







Special Educational Needs Policy

The Nethersole CofE Academy

Primary School

To be light (living in our community and reaching out beyond it) bringing out the God-colours in the world.'

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' **Matthew 5:16**

HOPE	COMMUNITY	DIGNITY & RESPECT	FORGIVENESS	WISDOM	THANKFULNESS
					

The Nethersole C of E Academy

Special Educational Needs and Disability Policy

Date: September 2025

Review: Annually

Reviewed November 2021 by Asilah Deakin and John Crogan (SEN Governor)

Reviewed September 2022 by Asilah Deakin

Reviewed September 2023 by Asilah Deakin and John Crogan (SEN Governor) Reviewed October 2024 by Asiah Deakin

Reviewed September 2025 by Asilah Deakin

The Nethersole C of E Academy complies with the statutory requirements laid out in the SEN Code of Practice and has been written with reference to all the relevant documents.

PART 1: Introduction

1.1 SENCO

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SEN Governor:

Sue Eaton

This policy was created by the school SENCO in liason with SEN Governor, SLT, all staff and parents of pupils with SEND with due regard given to current reform.

“Every Teacher, Every Child”

1. Introduction

The Nethersole Church of England Academy values all children and aims to ensure that every pupil with Special Educational Needs and Disabilities has an entitlement to fulfil his/her potential. Every teacher in our school is a teacher of every child, including those with SEN. This policy reflects the SEND Code of Practice 0 - 25 (2014) and was developed with staff, parents and governors.

2. Aim

Our aim is for all children to achieve their true potential in a fully inclusive environment. At our school we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of all pupils, no matter how varied. We aim to raise the aspirations of, and expectations for, all pupils with SEN through a differentiated curriculum, quality first teaching and additional support.

In order to do this we will work to these aims:

- Promote a positive self-image and self-worth of all children in the school

- To identify all children with special educational needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To liaise with pupils' parents/carers, keeping them informed and involving them in the setting and reviewing of targets.
- To value children's views in the decision-making process relating to their special educational needs.
- To have SMART (small, measurable, achievable, realistic, time related) targets where children can be involved in discussing and reviewing their achievements.
- To provide additional support for pupils with SEN in addition to the adapted curriculum, where required in order to meet targets.
- To monitor progress carefully and to keep informative records.
- To provide support and advice for all staff working with children who have special educational needs or disabilities.
- To use external agencies and resources when necessary, in conjunction with school provision.

3. Identifying Special Educational Needs

The SEND Code of Practice, 2014, suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions, adjustments and good quality personalised teaching.

Children will 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 are taught.

Defining Special Educational Needs (SEN)

A child is defined as having Special Educational Needs if he or she has a need which calls for special educational provision. A need means either that the child has significantly greater difficulty than most children of the same age or that a child has a disability which prevents them accessing the normal curriculum in schools in their area unless special provision is made for them.

The SEND Code of Practice, 2014 describes the 4 broad categories of special educational need as:

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

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These

difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or support. Children and young people with an MSI have a combination of vision and hearing difficulties.

The purpose of identifying a specific area of special educational need is to ensure that the school takes the appropriate action in order to support the child. At the Nethersole Church of England Academy we identify the needs of the whole child which will not just include the special educational needs of the child.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4. A graduated approach to SEN support

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the 'graduated approach.' (SEND CoP 2014)

The process by which our school identifies and manages children with SEN:

As Code of Practice suggests pupils are only identified as SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching as described in the SEND Code of Practice.

At the Nethersole Church of England Academy we adopt a graduated approach to SEN support. Parents can discuss any concerns that they have regarding their child's progress with their child's class teacher or the school's SENCO.

Assess

Concerns about a pupil's rate of progress emerge through termly pupil progress meetings with SLT. Their progress is assessed against their age-related expectations and individual baseline. This enables the school to create the pupil's profile and determine the level of provision required. Teachers can also complete an initial concerns form if they have concerns about any child's rate of progress, these are completed and submitted to the SENCO.

Quality first teaching (QFT), differentiated or scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Evidence brought to the pupil progress meeting is used to identify whether the child is making less than expected progress.

Less than expected progress is characterised by progress which

- fails to match or better the child's previous rate of progress fails to close the attainment gap between the child and their peers
- widens the attainment gap

Our school decision around whether to make special educational provision involves the teacher, SENCO and Head teacher who consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

Plan

Individual targets are developed which sets out a clear set of expected outcomes for children whose main need is cognition and learning. These targets are created and updated as often as pupil progress dictates. The targets are shared with the child and all adults working with the child. Where necessary we will use Language and Literacy continuums to assess (termly) and track the small steps of learning, these will inform planning of targets and are shared with parents at each review.

Do

The targets are used to support the implementation of identified support. The targets are implemented through quality first teaching targeted at the pupil's areas of weakness and supporting the further development of strengths. The target/ intervention is a working document. As a monitoring tool, it contains evidence of progress towards achieving the targets. Any adult working with the child contributes to the targets. The teacher holds the responsibility for evidencing progress according to the outcomes described in the targets.

Review

The targeted process informs continual review. New targets will then be generated and the cycle begins again. Targets are reviewed termly with parents.

Advice and support from specialist teachers, educational psychologist or other external agencies may be appropriate to further support our pupils. With parental support, this will be arranged by the SENCo. Any advice regarding strategies and resources will be followed and reviewed to ensure needs of the student are being met.

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.

Managing pupils' needs on the SEN register

- Children on the SEN register have a need which calls for special educational provision.
- Staff working on a 1:1 basis with children complete a weekly SEND record sheet showing the work and progress towards individual SMART targets. The class teacher holds the responsibility for evidencing progress according to outcomes on the learning plan or EHC plan.
- Children on the SEN register may have the support of external agencies which include, but are not limited to, Warwickshire Speech and Language Service, Early Intervention Service (EIS), Integrated Disability Service (IDS), Specialist Teaching Service (STS) or the Educational Psychologist.
- The SEND budget is managed by the Head Teacher.
- If the class teacher feels that a child may need some extra support then an initial concerns form is completed to demonstrate what support has been put in place already, the concerns arising and conversations with parents. The SENCO will then liaise with the class teacher and plan next steps – this could be, for example, a meeting with parents, an observation, an assessment or use of continuums to monitor progress.
- The SENCO keeps digital files for all children with SEN which includes all learning plans, reviews and correspondence with external agencies and parents.
- All records are factual and are available for staff/parents/carers and will be used when making referrals or during reviews.

At all stages the parents are encouraged to take an active part in their child's learning by undertaking tasks, activities or further practise with their child at home.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment. This process is usually undertaken 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 Education, Health and Care Plan will be taken after consultation with parents, teachers and other professionals involved. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Educational Outside Agencies
- 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 panel of 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 can found via the SEND Local Offer: [SEND Local Offer – Warwickshire County Council](#)

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Warwickshire 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.

5. Criteria for exiting the SEN register

A child will be removed from the SEN register if they no longer need additional special educational provision. This will be discussed with parents/carers before any action is taken.

6. Supporting pupils and families.

- Parents and families can find information about Warwickshire's Local Offer and other agencies involved in supporting children with SEN at <http://www.warwickshire.gov.uk/send>.
- Pupils with special educational needs will be admitted to The Nethersole Church of England Academy in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.
- The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs in the early years setting.
- If the school is alerted to the fact that a child may have a difficulty in learning they will collect all relevant information and plan a relevant differentiated curriculum if needed.
- It can be a difficult time for a child when they move from nursery to school, class to class, across key stages or to another school. We aim to make this transition as smooth as possible. When transitioning from nursery to school, a meeting will be lead by IDS to discuss the needs of the child. Transitioning between schools is supported by arranging additional visits, working with the child and parent and providing the new teacher/school with all of the relevant information about the child.
- Transition processes that secure confidence both academically and personally when children change classes and classrooms is a key aspect of supporting all pupils but especially SEND.

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7. Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions may also have SEN and may have an EHC plan. Some children with medical conditions may be disabled and the school complies with its duties under the Equality Act 2010.

8. Monitoring and Evaluation of SEND

It is the responsibility of the class teacher to monitor the progress of all children and it is the responsibility of the Head Teacher to monitor the quality of provision that is offered to all pupils.

This monitoring is done through regular assessments of pupil attainment that inform future planning, pupil progress meetings, observations, parental discussions, pupil views, work scrutinies, pupil interviews and learning walks.

9. Training and resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENCO identifies funding needs and presents these to the governing body for their consideration.
- The training needs of staff are identified through regular monitoring and planned through their appraisal cycle.
- The school's SENCOs regularly attends the Local Authorities SENCO network meetings in order to keep up to date with local and national updates in SEND.

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. The main external support agencies used by The Nethersole C of E Academy include:

- Educational Psychology Service
- The School Nurse
- CAHMS
- Speech and Language Therapy
- Medical and Health Services
- Specialist Teaching Service

10. Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice guidelines and school job descriptions.

Governing Body

The Governing Body has adopted the main duties and responsibilities in relation to SEN as outlined in "The Governors' Handbook (Section 3.5.1). The key areas are to:

Work in partnership with the Headteacher. Our Governors have responsibility for deciding the school's general policy and approach to meet the needs of children with Special Educational Needs, including those with and without Education, Health and Care plans (EHCP).

- Monitor the Special Educational Needs policy through the school's self-review procedures.
- Be informed of the school's Special Educational Needs provision, setting up appropriate staffing and funding arrangements and overseeing the school's work.
- Take account of the 'SEND Code of Practice' when carrying out their duties towards all pupils with SEN.
- Make reasonable adjustments to avoid substantial disadvantages experienced by disabled pupils. They are required, where reasonable, to provide auxiliary aids and services as part of the 'reasonable adjustments' duty.

Sue Eaton was nominated by the governing body, to take a particular interest in, and closely monitor, the school's work on behalf of the children with SEN. The SEN Governor – Sue Eaton - ensures that all governors are aware of the school's SEND provision including the deployment of funding, equipment and personnel.

Head Teacher – Sam Goode

Roles and responsibilities include:

- Setting objectives and priorities in the school development plan which include Special Educational Needs.
- Managing day-to-day provision for children with Special Educational Needs, including setting a budget for SEN within the school's overall financial resources. The day to day provision is delegated to the SENCO.
- Informing the Governing body.

SENCO – Asilah Deakin

The SENCO takes the lead in the co-ordination, administration and management of SEND throughout the school.

Roles and responsibilities include:

- Disseminating information and raising awareness of special educational needs issues throughout the school.
- Is responsible to the Head Teacher for the management of SEND provision and the day-to-day operation of the Special Needs policy.

- Managing and developing the roles of Teaching Assistants.
- Screening and identifying children with special educational needs.
- Co-ordinating provision for children with special educational needs.
Supporting teaching and learning of children with special educational needs.
- Keeping accurate records of all children with special educational needs.
- Have an awareness of and involvement with budget and finance for SEND.
- Drawing up, reviewing and monitoring ITPs and/or support plans for children with EHCPs and on School Support.
- Monitoring the delivery of the Special Educational Needs policy.
- Being responsible and accountable for the whole-school special needs resources and sharing with the Headteacher responsibility for the allocation of funding.
- Advising on the deployment of the school's delegated budget and other resources to meet the needs of pupils effectively.
- Liaising with parents of children with Special Educational Needs.
- Liaising with and advising fellow teachers and support staff.
- Liaising with other SENCOs.
- Liaising with outside agencies.
- Contributing to in-service training.
- Turning the school's special educational needs policy into practice.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for children with special educational needs are purchased.

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Phase and Curriculum Leaders

Roles and responsibilities include:

- Turning the school's special educational needs policy into practice.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for children with special educational needs are purchased.
- Have an oversight of SEND progress in their phase and individual year groups.
- Regular monitoring of planning (half termly) of teachers SEND planning.
- Liason with other phase leaders with regard to use and allocation of TA support for SEND.

Teaching Staff

“All teachers are teachers of special needs”- “Every Teacher, Every Child”

It is the responsibility of every teacher to teach all children within their class including those with SEND.

Roles and responsibilities include:

- Devising strategies and identifying appropriate scaffolds to ensure access to the curriculum. Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the children in their classes.
- Ensure they support and develop teaching assistant knowledge of planning and provision.
- Regular liason with TA's about progress of individual SEND pupils in their class.
- Ensuring learning plans and continuums are used in the planning of their lessons.
- Monitoring progress of children with special educational needs as being part of the the graduated response.
- Being fully aware of the school's procedures for special educational needs.
- Raising individual concerns to the SENCO.
- Additional targeted interventions and support is planned by teachers and provided to meet the specific needs of the child. This may be in small groups or on a 1:1 basis provided by the class teacher or teaching assistant.

Teaching Assistants

Roles and responsibilities include:

- Supporting children with special educational needs.
- Planning and delivering an individualised programme where appropriate.
- Monitoring and assessing progress.
- Assisting with drawing up learning plans for the children they are responsible for.
- Contributing to the review progress.
- Working with small groups in or out of the classroom, under the direction of the class teacher.

Safeguarding

Mrs Sam Goode (Headteacher) Miss Asilah Deakin (Deputy Head and SENCO) and Mrs Laura Satchell(Early Years Leader), Mrs Kelly Byrne (Family Support Worker), are the designated safeguarding officers.

KCSIE

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL). Early help

Opportunities to teach safeguarding

Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be

tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

Home education

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

Children with special educational needs and disabilities or health issues

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO.

Pupil Premium Grant

Mrs Sam Goode (Head Teacher) is responsible for the allocation of the Pupil Premium Grant (PPG).

Looked After Children

Miss Asilah Deakin (SENCO) is responsible for looked after children (LAC).

Medical Needs of Pupils

Miss Asilah Deakin is responsible for managing the school's responsibility for meeting the medical needs of pupils.

11: Storing and managing information

In addition to the normal records kept for all children in school, any paper learning plans, paper school referral sheets, paper correspondence with external agencies and parents etc are stored in a

folder marked with the individual child's name. These are stored in the quiet room for school children and within the nursery office for nursery children. Digital copies of the records are saved on Edukey and where appropriate CPOMS. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required. (KSCIE 2022)

All records are confidential and staff adhere to the school's confidentiality policy.

12: Accessibility

The Nethersole has an accessibility plan in place and is reviewed annually.

13. Bullying

We regularly address issues of bullying in our PSHE (Personal, Social and Health Education) lessons. Pupils are taught to respect everyone regardless of their race, beliefs or needs. In our ICT lessons we teach children about e -safety and what to do in regards to cyber bullying. Every year the school participates in 'Anti bullying week' using resources from Anti Bullying Alliance.

14. Complaints

The Nethersole Church of England Academy operates an 'open door' policy and encourages parents to discuss any concerns they may have initially with their child's class teacher.

The following complaints procedures should be carried out if a concern has been brought forward:-

Class Teacher

- SENCO
- Head Teacher
- Governors
- Department for Education

The school endeavours that any complaints are handled quickly and efficiently. Great sensitivity and careful handling needs to be adhered to at all times.

15: Reviewing the policy

This policy will be reviewed annually and updated as necessary.

16. Further information

- SEND information report - (see school website)
- Bullying policy
- Equal opportunities
- Accessibility plan
- Supporting pupils with medical conditions
- The local offer

- Behaviour policy
- Attendance policy
- Safeguarding/child protection policy
- Complaints policy

17. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND.

- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

