



# East Bridgford St Peter's C of E Academy

## Special Educational Needs & Disability (SEND) Policy

### March 2026

#### Mission statement

Striving for Life in all its fullness (John 10:10)

East Bridgford St Peter's C of E Academy is a Church school and, as such, we are seeking to develop life in all its fullness. We are 'a take care' organisation; we know the things we value and what we stand for. We encourage the profound personal development of all of our pupils and encourage them to care for themselves, their world, and their work. We want the children to aspire to be the best they can be.

#### Definitions of special educational needs and disabilities (SEND)

Taken from Chapter 6 of the Children and Families Act 2014:

A child or young person has SEND 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.

# Aims and Objectives

## Aims

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

The Guiding Principles of our school are:

- **Together in Achievement** - Parents as partners and working with and alongside outside agencies/experts for the benefit of our community.
- **At East Bridgford St Peter's we work hard to maximise the learning and growing of all our pupils in a 'take care' environment.** (Principle which links together all our planning, working and thinking and forms the basis of all our school self-review and evaluation)
- **Everyone a Learner, Everyone a Leader** - Whether you are a headteacher, class teacher, teaching partner, office administrator, care-taker or volunteer, we all Lead by example and hence, we are all Leaders and we are all learners. We have high expectations of ourselves as Leaders. We aim to set out what our community of learners requires of us and then we Lead to inspire people in our management of daily activities and strategic direction.
- **Striving to be the best we can be** - Encouraging us to always be in a process of continuous school self review and positive improvement.
- **What can we do better and how can I personally improve?** - We confidently challenge ourselves not to be complacent but to continuously seek ways to improve and enhance, both individually and collectively.
- **For children** - Recognition and emphasis of our primary focus. The driving force and guiding principal we return to each time we adapt and refresh our approaches and strategies.

## Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services, previous schools or early years' settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SEND Lead and the class teachers 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, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils 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' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the Pupil Parliament.

## Responsibility for the coordination of SEND provision

The named person responsible for managing provision for SEND at East Bridgford St Peter's C of E Academy is Mrs Lucy Williams - 01949 20226 or email [send@st-Peters.notts.sch.uk](mailto:send@st-Peters.notts.sch.uk)

This policy has been written with reference to the Children and Families Act 2014, The equality Act 2010, and the SEND code of practice 0-25 January 2015. The policy has been shared with the school's governing body and will be reviewed regularly. An annual SEND Information Report can be found on the school's website.

## Arrangements for coordinating SEND provision

The SEND Lead will hold details of all SEND support records such as provision maps, IPPs (Individual Provision Plans) or alternatives or structured conversations for individual pupils.  
**All staff can access:**

- The East Bridgford St Peter's C. of E Academy SEND Policy;
- A copy of the full SEND Register used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs.

- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on progress and attainment for all SEND pupils on the school's assessment system.

## Admission arrangements

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

### Transfer and Transition arrangements:

Primary-Primary: When a child with special educational needs transfer to, or from, East Bridgford St Peter's C of E Academy, staff will speak to the transferring school about the pupil's needs. Records will be passed on promptly.

Primary-Secondary: The SEND Lead will liaise with the secondary school to which pupils transfer in order to ensure that the full picture of each child's particular needs are given to the receiving schools. Records are passed on.

## Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget (Up to £6,000). Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (the Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools.

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

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

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

## Identification of pupils needs

See definition of Special Educational Needs at the start of this policy.

The school has adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream

classes. Every effort is made to ensure that they have full access to the National Curriculum and are fully included in the school community and all its activities. A diagnosis, such as dyslexia or autism, does not necessarily mean the pupil will be put on the SEND list as the needs of most pupils will be met by the school's core offer, which includes dyslexia friendly and autism friendly practices.

## A graduated Approach

### *Quality First Teaching*

- a) Any pupils who are falling **significantly** outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as **possibly** having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide 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.
- d) The SEND Lead will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### *SEND Support*

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

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Interventions are monitored half termly with a view to continuing, moving to a different strategy or deciding that sufficient progress has been made and interventions are no longer required to support learning.

### ***Referral for an Education, Health and Care Plan (EHCP)***

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

The decision to make a referral for an EHCP will be taken at a progress review.

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

- Parents
- Teachers
- SEND Lead
- 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 or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by contacting Ask Us Nottinghamshire (formerly Parent Partnership Service) on:

**0800 121 7772**

**[enquiries@askusnotts.org.uk](mailto:enquiries@askusnotts.org.uk)**

## *Education, Health and Care Plans*

- 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.

## **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the SEND provision provided by the school and, as far as possible, in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers, where this is not possible, the SEND Lead will consult with the child's parents for other flexible arrangements to be made.

The School Curriculum is reviewed annually prior to the end of the Summer Term. Any issues around the inclusion or access to any aspect of the curriculum for children with SENs over the previous year will be addressed and changes made.

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

- The SEND Lead/headteacher/Health & Wellbeing Lead will ensure that staff are kept fully informed of the special educational needs of any pupils in their charge including sharing progress reports, & medical reports.
- Class teachers will share relevant information with other teaching staff, teaching assistants, office & lunchtime staff as necessary.
- Pupils in need of educational support will have an 'Individual Provision Plan' to address their needs. This plan is reviewed termly.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.

- Any decision to provide group teaching outside the classroom will involve the class teacher/SEND Lead 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.

## **Inclusion of pupils with SEND**

The Head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is reviewed to ensure it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub (MASH) and Behaviour Support Worker (ESBP).

The admission arrangements for all pupils are in accordance with national legislation.

## **Evaluating the success of provision**

SEND provision is mapped and evaluated to enable pupils to achieve academic and wider outcomes. Each child with SEND has an individual provision map which is monitored regularly by the SEND Lead. Parents are informed of their child's progress and effectiveness of provision through IPP meetings. The review meetings give parents an opportunity to give their opinions about provision.

If provision is provided by an outside provider, it is our responsibility to measure and evaluate the success of such provision; through liaising with the appropriate professionals and ensuring clear communication between all agencies involved.

Termly progress meetings between class teacher and headteacher are also held to monitor progress of different groups including children with SEND.

## **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 Head teacher, who will be able to advise on formal procedures for complaint. A copy of the school complaints procedure is available from the school office.

## **What is the local offer?**

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 the families in Derbyshire that have an EHCP 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.

More information can be found on [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

## Continuous Professional Development (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SEND Lead regularly attends Springboard meetings – the Family of Schools SEND planning meetings - where representatives of Schools & Families Specialist Service and Educational Psychology Service are available to provide support and advice.

The SEND Lead attends relevant SEND courses and facilitate/signpost relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SEND Lead, and the senior Leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. We review CPD training on an annual basis.

## 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 SEND Lead who will then inform the child's parents.

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

- School Health – School Nurse
- Community Paediatricians
- Schools, Families and Specialist Services (for Early-years support, Cognition and Learning, Communication and Interaction (ASD), Sensory, Medical and Physical)
- Rushcliffe Primary Behaviour Partnership
- Speech and Language therapist
- Independent Counsellor

## Working in Partnership with Parents

East Bridgford St Peter's C of E Academy believes that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEND leading to the correct intervention and provision. Collaboration between school and home is vital in supporting social and academic progress of children and helping the child to meet personal and academic targets.

The class teachers will talk to parents termly and also more informally at the end of the day or by appointment. There is an end of year written report and open afternoon for parents on each child's progress.

If more frequent contact with parents is necessary e.g. in times of crisis or approaching transition, this will be arranged by the SEND Lead and/or class teacher according to 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. The school's SEND Governor (Sarah Fisher) can also be contacted in relation to SEND matters.

## **Links with other schools**

East Bridgford St Peter's C of E Academy is part of the Aspire Multi Academy Trust. The schools in the trust share expertise and good practice including in the area of Special Educational Needs. We are part of the Toot Hill Family of Schools and participate in training provided to enhance the knowledge and skills of staff in the area of SEND. The academy is part of the Rushcliffe Primary Behaviour Partnership and has access to behaviour management expertise when necessary and has links with the local special school Ash Lea.

## **Links with other agencies and voluntary organisations**

East Bridgford St Peter's C of E Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SEND Lead/Headteacher is responsible for liaising with the following:

- Education Psychology Service
- Rushcliffe Primary Behaviour Partnership
- Social Services
- Speech and Language Service
- Specialist Outreach Services
- Independent Counsellor
- SFSS (including EYFS)
- The Diocese

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year where needed to discuss SEND provision and progress and keep staff up to date with legislation.

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

**This policy will be reviewed annually.**

