing feedback on pupil progress.
- **Monitoring:** Keeping detailed records of pupil progress during interventions and supporting with general class activities.

Class Teachers

- **Identification:** Liaising with the SENDCo to identify which pupils are underachieving or have SEND.
- **SEND Support Plans:** Setting and reviewing personalised targets as part of the pupil's SEND support plan.
- **Provision:** Providing high-quality, adaptive teaching and making appropriate adjustments to meet individual needs. The class teacher remains responsible for the progress and development of every pupil

in the class, including where support or interventions are delivered by another member of staff.

- **Monitoring Progress:** Regularly assessing pupil progress and updating the SENDCo with any concerns or needs for further intervention.
- **Collaboration:** Working closely with Learning Support Assistants (LSAs) and other staff involved in SEND provision, ensuring they are aware of pupil needs and support strategies.
- **Communication:** Ensuring regular, open communication with parents regarding their child's progress and any SEND provision in place.

Special Educational Needs and Disabilities Coordinator (SENDCo)

- **Coordination:** Overseeing the day-to-day implementation of the SEND policy.
- **SEND Register:** Maintaining and updating the SEND register and coordinating interventions for pupils on the SEND list.
- **Provision Mapping:** Creating and reviewing Individual Provision Maps for pupils with significant needs, including those with Education, Health, and Care Plans (EHCPs) and maintaining an overview of the whole school Provision Map.
- **External Liaison:** Liaising with external agencies, such as the Educational Psychology Service, CAMHS, and Speech and Language Therapy, to ensure pupils receive appropriate support.
- **Parent Partnerships:** Acting as the primary contact for parents regarding SEND provision, ensuring that parents are involved in planning and reviewing support.
- **Staff Training:** Delivering or facilitating training for staff to develop their understanding and expertise in supporting pupils with SEND.
- **Transition Support:** Ensuring smooth transitions for pupils with SEND when moving between year groups or to other schools, including sharing relevant information with receiving schools.

Headteacher

- **Strategic Oversight:** Monitoring the progress and outcomes of all vulnerable learners and making strategic decisions to ensure pupils with SEND receive the support they need.
- **Leadership:** Delegating the day-to-day management of SEND provision to the SENDCo, while maintaining responsibility for ensuring SEND is a priority within school improvement planning.
- **Reporting:** Regularly meeting with the SENDCo to review SEND provision and ensure it aligns with statutory requirements.
- **Governance:** Informing the Governing Body about the school's SEND provision and any significant developments.

Governing Body

- **Oversight:** Ensuring that the school fulfils its statutory duties regarding SEND provision.
- **SEND Governor:** The SEND Link Governor works closely with the SENDCo to monitor the effectiveness of SEND provision and reports to the full Governing Body.
- **Accountability:** Holding the Headteacher and leadership team accountable for the implementation and impact of the SEND Policy.

6. Definition of SEND

A child or young person is considered to have SEND if they have a learning difficulty or disability that calls for special educational provision. This may include:

- A significantly greater difficulty in learning compared to peers.
- A disability that prevents or hinders the use of educational facilities.

7. Identification of SEND

Our school uses a range of strategies to identify and assess children with SEND:

- Ongoing assessments by class teachers and the SENDCo.
- Regular pupil progress meetings and SEND reviews.
- Parental input and external specialist consultations where appropriate.

The SEND identification process follows a clear and systematic approach:

1. Teachers or parents/carers raise concerns and meet with the SENDCo.
2. The class teacher and SENDCo gather and review appropriate evidence, which may include assessment information, observations, work scrutiny, pupil and parent voice, and use of the Routes 2 Inclusion framework.
3. Where evidence indicates that a pupil may have SEND, the school will discuss this with parents and carers and consider whether special educational provision is required.
4. The child is placed on the SEND register, with their support recorded in a SEN support plan.
5. Where necessary, referrals to external agencies are made.

8. SEND Register

We maintain a Special Educational Needs and Disabilities (SEND) Register to ensure that the individual needs of all pupils with SEND are clearly identified and tracked. The register is a dynamic document, regularly reviewed and updated to reflect any changes in pupils' needs or the level of support required.

Key Features of the SEND Register:

- **Identification:** Pupils are added to the SEND Register when it is determined that they require support that is additional to or different from the universal provision available to all pupils. This decision is based on thorough assessments and in consultation with parents and carers.
- **Tracking Progress:** The SEND Register allows us to monitor the progress and development of pupils with SEND, ensuring that interventions are effective and adjusted as needed. An assessment system, Insight Tracking, is used to document provisions and their impacts on individual pupils.
- **Review Process:** The SENDCo and class teachers regularly review the register, adding or removing pupils based on ongoing assessments, progress reviews, and discussions with external agencies, where appropriate.
- **Categories of Need:** The register categorises pupils based on their primary area of need, such as:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health (SEMH)
 - Sensory and Physical needs

This ensures targeted support for each pupil's specific challenges.
- **Parental Involvement:** Parents are informed when their child is placed on or removed from the SEND Register and are invited to participate in reviews of their child's progress and provision.

9. Three-Wave Provision Model

We follow a **three-wave model** to ensure all pupils receive the support they need at different levels of intervention. This model is aligned with the principles of quality first teaching, additional interventions, and personalised support for those with more complex needs.

Wave 1: Universal Provision

At Wave 1, all learners benefit from high-quality, inclusive teaching that is differentiated to meet the needs of all pupils. This includes:

- **High quality, inclusive teaching:** Every teacher is responsible for delivering well-planned lessons that cater to different learning styles and abilities, ensuring that pupils can access the curriculum.
- **Scaffolded support:** Teachers differentiate lessons based on pupils' interests and abilities, using varied teaching strategies, tasks, and resources to engage all learners.

- **Classroom Environment:** Wave 1 ensures that the classroom environment is inclusive, with clear routines and expectations, promoting positive behaviour and learning.
- **Pre-Teach and Post-Teach Sessions:** Some vulnerable learners may receive pre-teach or post-teach sessions, which help reinforce key concepts or prepare them for upcoming lessons. These sessions are considered good practice in differentiated teaching but are not classified as special interventions for SEND.

At this stage, many pupils, including those identified as vulnerable learners, can make progress without the need for further intervention. Wave 1 forms the foundation for all future support.

Wave 2: Additional Support and Monitoring

For some pupils, additional short-term interventions may be required. These learners may be underachieving or facing difficulties that prevent them from reaching their potential, but they do not necessarily have special educational needs. At Wave 2, the school provides:

- **Targeted Interventions:** Short-term, focused interventions aimed at accelerating progress. These might include group support for literacy, numeracy, or social-emotional development.
- **Regular Monitoring:** The progress of pupils at Wave 2 is closely monitored by class teachers and the SENDCo through regular reviews and pupil progress meetings. Interventions are adjusted as needed based on the child's progress.
- **Parental Involvement:** Parents are informed of their child's progress, and meetings may be arranged to discuss strategies that can be reinforced at home.

At Wave 2, the goal is for pupils to catch up with their peers and no longer require additional support once the intervention has concluded. However, if progress remains limited despite high-quality interventions, further steps are taken.

Wave 3: Special Educational Needs

Pupils are identified as having SEN where they have a learning difficulty or disability that calls for special educational provision to be made. This is provision that is additional to or different from that ordinarily available to pupils of the same age. The school will not delay identification or appropriate provision where evidence indicates that a pupil has SEND.

At this stage, more personalised and sustained interventions are implemented. Wave 3 provision includes:

- **Individualised Support:** Pupils are placed on the SEND register, and personalised support plans or Provision Maps are developed to address their specific needs. These may include 1:1 support, personalised timetables, or small group interventions tailored to the child's individual learning needs.
- **External Support:** The SENDCo may seek advice and support from external agencies such as the Educational Psychology Service, Speech and Language Therapy, or CAMHS. Referrals to these services are made in consultation with parents.
- **EHCP and Higher-Level Needs:** For pupils with more significant needs, the school may apply for an Education, Health, and Care Plan (EHCP) or High-Level Needs (HLN) funding. This involves a multi-agency assessment to determine the level of support required.
- **Parental and Pupil Involvement:** Parents and carers are regularly consulted, and pupils are encouraged to share their views about their support. SEND support plans and provision maps are reviewed at least termly. The provision specified in an EHCP is monitored throughout the year, and the EHCP is formally reviewed at least annually in accordance with statutory requirements.
- **Long-Term Support:** Wave 3 may involve sustained support, which will be reviewed regularly and adapted in response to the pupil's progress and changing needs.

At this level, the school ensures a multi-disciplinary approach to SEND support, involving health, social care, and educational professionals in the planning and review of the child's provision.

Provision may include, depending on identified need:

- Nurture groups

- Reading Recovery
- Speech and language support
- Counselling
- Sensory breaks
- Precision teaching
- Personalised timetables
- Learning mentor support
- 1:1 support
- Switch On
- Circle of Friends

Children with Higher Level Needs (HLN) or Education, Health, and Care Plans (EHCPs) receive tailored support and annual reviews. Provision Maps highlight the areas of need, strategies in use, and targets.

10. Personalised Curricula at Sneinton

A pupil may have a personalised curriculum if they have complex learning needs and are unable to effectively access whole class teaching. If a pupil has a personalised curriculum, they will be on the SEND register, have wave 3 support and already have multi-agency involvement; it is likely they will have an EHCP.

Class teachers remain responsible for teaching and learning for any child on a personalised curriculum, even when the child is not in the classroom. External agencies will be invited to input into the planned curriculum. Wherever possible the pupil will spend planned time in the classroom or with their peers and have support to maintain peer relationships. It is possible that children will have a combination of time in the classroom and in quieter or more appropriate learning environments for them.

Regular review meetings with the SENDCo, key staff and parents will take place using the assess, plan, do review cycle (at least half-termly). Targets for pupils on personalised curricula must be ambitious and the child's needs, interests, likes and dislikes should be considered when planning. Personalised curricula should have long-term targets, which are then broken down into smaller targets as part of a progression map. Pupils will also have a weekly timetable with short-term planned learning experiences linked to these targets. It is not necessary to photograph and evidence everything a child does. However, it should be considered when planning how evidence towards targets will be collected.

We take account of current evidence and guidance relating to pupils with SEND in mainstream schools, including relevant Education Endowment Foundation recommendations.

11. Assessment and Monitoring of Pupils with SEND

We follow a graduated approach to SEND support, which is a continuous cycle of Assess, Plan, Do, Review.

This process ensures that we are constantly evaluating and refining the support provided to pupils with SEND, adapting to their evolving needs. The aim is to remove barriers to learning and ensure effective provision is in place.

1. Assess

The first step in supporting a pupil with SEND is a thorough assessment of their needs. This involves:

- **Teacher Observations and Assessments:** The class teacher's professional judgement, alongside formal assessments, provides the initial data. This includes understanding how the pupil is progressing in comparison to their peers and what areas of difficulty they are experiencing.
- **Parental Input:** We value the insights of parents and carers, who often have a deep understanding of

their child's needs and can provide important contextual information.

- **Pupil Voice:** We listen to the pupil's perspective on their learning and any challenges they may be facing.
- **External Expertise:** Where appropriate, advice and assessments from external specialists, such as educational psychologists, speech and language therapists, or other professionals, may be sought to gain a comprehensive understanding of the pupil's needs.

The assessment process is ongoing, and regular reviews ensure that changes in the pupil's learning needs are identified early. The Routes 2 Inclusion framework and documentation are also used to support the identification of SEND.

2. Plan

Once a pupil's needs have been identified, we move to the planning stage. This involves:

- **Target Setting:** Specific, measurable, achievable, relevant, and time-bound (SMART) targets are set for the pupil. These targets are agreed upon by the class teacher, SENDCo, parents/carers, and, where appropriate, the pupil.
- **Planning Support:** Based on the assessment, a tailored Support Plan or Provision Map is drawn up. This details the strategies, interventions, and resources that will be used to support the pupil. It may include in-class support, targeted interventions, or external agency involvement.
- **Parental Engagement:** Parents are involved in the planning process and are informed of what support their child will receive, what their role might be at home, and how the school will monitor progress. Parents may also be invited to contribute to the development of their child's support plan.
- **Roles and Responsibilities:** All staff working with the pupil, including class teachers, support staff, and specialists, are made aware of their roles and responsibilities in delivering the agreed interventions. Specific teaching strategies and expected outcomes are shared with all involved.

3. Do

This phase involves delivering the planned provision and support strategies:

- **Class Teacher Responsibility:** The class teacher remains responsible for the pupil's progress and well-being, even when interventions are delivered outside of the classroom. The teacher ensures that the strategies outlined in the support plan are implemented effectively.
- **Collaborative Support:** The teacher works closely with Learning Support Assistants (LSAs) and specialist staff to ensure the pupil receives the necessary support, whether through 1:1 sessions, small group work, or other interventions.
- **Monitoring:** Throughout the implementation, the teacher, SENDCo, and support staff continually monitor the pupil's engagement and progress, making informal adjustments as needed to improve effectiveness. If issues arise or if strategies prove ineffective, these are addressed in real time to prevent delays in the pupil's learning.

4. Review

The final stage of the cycle is to review the pupil's progress:

- **Regular Review Meetings:** The pupil's progress towards their targets is reviewed at least termly. The SENDCO oversees all reviews and the class teacher/SENDCO then meets with parents/carers to discuss progress and next steps.
- For pupils with more complex needs or an Education, Health, and Care Plan (EHCP), reviews may occur more frequently. These meetings involve the class teacher, SENDCo, parents, and any external agencies working with the child.
- **Pupil and Parent Feedback:** During the review process, both the pupil and their parents are invited to share their views on the progress being made and any changes they feel should be made to the support plan.
- **Evaluating Interventions:** The effectiveness of the interventions is assessed. This involves considering whether the pupil has made progress towards their targets, whether the interventions were successful, and whether they need to be continued, adjusted, or stopped. A variety of assessment frameworks are used to monitor the effectiveness of interventions, these include, but are not limited to BSquared (small steps of progress), Leuven Wellbeing and Involvement Scales, Individual Intervention frameworks, pupil

voice and Autism Assessment Framework.

- **Next Steps:** Based on the review, a decision is made about the next steps. This could involve setting new targets, continuing with the current support plan, or moving to a higher level of support if needed (such as seeking further external advice or applying for an EHCP).

The Assess, Plan, Do, Review cycle is iterative and ensures that support for pupils with SEND is constantly being evaluated and adapted to meet their needs as they change over time. The focus is always on helping the pupil to progress academically, socially, and emotionally.

High-Level Needs (HLN) and Education, Health, and Care Plans (EHCPs)

For pupils with High-Level Needs (HLN) or an Education, Health, and Care Plan (EHCP), the Assess, Plan, Do, Review process includes additional considerations:

- **HLN:** Pupils with HLN may require significant levels of support, which is provided through additional funding. The SENDCo works closely with external agencies to ensure that the provision outlined in the HLN plan is effectively implemented. These pupils receive a personalised support plan, which is reviewed termly.
- **EHCP:** Pupils with an EHCP receive multi-agency support involving health, education, and social care professionals. An EHCP outlines the long-term support required to meet a pupil's complex needs and is reviewed annually through a formal Annual Review process. This review ensures that the EHCP remains up-to-date and relevant, and adjustments are made as necessary to reflect the pupil's progress and changing needs.

For both HLN and EHCP pupils, our aim is to ensure that they have access to the appropriate resources, support, and opportunities to succeed while continuing to promote their independence and full inclusion within the school environment.

12. Provision Mapping

For pupils with more complex needs, an Individual Provision Map is created to document the additional support and interventions they receive. This ensures that support is tailored to meet each pupil's specific needs and that progress towards their targets is regularly monitored.

We record and track all provisions using an online assessment tool called Insight Tracking. This system allows us to:

- **Whole-School Provision Overview:** Insight Tracking provides a comprehensive overview of all provisions across the school, enabling us to monitor the range and effectiveness of interventions for different groups of pupils, including those with SEND.
- **Individual Provisions and Impact:** Each pupil's individual provisions are tracked within the system, allowing us to monitor their progress in relation to the specific interventions they are receiving. The tool helps us evaluate the impact of these interventions on the pupil's outcomes and adjust support as needed.

An Individual Provision Map includes the following:

- **Pupil's Strengths and Areas of Need:** The Provision Map highlights the pupil's individual strengths and the specific areas where support is required, whether academic, social, emotional, or related to a disability.
- **Interventions:** The specific interventions in place, such as speech and language therapy, small group work, sensory breaks, or 1:1 support, are outlined. These interventions are selected based on the pupil's needs and recommendations from professionals involved.
- **SMART Targets:** Each Provision Map includes SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) targets that are regularly reviewed. These targets help the pupil make measurable progress in key areas of their development.
- **Roles and Responsibilities:** The map clearly outlines the roles and responsibilities of the staff members involved, including the class teacher, Learning Support Assistants (LSAs), SENDCo, and external

professionals. This ensures everyone is aware of their role in supporting the pupil's needs.

- **Review Dates:** The Provision Map is reviewed termly, with adjustments made based on the pupil's progress. For pupils with HLN or an EHCP, reviews may occur more frequently.

Insight Tracking records the provisions and their outcomes, providing clear evidence of the effectiveness of each intervention. The system supports the SENDCo and class teachers in monitoring and reviewing individual progress, while also offering a broad overview of the school's provision.

The Provision Map serves as a working document for all staff involved with the pupil, ensuring a coordinated and consistent approach to their support. It also provides a clear framework for measuring the impact of interventions and making necessary adjustments.

13. Pupil and Parent Voice

We believe that actively involving both pupils and parents in the SEND process is essential to creating a supportive and effective learning environment. We are committed to listening to their perspectives and ensuring that their voices shape the support provided.

Pupil Voice

We encourage pupils with SEND to play an active role in their learning by:

- **Sharing Feedback:** Pupils are regularly given opportunities to share their thoughts on the support they receive, either through conversations, questionnaires, or other age-appropriate methods.
- **Setting Goals:** Where appropriate, pupils help to set their own learning goals, contributing to their sense of ownership and engagement in their progress.
- **Ongoing Dialogue:** We maintain regular check-ins with pupils to ensure they feel heard and to make adjustments to their support as needed.

By ensuring pupils have a say in their education, we foster a sense of empowerment and confidence in their ability to succeed.

Parent Voice

We recognise that parents and carers have valuable insights into their child's needs and strengths. To ensure strong collaboration with families, we:

- **Invite Regular Input:** Parents are involved in the planning and review of their child's SEND support through termly meetings, where they can share observations and discuss progress.
- **Collaborate on Decision-Making:** Parents are key partners in making decisions about the strategies and interventions that will best support their child's development.
- **Provide Guidance:** We offer ongoing advice on how parents can support their child at home, reinforcing the partnership between school and family.

By maintaining open lines of communication, we ensure that parents are actively involved in their child's education and well-being.

14. Partnership with Outside Agencies

We work closely with external agencies to support our pupils' needs, including:

- Behaviour Support Team
- Inclusive Education Service
- CAMHS
- Mental Health Support Team
- Educational Psychology Service

- Nottingham City SEND Information Advice Service
- Autism Team
- Speech and Language Therapy
- Local NHS services
- Early Years SEN support service (Inc Portage team)
- Multi-agency Safeguarding Hub

We collaborate with these services to ensure a multi-agency approach, especially during transitions and annual reviews for pupils with EHCPs.

15. Supporting Pupils with Medical Conditions

We are committed to supporting pupils with medical conditions, ensuring they can access a full education, including school trips and physical education. Our approach aligns with statutory guidance, and we work in partnership with families and health professionals to meet the needs of pupils with both medical and SEND requirements.

Key principles include:

- **Individual Healthcare Plans (IHPs):** Where an Individual Healthcare Plan is required, it will be developed in consultation with parents and carers, relevant healthcare professionals and, where appropriate, the pupil. The plan will be reviewed regularly and following any significant change in the pupil's condition or provision.
- **SEND and Medical Needs:** Where a pupil's medical condition is also considered a special educational need or disability, their IHP will be aligned with their SEND support plan or EHCP to ensure a coordinated approach.
- **Day-to-Day Management:** Staff are trained to manage the medical needs of pupils, including the safe administration of medication and emergency care if required. Teachers and support staff are briefed on any adjustments necessary to accommodate medical conditions in the classroom or during extracurricular activities.

For full details, please refer to our **Supporting Pupils with Medical Conditions Policy**.

16. Transitions

We recognise that transitions between year groups and key stages can be challenging for all children, particularly those with Special Educational Needs and Disabilities (SEND). Our transition arrangements are designed to ensure that every pupil feels supported and prepared for the next stage of their education, in line with our commitment to inclusivity and pastoral care.

We offer a carefully structured approach to transitions, with additional measures in place for pupils with SEND to ease anxiety, build confidence, and support continuity of learning. Our 'Next Stage Ready' transition plan ensures children feel prepared for the academic, social, and emotional aspects of moving to a new year group or setting. More information can be found [here](#).

Key Transition Strategies for All Pupils:

- **Transition Activities:** Throughout the Summer Term, we engage all pupils in activities that help them prepare for their new class. These include opportunities to meet new teachers, explore new classrooms, and learn about expectations for the coming year.
- **Teacher Handovers:** Detailed handovers take place between teachers, where academic progress, social and emotional well-being, and specific learning needs are shared to ensure a smooth transition.
- **Pupil Voice:** We value pupil input and encourage all children to share their feelings about moving to a

new class or year group. This helps us tailor transition activities to meet individual needs.

Additional Support for Pupils with SEND:

For children with SEND, we provide extra support to ensure their transition is as smooth as possible.

The following measures are put in place:

- **Early Planning:** Transition planning for pupils with SEND begins early in the summer term. This includes additional visits to new classrooms, time spent with the new class teacher and support staff, and meetings with parents/carers to discuss any particular concerns.
- **Individual Transition Plans:** Pupils with higher levels of need may have a personalised transition plan, which could involve staggered transition days, social stories, visual aids, or a transition booklet to help them understand what to expect.
- **Enhanced Communication:** For pupils with an Education, Health, and Care Plan (EHCP), we ensure that all relevant information is passed on to the new teacher and support staff. In Year 5, we begin early discussions to consider secondary school options and liaise closely with parents/carers and external agencies during this process.
- **Parent/Carer Involvement:** We recognise the importance of working in partnership with parents and carers. We encourage families to be actively involved in planning their child's transition, offering regular meetings and opportunities to discuss any concerns.
- **Support Resources:** Our Next Stage Ready transition resources are particularly valuable for pupils with SEND. These resources are designed to build confidence and provide practical steps for managing change, such as getting to know new routines and understanding the layout of new classrooms.

Transition to Secondary School:

For pupils transitioning to secondary school, particularly those with SEND, we:

- **Begin planning during Year 5**, with provisional recommendations made at EHCP reviews.
- **Liaise closely with secondary schools** to ensure that all relevant information, including SEND provision and personal support strategies, is shared.
- **Arrange additional visits** to the secondary school where necessary to familiarise pupils with their new setting.
- **Work with parents/carers** and external agencies to ensure a smooth transition that supports both academic and social development.

17. Admission Arrangements

We welcome all children, including those with Special Educational Needs and Disabilities (SEND), in line with our commitment to inclusivity and equal opportunities. Admissions arrangements will be applied fairly and lawfully, without discrimination. The school will comply with its duties under the Equality Act 2010, the Children and Families Act 2014 and the relevant admissions arrangements. Where the school is named in a pupil's EHCP, the school will comply with the applicable statutory requirements.

We follow the admissions arrangements set out by Nottingham City Council and apply these consistently for all applicants. In accordance with the **Equality Act 2010**, we make reasonable adjustments to ensure that pupils with SEND have full access to the curriculum and school facilities.

18. Complaints Procedure

We are committed to working in close partnership with parents and carers to meet the needs of all pupils. If parents have any concerns about the SEND provision, they are encouraged to discuss these with the class teacher in the first instance.

If the concern is not resolved, the issue can be raised with the SENDCo, Miss Josephine Curtis, who will investigate the matter further.

Should the issue remain unresolved, parents may request a meeting with the Headteacher, Mr Mark Lowe.

The school will endeavour to resolve all concerns informally, but if a satisfactory outcome is not achieved, parents are advised to follow the school's formal complaints procedure, which is outlined in our **Complaints Policy**.

19. Monitoring and Evaluation

We regularly review our SEND provision to ensure it is effective and meets the needs of our pupils.

Key aspects include:

- **Termly Reviews:** The SENDCo and class teachers review pupils on the SEND Register each term to assess progress and adjust interventions as needed.
- **Provision Mapping:** We use **Insight Tracking** to monitor the effectiveness of interventions, ensuring provisions are positively impacting pupils' outcomes.
- **Collaboration:** The SENDCo and class teachers work closely to monitor progress and make timely adjustments to support strategies.
- **Parental Involvement:** Parents are involved through regular meetings to discuss their child's progress and next steps.
- **Governors:** Governors receive anonymised and aggregated information about SEND identification, pupil outcomes, provision, attendance, exclusions, parent and pupil voice, and the effective use of resources.
- **External Quality Assurance:** Our SEND provision is subject to external quality assurance through reviews by Transform Trust and other external agencies. These evaluations provide objective feedback and help us refine our approach to SEND.

This ongoing internal and external evaluation ensures that our SEND provision is continuously improving and responsive to pupil needs.

Date of next review: September 2027

Appendix 1:

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1

Create a positive and supportive environment for all pupils, without exception


- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils;
 - ensure all pupils can access the best possible teaching; and
 - adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs


- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching


- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions


- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

Work effectively with teaching assistants


- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.