



**Sutton Bonington
Primary School**

Special Educational Needs and Disabilities (SEND) Policy

Last reviewed/approved: Autumn 2025

Next review: Autumn 2026



Sutton Bonington Primary School
Special Educational Needs and Disabilities Policy – Autumn 2025

1. Definition of special educational needs (SEND) taken from section 20 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:

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

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

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

2. Our Vision

We are an inclusive school where every member of the community is valued and we all *BELONG* – children, parents and carers, staff, governors, volunteers and friends. We are a successful school where we all *STRIVE* for excellence in all we do through a broad and ambitious curriculum. We are a supportive school where all children and adults *FLOURISH* due to strong relationships and opportunities to develop personally.

We aim to create a stimulating learning environment that is safe, nurturing and inclusive for all children and in which all children can fulfil their aspirations and achieve to the best of their ability, whilst embedding our core school values of respect, honesty, resilience, curiosity and pride.

3. Aims and objectives

We aim to provide every child with access to a broad and balanced education which will equip them with skills to live a fulfilled and happy life. This includes the

National Curriculum in line with the Special Educational Needs Code of Practice (2015). Teachers plan sequences of lessons which encourage maximum participation and engagement of all children by making learning interesting, accessible and inspiring, and which enable children with SEND to access the same activities as their peers.

Staff members seek to:

- **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 and 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 children with SEND 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 SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in their child's education. This includes supporting parents in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with outside agencies** when the pupils' needs cannot be met by the school alone. These include the Schools and Families Specialist Service, the Education Psychology Service, Speech and Language Therapy, CAMHs (Child and Adolescent Mental Health Services), a family of schools network of SENCos and the Rushcliffe Primary SEMH Partnership.
- **Create a school environment where children can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs. Pupils with SEND are encouraged to participate in wider opportunities, such as membership of the School Council, school plays, residentials, sports teams and musical performances.

4. Responsibility for the coordination of SEND provision

- The Headteacher has overall responsibility for overseeing the provision for children with SEND.
- The SENCo is responsible for the day-to-day co-ordination of provision of education for children with SEND. The SENCo will hold details of SEND records for individual pupils
- A named governor liaises regularly with the SENCo on matters relating to SEND, reporting back termly to the full governing body.

All staff can access:

- The Sutton Bonington Primary School SEND Policy
- A copy of the full SEND Register

- Guidance on identification of SEND in the Code of Practice
- Individual pupils' SEND Support Paperwork where applicable.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- The Equals Trust Graduated Response to SEND
- The Equals Trust Standard and Non-Standard Quality First Teaching Document
- Information available through Nottinghamshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

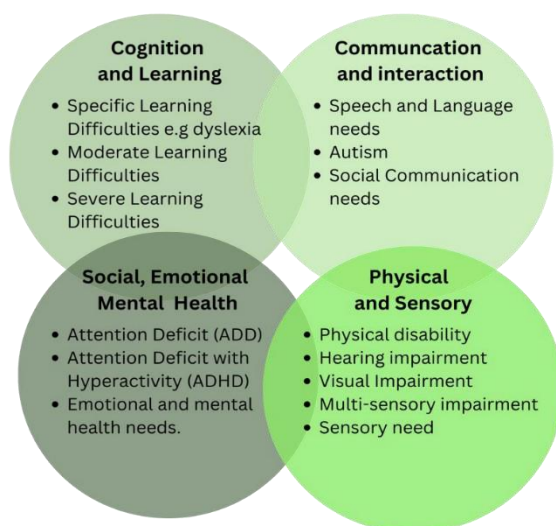
5. Admission arrangements

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.

Where appropriate, children with identified needs will be supported in their school transitions through liaison meetings with parents, support agencies and key staff from both settings. We work closely with our feeder East Leake Academy, for our children transitioning to secondary school and an excellent transition offer is in place including extra visits and additional transition days if necessary.

6. Specialist SEND provision

In our school we support children with a range of needs; we are committed to being an inclusive school and will seek support and training from specialist services where appropriate. Our school currently provides additional and/or different provision for the four broad areas of need:



7. Facilities for pupils with SEND

Our school complies with all relevant accessibility requirements; please see the Accessibility plan.

8. Allocation of resources for pupils with SEND

All pupils with SEND will have access to funding from the school's budget (Element 1 and 2) which equates to £6,000. Some pupils with SEND may access additional funding. This might be from a budget which is devolved to and moderated by the Family of Schools i.e. a secondary school and its feeder primary schools. For those with the most complex needs, additional funding (HLN or High Level Needs funding) is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the Head Teacher, SENCo and the Governing Body to agree how resources are allocated within school.

9. Identification of pupils needs

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 (Children and Families Act, 2015).

Quality First Teaching – All pupils will be supported with a range of Quality First Teaching strategies. *These are outlined in the Equals Trust (EQT) Standard and non-standard provision document.*

- 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. A concerns form can be completed by teachers and shared with the SENCo.
- c) The child's class teacher will make meaningful adaptations to learning opportunities through **Quality First Teaching**, referring to the EQT Standard provision document, with the aim of increasing pupil's academic progression and to enable them to participate in activities alongside their peers where possible.
- d) The SENCO 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 register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed 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) A child may be recorded by the school as being on SEND Monitoring due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during Parents' Evenings.

i) Parents' Evenings are used to monitor and assess the progress being made by children.

SEND Support

The SENCo will keep records of all children that are being monitored – this is classed as SEND Monitoring Level 1. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register at SEND Support (Level 2). 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, known as The Graduated Response.



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.

Assess

This involves clearly analysing the pupil's needs using:

- pupil voice – the child's own thoughts and feelings about their needs
- parental concerns, views and experiences
- the class teacher's assessment and experience of working with the pupil
- information from support staff where applicable
- details of previous progress and attainment
- comparisons with peers and national data
- advice from external support services where applicable
- notes or assessments from any interventions

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Plan

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

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

Do

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

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

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

The decision to make a referral for an Education, Health and Care (EHC) Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care

- Health professionals
- External agencies involved

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 EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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

<https://www.nottshelpyourself.org.uk/>

or by speaking to Nottinghamshire Integrated Children's Disability Service:

0115 804 1275

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

0800 121 7772

Education, Health and Care Plans (EHCP)

- 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.
- 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.
- 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.

10. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through specialist SEND provision provided by the school, where possible. Our non-standard provision is outlined in the Equals Trust Standard and Non-standard provision document, which is available to all staff. This will take into account the wishes of parents and the needs of the individual. Please see our school Accessibility plan for more information.

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

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided, both in school and across the Family of Schools. Staff members

are kept up to date with teaching methods which will aid the progress of all pupils, including those with SEND.

In-class provision and support is deployed effectively to ensure that the curriculum is adapted where necessary. We endeavour to provide individual or group tuition where it is felt that pupils would benefit from this provision.

We set appropriate individual SMART targets that motivate pupils to do their best and celebrate achievements at all levels. These are detailed on our SEND Support plans, which are shared with parents during termly review meetings.

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11. Inclusion of pupils with SEND

The Head Teacher and SENCo oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

We encourage all children, including those with SEND, to participate in extra-curricular activities. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips, all pupils are encouraged to take part in sports day/school plays/special workshops and no pupil is ever excluded from taking part in these activities because of their SEND or disability.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Please see our school accessibility plan for more information.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, Schools and Families Support Service, the Multi-Agency Safeguarding Hub and the Rushcliffe Primary SEMH Partnership,

Advice will be sought from the Rushcliffe Primary SEMH Partnership Service where there are difficulties or concerns about behaviour. Where a behavioural incident warrants an exclusion, schools have a duty to inform this service.

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils through informal discussion, parent forums and parents' questionnaires.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on children's individual SEND support plans where applicable or on a class intervention tracker, which is updated termly and reflects discussions between the class teacher, support staff and parents/carers. Interventions used to support pupils are monitored, reviewed and evaluated, so that we can identify whether the provision is effective.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo, Headteacher and SEND governor and information is gathered from different sources such as review meetings with parents, pupil interviews, parent surveys and forums and staff feedback. This is collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

13. 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 or SENCo, who will be able to advise on formal procedures for complaint.

14. Staff training

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

We recognise the need to train *all* our staff on SEND issues and to support their professional development. The SENCo, as part of the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

15. 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. Support services that we may seek support from include the Schools and Families Specialist Service (SFSS), the Education Psychology Service, Speech and Language Therapy, CAMHs (Child and Adolescent Mental Health Services), a Family Network of SENCos, and the Rushcliffe Primary SEMH Partnership. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo, who will then inform the child's parents.

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

Support for children's mental health can be accessed by families and professionals alike through the NottAlone website (see below). This is a new service provided by Nottinghamshire County Council and Nottingham City council. On the website are a range of resources and strategies to support mental health in young people under 25.

<https://nottalone.org.uk/>

16. Working in partnerships with parents

We believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND, leading to appropriate interventions and provision
- b) continuing social and academic progress of children with SEND
- c) that personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also make parents of pupils with SEND aware of the local authority Parent Partnership service where specific advice, guidance and support may be provided.

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 may be 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 with regards to the provision for their child.

17. Links with other schools

The school works closely in partnership with other schools in the East Leake family of schools. This enables our family of schools to build a bank of joint resources and to share advice, training, development activities and expertise.

18. Equality statement

We aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination because of any perceived differences. This includes age, special educational need or disability, ethnicity or national origin, sex, gender reassignment, sexual orientation, and religion or belief. We greatly value the diversity and range of life experiences of individuals within our school, taking account of these when devising and implementing school policies and procedures.

19. GDPR and Privacy Notice

Please see our school Data Protection Policy and Privacy Policy for more information. As a family of schools we will share information with each other (including sensitive information such as assessment data and medical information) where consent from parents is given. This will enable us to make decisions, moderate and access support.

To ensure that we do this in the safest way possible we will comply with the General Data Protection Regulations.

- When sending information about a child to another SENCo or the family SENCo only initials of the child will be used.
- Any documents which contain sensitive information will be password protected and the password sent in a separate email. This includes AFN/HLN bids.
- AFN bids will only contain initials of the child throughout the bid and only the postcode needs to be supplied as the address.
- For AFN moderation the family SENCO and budget manager will be the only people to know the full name of the child which will be kept secure on computer which is password protected.
- After the AFN process the family SENCO will shred all of the bids except for one copy which will be kept by the family SENCO in a locked cupboard. ELA SENCO may keep Year 6 bids for information.
- HLN bids will need to contain full names and addresses and we will follow the county council's guidance on how to submit these bids securely.

Reviewed: October 2025

Next review: Autumn 2026

This policy will be reviewed every year.