



# **SEND POLICY**

## **2025-26**



We **educate** our children and provide them with adapted learning opportunities to meet their individual needs and strengths.

We **equip** our children to be resilient, socially confident, safe in the community and lifelong learners.

We **enrich** our provision to meet the individual needs and interests of pupils with SEND.

Through educating, equipping and enriching our children we will **empower** them to be confident in their own abilities, strengths with the skills and enthusiasm to be lifelong learners.

## **STATEMENT OF INTENT**

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic well-being. We are committed to providing, for each pupil, the best possible environment for learning and ensure Special Educational provision for pupils for whom this is required, that is 'additional and different from' that provided within the differentiated 'Quality First Teaching' curriculum to better respond to the four areas of need identified in the new SEND Code of Practice (September 2015):

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

Teachers use a range of strategies to meet children's Special Educational Needs/Disabilities. Lessons have clear learning objectives and progressive learning outcomes, staff differentiate work appropriately in an adaptive approach, and use

assessment to inform the next stage of learning. All members of staff plan and deliver consistently good to outstanding lessons that incorporate effective differentiation and inclusion strategies that cater for the different learning styles and abilities that all our pupils display, including those with Special Educational Needs/Disabilities.

## **THE SEND AIMS OF THE SCHOOL**

- To ensure that all pupils have equal access to a broad and balanced curriculum and extra-curricular opportunities
- To provide high quality provision and a differentiated curriculum appropriate to the individual's needs and ability
- To identify all pupils requiring SEND provision as early as possible in their school career
- To effectively involve pupils and their parents in decision-making
- To actively promote collaboration between education, health and social care services to provide support

## **LEGAL FRAMEWORK**

This policy has due regard to all relevant legislation including, but not limited to, the following:

Children and Families Act 2014

Health and Social Care Act 2012

Equality Act 2010

The Equality Act 2010 (Disability) Regulations 2010

Education Act 1996

Education Act 2002

Mental Capacity Act 2005

Children Act 1989

The Special Educational Needs and Disability (Amendment) Regulations 2015

The Special Educational Needs (Personal Budgets) Regulations 2014

The Special Educational Needs and Disability (Detained Persons) Regulations 2015

Local Government Act 1974

Disabled Persons (Services, Consultation and Representation) Act 1986

Data Protection Act 2018

The UK General Data Protection Regulation

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2015) 'Supporting pupils at school with medical conditions'

DfE (2021) 'Keeping children safe in education (2020)'

DfE (2018) 'Working Together to Safeguard Children'

DfE (2018) 'Mental health and wellbeing provision in schools'

DfE (2014) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

Admissions Policy  
Data Protection Policy  
Records Management and Retention Policy  
Supporting Pupils with Medical Conditions Policy  
Safeguarding and Child Protection Policy  
Behavioural Policy  
Accessibility Plan  
Intimate Care Policy  
Mental health and Wellbeing Policy

## **IDENTIFYING SEND**

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

'A child or young person has Special Educational Needs/Disabilities if he or she has a learning difficulty or disability which calls for Special Educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special Educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England Health care provision or social care provision which educates or trains a child or young person is to be treated as Special Educational provision.' (Taken from the SEND Code of Practice 2015)

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

Communication and interaction  
Cognition and learning  
Social, emotional and mental health difficulties  
Sensory and physical needs

### ***Communication and interaction***

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

Old Basford School recognises that:

Pupils with Autism Spectrum Disorder (ASD) can have particular difficulties with social interaction.

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

### ***Cognition and learning***

Old Basford School understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

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, emotional and mental health (SEMH) difficulties***

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it does not adversely affect other pupils.

### ***Sensory or physical needs***

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

Some 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.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

A tendency to set fires

A tendency to steal

A tendency to commit physical or sexual abuse towards others

Exhibitionism

Voyeurism

Old Basford School recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

Old Basford Primary School will have due regard for the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs, and ensure that Parents/Carers are notified when SEND provision is being made for their child.

### **STAFFING**

The SEND team and their responsibilities at Old Basford school are:

#### **Head Teacher – Laura Duffin**

Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.

Ensuring that teachers monitor and review pupils' progress during the academic year.

Cooperating with the LA during annual EHC plan reviews.

Ensuring that the SENCO has sufficient time and resources to carry out their functions.

Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.

Ensuring that teachers understand the strategies to identify and support vulnerable pupils.

Ensuring teachers have an established understanding of different types of SEND.

Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.

Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.

Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.

Identifying any patterns in the identification of SEND within the school and comparing these with national data.

Reporting to the governing board on the impact of SEND policies and procedures.

### **SEND Coordinator (SENDCO) – Naomi Heywood:**

Collaborating with the governing body and headteacher, to determine the strategic development of the SEND policy and provision in the school.

Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

The day-to-day operation and implementation of the SEND policy.

Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.

Advising on a graduated approach to providing SEND support.

Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Liaising with the parents of pupils with SEND.

Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.

Being a key point of contact for external agencies, especially the LA and LA support services.

Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.

Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.

Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.

Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.

Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.

Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.

In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.

Participating in training and CPD opportunities.

Providing training to relevant class teachers.

Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

### **SEND Staff - All Teachers and Teaching Assistants:**

Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.

Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.

Ensuring every pupil with SEND is able to access the full national curriculum.

Being accountable for the progress and development of the pupils in their class.

Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.

Keeping relevant staff members (Head Teacher, SLT, Safeguarding Team and SENCO) up to date with any changes in behaviour, academic developments and causes of concern.

Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils

In collaboration with the SENDCo, TA's and pupils develop whole class provision maps for SEND pupils and individual provision maps for pupils who receive HLN funding or have an EHCP.

Developing constructive relationships with Parents/Carers

### **SEND Governor – David Lawson/ Governing Body:**

Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.

Securing the special educational provision called for by a pupil's SEND.

Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.

Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.

Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy.

Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.

Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.

Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.

Publishing annual information about the arrangements for the admission of pupils with SEND, 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 on the school's website.

Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.

Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.

Reviewing the SEND information report and publishing it on the website.

All staff ensure that the Special Educational Needs/Disabilities Policy works within the guidelines and inclusion policies of the SEND Code of Practice (2015), the Local Authority 'Local Offer' and other policies currently within the school.

## **ADMISSIONS**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that:

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without Education and Health Care Plan (EHCP's) must be treated as fairly as all other applicants for admission.

## **EARLY IDENTIFICATION**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress throughout the school through:

- Evidence obtained by teacher observation/assessment (informal and formal processes, through observation in the classroom, assessment of children's work)

- Their performance against EYFS/N.C. objectives, judged against age expected standards in maths, writing and reading, using Old Basford School's Grade descriptors.
- Pupil progress in relation to objectives in the National Curriculum (How well the children are learning and achieving in Numeracy and Literacy) As well as progress using BSquared for children making smaller steps of progress.
- Standardised screening or assessment tools (SATS tests, NTS tests, phonics screening etc)
- Screening and Diagnostics tests (GL Dyslexic tendencies indicator, sensory profiles)
- Reports or observations (By SENDCo and outside agencies)
- Records from feeder schools (Notes from Nursery/ Pre-school provision, private day care)
- Old Basford School will ensure staff listen and understand when parents express concerns about their child's development. Information from Parents/Carers (Informal discussions, formal discussions at parent's evenings, report feedback etc)
- Old Basford school will listen to any concerns raised by children themselves.

## **CHILDREN WITH SPECIFIC CIRCUMSTANCES**

### Child In Care

- Pupils at Old Basford 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.
- Old Basford School recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.
- Old Basford School has a designated member of staff for coordinating the support for children in care.
- Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

### EAL

- Old Basford School will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- The school will consider the pupil within the context of their home, culture and community.

- Where there is uncertainty about an individual pupil, Old Basford School will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.
- Old Basford School appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.
- Old Basford School will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **PARTNERSHIP WITH PARENTS/CARERS**

- Old Basford Primary School firmly believes in developing a strong partnership with Parents/Carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that Parents/Carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.
- 'Parents/Carers hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'
- The school considers Parents/Carers of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.
- The school website contains details of our policy for Special Educational Needs/Disabilities, the Special Educational Needs/Disabilities Information Report from Governors which includes the arrangements made for children in our school with Special Educational Needs/Disabilities.
- At all stages of the Special Needs/Disabilities process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages.
- We encourage parents/carers to make an active contribution to their child's education and have regular meetings to share information on the progress, attainment and support in place for children identified as having Special Educational Needs/Disabilities with their parents/carers. We seek written consent from parents/carers before any outside intervention or professionals become involved with pupils, and share subsequent reports and recommendations produced as a result of such external involvement. The process of decision-making regarding intervention, support and provision for pupils with SEND is a two-way process and parents/carers are fully involved.

- Parents will always be formally notified when the school provides their child with SEND support.

The planning that Old Basford School implements will help parents and pupils with SEND express their needs, wishes and goals, and will

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

## LOCAL OFFER

Old Basford School will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions. If needed the school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

## SEND PROVISION

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

## The Willow Enhanced Provision

For the vast majority of SEND children, quality first teaching and a well-planned supportive environment alongside additional support, an adaptive curriculum and

carefully planned interventions will provide the necessary “additional and different” provision to support them to make good progress.

A very small minority of children at Old Basford have needs which are significantly more complex and for whom participation in a typical classroom can actually hinder their emotional well-being or learning potential. Whilst Old Basford will always prioritise full inclusion in classes, we recognise that some children required a different type of provision for at least some parts of the day.

With this in mind, some children may be considered for a place in The Willow enhanced provision. The Willow is a teacher-led learning space with smaller pupil numbers, higher staffing ratios and with a focus on early communication and interaction alongside early reading, writing and maths. The space offers a much smaller, quieter and less overwhelming environment for children who may find a typical classroom dysregulating.

Pupils who meet a number of the following criteria may be offered a place in The Willow and this would always been discussed and agreed with parents.

Children offered The Willow provision may:

- Be pre-verbal or have communication and interaction skills at a level significantly below their age
- Work at learning levels significantly below age related expectations
- Demonstrate behaviours that require a risk assessment for their safety or the safety of others
- Have significant sensory needs which cannot be met in their classroom
- Be in receipt of HLN funding or have an EHCP
- Have significant involvement from specialist services

Whilst The Willow can offer a beneficial learning provision, we also acknowledge the importance of all pupils feeling connected to the whole school community and an important part of their peer group. All children accessing this provision will have access to their own class and remain under the care and responsibility of their own class teacher alongside the teachers and support staff in The Willow. Effective liaison between staff is key to the success of this approach and this will be carefully planned for each individual pupil. Some pupils may join their class for lessons or parts of lessons; they may join their peers for playtimes and lunchtimes, or to benefit from a different learning environment. Some children may join in with assemblies or have whole sessions in their class. Termly reviews will allow Willow staff, classroom teachers and families to consider what is appropriate and most beneficial for each pupil. Full inclusion in mainstream education is our ultimate goal for all children and the Willow provision seeks to build the skills required for all pupils to be able to access this increasingly.

## **ASSESSMENT**

Old Basford School will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.

Old Basford School will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

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

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

## **PUPIL SUPPORT PLANS**

Each child identified as having Special Educational Needs will have a pupil support plan which lays out:

- Broad area of need

- Barriers to learning
- Strengths
- Aspirations and goals
- Termly targets
- Interventions
- Provision made/appropriate teaching and learning strategies
- Frequency of provision and timings
- Adults supporting the provision
- Date for review

The Pupil Support Plan will record only that which is different from or additional to the normal differentiated curriculum. The relevant areas of this plan will be discussed with the pupil and the parent termly.

All documents employ a small-steps approach and feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps through the use of, where appropriate, BSquared, AET document and Pre-Key Stage standards we ensure that children experience success.

Any child who receives Higher Level Needs Funding or has an EHCP in place will have termly review where parents/carers and staff parents can discuss progress and future provision.

## **REVIEWING PROVISION**

Provision and support plans will be reviewed termly, usually coinciding with a pupil review meeting. The school will endeavour to hold the reviews in an informal manner, and parents/carers' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process. Where outside agencies are involved, they are invited to attend or provide notes for review meeting.

## **THE ROLE OF THE PUPIL**

- To be confident in sharing their opinions, thoughts and feelings (where appropriate) about the provision they receive, the provision they would like and the setting and reviewing of targets.
- To attend review meetings (where appropriate).
- To attend school regularly (Home School Agreement)
- To try their best to achieve their targets

## **OUTSIDE AGENCIES**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. Parents will always be formally notified when the school involves outside agency support. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions is recorded centrally. If a child receives Higher Level Needs Funding, then their targets will also be outlined in an pupil support plan.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs/disabilities and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical professionals
- Speech and language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Learning Support Teams
- Behaviour Support Teams
- Inclusive Education Teams

In addition, important links are in place with the following organisations:

- The LA
- Specialist Services
- Education Welfare Services
- Social Services
- The School's Safeguarding Team
- The School's Attendance officer
- The School's Pastoral Team
- Mental Health Support Team

**PROMOTING MENTAL HEALTH AND WELLBEING:**

The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

Specialist services will be available where a pupil requires such services.

Where appropriate, the school will support parents in the management and development of their child.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional pastoral support for the pupil.
- Therapeutic work with the pupil, delivered by mental health specialists.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

## **EDUCATION HEALTH CARE PLANS (EHCP)**

- The school will fully cooperate with the LA when research about the pupil is being conducted.
- The school will provide the LA with any information or evidence needed.
- All relevant teachers will be involved in contributing information to the LA.
- Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.
- The school will meet its duty to provide views on a draft EHC plan within 15 days.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

- If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- All reasonable provisions will be taken by the school to provide a high standard of education.
- Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.
- The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.
- If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.
- The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.
- Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan.
- The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.
- Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.
- The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

### **Reviewing the EHC plan**

Old Basford School will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

## **SUPPORTING TRANSITIONS**

The key transfers are as follows:

- Early years provider to primary school
- Primary school to secondary school

Old Basford School will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

The school will engage with secondary schools, as necessary, to help plan for any transitions.

The school will transfer all relevant information about pupils to any educational setting that they are transferring to.

If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.

If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

## **SEND TRIBUNAL**

- All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.
- The school's complaints procedure is outlined in the school prospectus
- In all cases, the school's Complaints Procedure will be followed, allowing for a complaint to be considered informally at first.
- Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school.

If disagreements are not resolved at a local level, the case will be referred to the DfE.

The school will fully cooperate with the LA by providing any evidence or information that is relevant.

All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

## **DATA AND RECORD-KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records and CPOM records, the pupil's profile may include:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map

- Maintain an accurate and up-to-date register of the provision made for pupils with SEND
- Information from Parents/Carers
- Meeting minutes
- Information from health/social services

## **TRAINING**

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given. During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- RPI techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

## **SAFEGUARDING**

Old Basford School recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.

Old Basford school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability

without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood. The headteacher and governing board will ensure that the school's Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

## **PUBLISHING INFORMATION**

Old Basford School will publish information on the school website about the implementation of this policy. The governing body will publish details of the SEND information report on the school website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## **CONFIDENTIALITY**

Old Basford school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

## **MONITORING AND REVIEW**

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is September 2026.