Edwalton Primary School



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The SEND Code of Practice

At Edwalton Primary School, we follow the National SEND Code of Practice. This can be found on the Department for Education website:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Education, Health and Care Plan pathway

Children with the most complex needs have an Education, Health and Care (EHC) Plan. These plans are supported by an Education, Health and Care Plan pathway. Further information is available through Nottinghamshire's SEND Local Offer.

The Local Offer

The SEND Notts Help Yourself website is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes services and provision available to families in Nottinghamshire, including those with an Education, Health and Care Plan and those without a plan who 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 services provided by the private, voluntary and community sectors.

Nottinghamshire SEND Local Offer - Your Notts Directory

Mission Statement

Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision.

Special Educational Needs and Inclusion is always a priority at Edwalton Primary School. All staff and the Governing Body are highly committed to inclusion and the principles outlined in this policy, working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teaching staff and pupils working together. Our commitment to this is outlined in this policy.

Definition of Special Educational Needs (SEN)

Definitions of Special Educational Needs (SEN) are taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- 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 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.

1. 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 2014.

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, and feeder schools or early years settings where applicable, 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 by teachers helps to ensure pupils are able to reach their full potential.
- Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and carefully monitored and regularly reviewed.
- Work with families. Partnership with parents and carers is crucial in promoting the best outcomes for the child, including supporting their understanding of SEND procedures and practices and providing regular information on their child's progress.
- Work with and in support of outside agencies. When pupils' needs cannot be met by the school alone, specialist services may be consulted or involved.
- Create a school environment where pupils feel safe to voice their opinions about their own needs. Pupil participation is a right and is reflected in decision-making and wider opportunities for participation in school life.
- Provide a broad and balanced curriculum. All children have access to classroom learning and age-related content where appropriate, delivered by skilled professionals who adapt the curriculum to promote inclusion. Pupils are supported to thrive, feel valued and develop understanding and tolerance of difference and diversity.

2. 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. Information about the school's admissions policy can be found on the school website.

The SENDCo Team will co-ordinate and oversee transition into different educational settings and ensure that provision is appropriate to children's individual needs. This may include:

- Transition planning meetings with staff from the current school, future placement and parents/carers
- Additional visits
- A personalised transition plan
- Sharing of information

3. Responsibility for the coordination of SEND provision

- The person responsible for overseeing and co-ordinating the day-to-day provision of education for pupils with SEND is Alice Jackson (Inclusion Lead).

The school's governing body has a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.

4. Arrangements for coordinating SEND provision

The SENDCo team will hold details of all SEND Support records in accordance with current data protection requirements.

All staff can access:

- Edwalton Primary School's SEND Policy
- A copy of the full SEND Register and disability/diagnosis list
- Edwalton Primary School's inclusion processes
- Guidance on the identification of Special Educational Needs in the Code of Practice
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information on current legislation and SEND provision
- Information available through Nottinghamshire's SEND Local Offer
- Health care plans and medical plans

Every staff member will have complete and up-to-date information about pupils with special needs and their requirements, enabling staff to provide appropriately for individual needs.

5. Identification of pupils' needs (A Graduated Approach)

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 also be requested by a parent. This may occur where the complexity of need, or a lack of clarity around the child's needs, requires a multi-agency approach to assessment, planning provision and identifying resources.

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

An application for an Education, Health and Care Plan may combine information from:

- Parents/carers
- Teachers
- SENDCo
- Social Care
- Health professionals

Requesting an EHC Plan

Information will be gathered relating to current provision, actions taken and the preliminary outcomes of targets set. A decision will be made by professionals from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans is available through Nottinghamshire's SEND Local Offer or Ask Us Nottinghamshire.

Tel: 0800 121 7772 | Email: enquiries@askusnotts.org.uk

Education, Health and Care Plans (EHC Plans)

- 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 support that is ordinarily

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available. The school and the child's parents will be involved in 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 form part of the pupil's formal record and will be reviewed at least annually by staff, parents and the pupil. The annual review enables provision to be evaluated and changes to be considered where appropriate.

6. Mental Health and wellbeing

It is advised within Transforming Children and Young People's Mental Health Provision: Green Paper (2017) that every school setting should have a Designated Senior Lead for Mental Health. At Edwalton Primary School there is a pastoral team that promotes mental health and wellbeing across the school. Individuals in this role can make a significant difference through promoting whole-school approaches and forging effective links with NHS mental health services.

All staff should be aware that mental health problems can, in some cases, indicate that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis. Staff are well placed to observe children day-to-day and identify behaviour suggesting a child may be experiencing a mental health problem or may be at risk of developing one. If staff have a mental health concern that is also a safeguarding concern, immediate action should be taken in accordance with the Child Protection Policy and the concern should be reported to the Designated Safeguarding Lead or a deputy.

Our school recognises the diverse needs of all children, including those with SEN and disabilities, and provides a pastoral approach to support mental health and wellbeing needs.

7. Inclusion of pupils with SEND

The percentage of pupils with SEND can vary throughout the year.

The SENDCo oversees the school's approach to inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the senior leadership team together with the SENDCo team to ensure that it promotes the inclusion of all pupils.

At Edwalton Primary School we seek advice, as appropriate, around individual pupils from external support services, including relevant multi-agency and specialist services.

To address additional challenges, Edwalton Primary School considers appropriate additional pastoral support for children with SEN and disabilities.

8. The Use of Reasonable Force

KCSIE 2026 sets out circumstances when it may be appropriate for staff in schools and colleges to use reasonable force and makes specific reference to risks presented by incidents involving children with SEND, mental health problems or medical conditions. As outlined by KCSIE 2026, Edwalton Primary School plans positive and proactive behaviour support and works with parents/carers and specialist agencies to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Where reasonable force may be a possibility, or form part of a strategy to manage an incident of very challenging behaviour, the school will create individual plans to minimise the likelihood of challenging behaviour.

The school will consider carefully the risks and additional vulnerabilities of pupils with SEND and will make reasonable adjustments in accordance with the Equality Act 2010. Staff should refer to KCSIE and associated school guidance for further detail.

9. Safeguarding Children with SEND

KCSIE 2026 recognises that children with special educational needs or disabilities (SEND), or certain medical or physical health conditions, can face additional safeguarding challenges both online and offline. The school's Child Protection Policy reflects these additional vulnerabilities and barriers.

Additional barriers when recognising abuse and neglect may include:

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's disability without further exploration
- Greater vulnerability to peer group isolation or bullying, including prejudice-based bullying
- The potential for children with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying without outwardly showing signs
- Communication barriers and difficulties in managing or reporting challenges
- Cognitive understanding, including difficulty distinguishing fact from fiction in online content or understanding the consequences of repeating online content or behaviour

10. Facilities for pupils with SEND

Edwalton Primary School endeavours to comply with accessibility requirements regarding the physical environment and access to the curriculum. Our current arrangements and identified adjustments are outlined in our Accessibility Plan, and we recognise that modifications may need to be put in place to meet the needs of all pupils.

The school has a range of facilities for pupils with SEND. Where specialist equipment or training is required, advice will be sought from appropriate specialist services.

11. Allocation of resources for pupils with SEND

All pupils with SEND have access to resources from the school's delegated budget. Some pupils with SEND may require additional funding where their level and complexity of need meet the relevant criteria. Decisions about applications for additional funding are made by the SENDCo in collaboration with the Head Teacher and in accordance with Nottinghamshire's current funding arrangements.

12. Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents/carers about appropriate flexible arrangements. Pupils with SEND will be given access

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to the curriculum through specialist SEND provision where necessary, as far as possible in line with the wishes of their parents/carers and the needs of the individual. This will include:

- Keeping staff fully informed of pupils' special educational needs, including sharing relevant progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on SEND and inclusive teaching
- Making effective use of classroom facilities and space
- Using in-class provision and support effectively so that the curriculum is scaffolded and adapted where necessary
- Providing individual or group tuition where pupils would benefit from this provision
- Ensuring that decisions about group teaching outside the classroom have a clear rationale and focus on flexible teaching, with parents/carers informed of significant changes
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels

Special Dietary Needs

Where a child has a medically identified dietary need, such as a food allergy, reasonable adjustments can be made to meals provided. The school may require relevant forms and supporting medical evidence to ensure that appropriate arrangements are put in place.

13. Working in Partnership with Parents/Carers

Edwalton Primary School believes that a close working relationship with parents and carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set, reviewed and met effectively

Parents/carers are kept up to date with their child's progress through progress reports, parents' evenings, review meetings and annual reports. Where more frequent contact is necessary, arrangements will be based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs, parents/carers and the pupil will be consulted about future provision. Parents/carers are invited to meetings with external agencies regarding their child and are kept informed and consulted on agreed actions.

14. Links to support services

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

The following services may be involved as necessary:

- Send Inclusion Service (SIS)
- Educational Psychology (EP)
- SEMH/behaviour support services

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- Physical Disability Specialist Services (PDSS)
- Targeted support and Early Help services
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- Occupational Therapy
- Healthy Families / School Nursing
- Hearing and Visual Impairment Support Services
- Social Care
- Multi-Agency Safeguarding Hub (MASH)
- Other services or professionals required to support individual needs

Where external support is required, focused meetings may be arranged with the appropriate agency and parental consent will be obtained where required.

15. In-Service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND training and meetings and facilitates or signposts SEND-focused professional development opportunities for staff. The SENDCo team, together with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and identified pupil needs.

Training may be made available for whole staff or specific groups, including governors, midday staff and support staff, through appropriate local, partnership or in-house provision.

16. Evaluating progress of children with SEND

To support consistent and continuous improvement in SEND provision, the school encourages feedback from staff, parents/carers and pupils throughout the year. This may include:

- Data analysis
- Progress dialogue meetings
- Discussions at parents' meetings
- Review meetings with the child and professionals working with the child
- Appraisal meetings with teachers and support staff

Pupil progress will be monitored regularly in line with the SEND Code of Practice and the school's assessment arrangements.

Each year the school will publish a SEND Information Report. Information is gathered from a range of sources, including child and parent/carer views, teacher and staff feedback, parents' evenings and careful tracking of data. Recognition and value will be given to all forms of achievement, including personal development and wellbeing. The report will be published by the governing body in accordance with section 69 of the Children and Families Act 2014.

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17. Complaints procedure

If a parent or carer has concerns or complaints regarding the provision, care or welfare of their child, an appointment can be made to speak to the SENDCo, who will advise on the appropriate procedures.

The school's complaints procedure is available through the school. The SEND Code of Practice outlines additional measures that the local authority must provide for preventing and resolving disagreements. These will be explained to parents/carers as required. A full copy of the complaints procedure can be obtained from the school office upon request.

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