



Special Educational Needs Policy

Member of staff responsible: Miss L. Tomlinson

Date policy written: September 2025

Date to be reviewed: September 2026

Definition of special educational needs (SEN) 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:

- 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.

The coalition government (2010-2015) reformed the way in which provision and support is made for children and young people with special educational needs and/ or disabilities in England. As a result, the Children and Families Act 2014 came into force from the 1st September 2015. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Education, Health and Care (EHC) Plans are put in place for those children with the complex needs. These plans are supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource 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 those private, voluntary and community sector.

Mission Statement

At St. Luke's, we are a friendly, inclusive, and hardworking school, dedicated to providing all our pupils with the best possible education.

We recognise and celebrate the diversity of additional needs, and we value the unique abilities and achievements of every child. Our aim is to ensure that all pupils have access to a broad and balanced curriculum, adapted to meet their individual needs and to support their successful progress.

The staff at St. Luke's are committed to delivering high-quality teaching and learning while identifying and reducing any barriers that may impact a pupil's ability to flourish.

Aims and objectives

We aim to:

- provide a broad and balanced curriculum where pupils feel that they are valued equally to their peers. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- identify special educational needs within pupils as early as possible into their school career.
- ensure that children with special needs have access to a curriculum where barriers to learning are reduced and that they are given the opportunity to achieve their full potential. We celebrate individual success in and out of school and recognise the importance of celebrating success of non-curricular achievements as well as progress in curriculum subjects.

- ensure that children with special needs have the opportunity to take part in all of the school curriculum and after school clubs.
- ensure that parents of SEN pupils are kept informed of their child's progress and attainment and when practicable, work with school and the child to make decisions affecting future SEN provision.

Objectives

- **To identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- **To monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO, class teacher and senior leadership team 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.
- **To 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 SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **To work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Parents will be made aware of any additional support that their child may require.
- **To create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meeting between pupils and their class teacher and SENCO as appropriate, 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 School Council, Worship Leaders, Take Five Ambassadors, Diversity Leaders and Eco-Committee Leaders.

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Miss L. Tomlinson (SENCo).

The person co-ordinating the day-to-day provision of education for pupils with SEN is Miss L. Tomlinson. The SENCO liaises with professionals from beyond the school setting and seeks their advice for assessment and programmes of work. These professionals include:

- School and Family Support Service
- Healthy Families Team
- Educational Psychologists
- Visual Impairment Service
- Hearing Impairment Service
- Speech Therapists
- Occupational Therapists
- Bassetlaw Primary Behavioural Partnership (BPBP)
- Child and Adolescent Mental Health Services (CAMHS)

Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps, records of meetings, reports and referrals for individual pupils.

All staff can access:

- St. Luke's School SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEN provision on staffroom notice boards

- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and where appropriate to parents/ carers in order to aid the effective co-ordination of the school's SEN provision. 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.

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 SEN; those with Education, Health and Care Plans and those without.

The school closely works with feeder nurseries and schools to ensure children's needs are identified early into their schooling. As a school, we are proud to offer additional transition in the summer term to children who are starting our school, which we believe helps familiarise children and their families with our school setting and also helps us build relationships with children with special educational needs.

We also work closely with local secondary schools including Portland and Valley to identify children who will need a bespoke transition package as they move into secondary education. These children are identified early and a transition package is arranged to meet their needs.

Specialist provision and facilities for pupils with SEN

At St. Luke's we currently have seventeen children identified SEN who have a range of needs including learning, behavioural, social and medical.

Our SENCO specialises in SEN provision and oversees the support and interventions that children with SEN receive. In addition, we have a well-trained team who support the development of children with SEN with high quality teaching, learning and care. Our staff members recognise children who may need additional support and run a wide range of interventions to support these children.

Children who are needing additional support to their peers have a provision map in place which details the support they require, the frequency and the expected outcomes. The class teacher is responsible for writing this plan however, this is in consultation with the SENCO

and a review also takes place termly. During parent/ carer consultation evenings this plan will be shared with the child's parent/carer.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 10.

Facilities for pupils with SEN

At St. Luke's we have a range of specialist SEN facilities. These are:

- Wheelchair access
- Disabled toilet and shower for personal care
- Highly qualified staff including TA support
- Increased access to the curriculum and assistance during examinations

Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates 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 18 primary schools and 2 secondary 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 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.

The SENCO and Leadership Team are responsible for identifying and prioritising the required resourcing for special needs provision within school. The SENCO informs governors of this funding as part of the termly SEN governors report.

Identification of pupils needs

Identification

At St. Luke's we understand the importance of identifying special educational needs as early as possible into the pupil's schooling. We understand that the appropriate assessments should take place as quickly as possible and suitable provision put in place to help the pupil during their time in school. We understand that special educational needs are shown in a diverse way and may fit under the categories:

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

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 SEN 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 SENCO will be consulted as necessary 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 SEN 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 SEN 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.

SEN support

When indication shows that a pupil does have SEN, parents will be formally advised of this and will be informed of the provision and support that their child should receive. 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.

Assess

This involves clearly analysing the pupil's needs using the teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

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. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

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 teacher. 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 will be undertaken in line with agreed dates. 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 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.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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 multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement 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, SENCO, social care and health professionals.

Information will be gathered over a period of time relating to the provision the child has received, the impact and actions taken from this and the outcomes of targets. A decision will be made by a group of people from education, health and social care about whether or not 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:

<http://nottinghamshire.sendlocaloffer.org.uk>

or by speaking to ICDS on:

0115 977 3779

Education, Health and Care Plans (EHC Plan)

- 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.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, 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 SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Progress of individual children is closely monitored by class teachers, subject coordination's and the Leadership Team.

At St. Luke's we are proud of our curriculum and pride ourselves in teaching an inclusive curriculum where children are given the appropriate tools to make progress. Our staff work hard to lead curriculum areas and produce an action plan to target areas of improvement. We review our curriculum annually and make changes when appropriate. At St. Luke's we:

- Keep staff informed of special educational needs of any pupils sharing progress reports, medical reports and teacher feedback
- Provide regular training for staff members
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is adapted where necessary
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEN

The school curriculum is regularly reviewed by the Leadership Team together with the SENCO to ensure that 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 and the Multi-Agency Safeguarding Hub.

Evaluating the success of provision

At St. Luke's we place great importance on evaluating provision the children receive regularly to ensure that we can adapt and make changes to suit the child's individual needs.

We encourage feedback from staff, parents and pupils throughout the year as well as evaluating the targets the children have been set termly. This is achieved through:

- Parent consultation evenings
- Termly pupil progress meetings
- Parent view
- End of year reports
- Regular discussions with pupils

Pupil progress is monitored termly through progress meetings between the head teacher and class teacher. The provision plans are regularly reviewed and edited every term unless it is necessary to do so beforehand.

Interventions are recorded on provision plans and in folders kept by the class teacher. At St. Luke's we understand it is important to see the impact intervention has but more importantly question the effectiveness if no progress is being made.

In service training (CPD)

At St. Luke's we recognise the importance of equipping all of our staff members with valuable knowledge to help them support our pupils in the most effective way.

The SENCO attends relevant courses, Family SEN meetings and signposts relevant SEN training opportunities for staff members.

At St. Luke's staff are invited to attend any training that is relevant to their experience and year group. This training may be offered by:

- The local authority
- The Family of Schools
- The SENCO
- External Agencies

Links to support services

At St. Luke's we work hard to seek advice and support from external agencies who may be able to offer specialist advice. At first, the SENCO may seek advice during Springboard meetings from fellow SENCOs in the Bassetlaw area. This may lead to specialist agencies

becoming involved with a pupil in our school. The following agencies may be involved when necessary:

- Speech and Language Therapist (SALT)
- Bassetlaw Primary Behaviour Partnership (BPBP)
- Schools and Family Support Services (Early Years, Communication and Interaction, Cognition and Learning and Physical Teams)
- Child and Adolescent Mental Health Services
- School Nurse
- Multi-Agency Teams including: Social Services, Sure Start, CAHMS, Multi Agency Support Hub (MASH)

If a pupil is being seen by any of the above agencies, parents will be notified and invited to attend meetings, unless there is a safeguarding reason as to why this is not appropriate.

Working in partnership with parents

Staff at St. Luke's believe that developing a close working relationship with parents is important to ensure:

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

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and reports at the end of each term. In addition to this, parents are kept up to date with the school via newsletters, social media, Marvellous Me, Arbor and being regularly invited into school. Parents are welcome to make an appointment with the SENCO, Class Teacher or Head Teacher should they have any questions or concerns.

Referrals

We understand that referral forms for external agencies are a vital step in securing the support your child may need. The initial GDA paperwork may take up to four weeks to complete, once the school has provided at least two terms of intervention. During this process, the SENCO will be in contact with you and will arrange a meeting to discuss the paperwork in detail.

Any additional referrals or documentation will be completed within two working weeks of being received.

Meetings

Review meetings will take place termly, in line with the SEN Code of Practice. These meetings will be held virtually unless there is a specific need for an in-person meeting. Invitations will be sent at least two weeks in advance.

Meetings are typically attended by the SENCO, class teacher, and, where appropriate, the teaching assistant.

Links with other schools

The school is a member of the Worksop Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

We also work closely with secondary schools in the area to ensure information regarding a child with SEN is discussed and the new school can prepare prior to the child starting with them.

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. Further information can be found in the complaints procedure policy.

Signed _____ Mr. P Phillips (Headteacher)

Date _____

Signed _____ Miss L. Tomlinson (SENCO)

Date _____

Signed _____ (Governor)

Date _____

This policy was reviewed September 2025

