



King Edward Primary School and Nursery



*Inspiring hearts,
shaping minds*

SEND Policy

December 2025

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INTRODUCTION

This Special Educational Needs and Disabilities (SEND) Policy is written in line with the statutory requirements set out in:

- The Children and Families Act 2014
- The SEND Code of Practice: 0–25 years (2015)
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014

This policy describes how King Edward Primary and Nursery School identifies, supports and makes provision for pupils with special educational needs and/or disabilities (SEND). It sets out how the school ensures that all children, including those with SEND, have access to a broad, balanced and ambitious curriculum and are supported to achieve the best possible outcomes from their individual starting points.

In doing so, the school lives out its vision of *Inspiring Hearts, Shaping Minds* by prioritising nurture and care, inclusion and diversity, strong relationships and consistently high aspirations for every child. SEND provision is viewed as an integral part of the school's quality of education and not as a separate or additional offer. The ways in which SEND practice reflects and embeds the school's vision and values are set out explicitly in the Appendix 1: *Vision and Values Statement (SEND)* within this policy.

The school is committed to inclusive practice and to meeting its statutory duty to use its best endeavours to secure appropriate provision for pupils with SEND. We work in close partnership with pupils, parents and carers, the local authority and a range of external agencies to ensure that support is timely, evidence-based, and focused on removing barriers to learning, securing progress and preparing pupils for adulthood.

Where pupils have significant or complex needs, the school works closely with Nottinghamshire County Council and partner services in relation to Education, Health and Care Needs Assessments and the development, implementation and review of Education, Health and Care Plans (EHCPs).

This policy should be read alongside the school's:

- SEN Information Report
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy

Information about services available locally is published through Nottinghamshire's SEND Local Offer. The school's own SEN Information Report is available on the school website.

SCHOOL ETHOS AND AIMS

King Edward Primary and Nursery School aims to be a school at the heart of the community, providing an inclusive, safe and stimulating environment in which all children are supported to learn, thrive and develop a strong sense of belonging.

We are committed to enabling every child, including those with SEND, to reach their full potential through access to a broad and balanced curriculum that is ambitious, inclusive and responsive to individual need. We hold high expectations for all pupils and do not place limits on achievement because of a child's special educational needs or disabilities.

The school promotes the early identification of SEND and regularly monitors and assesses the progress of all pupils. Assessment information is used effectively to identify pupils who may require additional support, and where appropriate, additional assessment tools are used to gain a deeper understanding of pupils' strengths, needs and barriers to learning.

We work closely with pupils, parents and carers, and with external education, health and care professionals to ensure that needs are identified accurately and at the earliest possible stage. Support is carefully planned, implemented and reviewed to ensure it is effective in improving outcomes. Parents are involved at all stages of their child's education, and partnership working is central to our inclusive approach.

Provision for pupils with SEND is coordinated by the SENDCo and monitored regularly. We ensure that pupils with SEND feel safe, are listened to, and are fully included in all aspects of school life. All arrangements comply with current legislation and align with wider school policies.

This SEND policy reflects the school's commitment to inclusive, nurturing and ambitious teaching, high aspirations for all pupils, and the promotion of curiosity, confidence and a love of learning. The Governing Body ensures that appropriate provision is made for all pupils with SEND.

RESPONSIBILITY FOR SEND

At King Edward Primary and Nursery School, responsibility for the inclusion and support of pupils with SEND is shared by all members of staff. Every teacher and member of staff is expected to deliver high-quality, inclusive teaching and to take responsibility for meeting the needs of all pupils in their care through adaptive classroom practice.

The SENDCo has a strategic role in overseeing and coordinating SEND provision across the school. This includes supporting staff in identifying needs, planning and implementing provision, advising on appropriate strategies and interventions,

monitoring progress, and evaluating the impact of SEND support on pupils' academic, social and emotional outcomes. The SENDCo is a qualified teacher and holds, or is working towards, the National Award for SEN Coordination (NASENCo) or the NPQSEND.

The Headteacher holds overall responsibility for SEND and ensures that provision is effective, inclusive and compliant with statutory requirements. SEND is a key priority within leadership and management, and provision is reviewed regularly to ensure it continues to meet pupils' needs and supports school improvement.

The SEND Governor works alongside the SENDCo and senior leaders to monitor SEND provision and policy compliance, providing appropriate support and challenge. This oversight ensures that SEND remains a strategic priority and that leaders are held accountable for the effectiveness and impact of provision.

ADMISSION AND INCLUSION

Admission arrangements at King Edward Primary and Nursery School follow national legislation, including the Equality Act 2010. The school does not discriminate against pupils with special educational needs and/or disabilities and is committed to ensuring that all pupils are able to access education on an equal basis.

The school supports planned and purposeful transitions for pupils with SEND. This includes working closely with families, early years providers, previous settings and secondary schools to ensure that relevant information is shared in a timely manner and that appropriate support is in place.

Reasonable adjustments are made, where necessary, to support pupils with SEND to access learning, the school environment and wider school life. These adjustments are planned proactively and reviewed regularly to ensure they continue to meet pupils' needs effectively. Further details regarding admissions can be found in the School Admissions Policy.

ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

All pupils with SEND have access to Element 1 and Element 2 of the school's budget, which currently equates to approximately £6,000 per pupil. These resources are used to support high-quality teaching, reasonable adjustments and additional provision within the classroom environment.

At King Edward Primary and Nursery School, the needs of pupils requiring additional support or resources are reviewed carefully. Provision is allocated in response to identified needs and is designed to remove barriers to learning and improve outcomes.

Allocations are reviewed regularly, at least once per half term, to ensure that support remains appropriate, effective and responsive to pupils' changing needs.

Some pupils may require additional funding, which can be accessed through budgets devolved to and moderated by the Family of Schools. King Edward Primary and Nursery School is part of the Brunts Family of Schools.

SENDCos from each school within the family submit Additional Funding Needs (AFN) bids outlining the pupil's needs and the proposed use of funding. These bids are moderated at family level alongside a representative from the Local Authority. Outcomes result in allocations at low, medium or high levels.

Family moderation also determines which bids require submission to the Local Authority for High Level Needs (HLN) funding. Each year, the Local Authority identifies pupils who meet PLASC category or cohort criteria to moderate allocations across the district. Feedback from this process is honoured by each family of schools.

For pupils with the most complex needs, additional funding is retained by the Local Authority. Access to this funding is coordinated through the Family of Schools. The Family SENDCo refers individual applications to a multi-agency panel administered by the Local Authority, which determines whether the pupil meets the threshold for this level of funding.

The school also participates in initiatives such as the Bridging Funding pilot. This enables additional support for pupils joining the F2 unit who have previously received Inclusion Funding.

In addition, Pupil Premium funding is allocated to support the progress and attainment of pupils eligible for free school meals. This funding is used strategically to ensure that all pupils, including those with SEND, have the opportunity to reach their full potential.

The use and impact of all funding streams are reviewed regularly and published on the school website in line with statutory requirements.

SEND IDENTIFICATION – A GRADUATED APPROACH

QUALITY FIRST TEACHING

High-quality teaching, adapted and responsive to pupils' needs, is the first response to supporting all pupils, including those who may have SEND.

a) Pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and assessment benchmarks are carefully monitored.

b) Once a pupil has been identified as possibly having SEND, they are closely monitored by staff in order to gain a clearer understanding of their learning profile, strengths and possible areas of difficulty.

c) The class teacher takes steps to provide differentiated and adaptive learning opportunities to support academic progression and to develop a clearer understanding of the teaching approaches and provision that may be required.

d) The SENDCo is consulted as needed to provide advice and support and may observe the pupil within the classroom setting.

e) Parents and carers are informed fully at 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, often through structured conversations.

f) The pupil is formally recorded by the school as being a cause for concern. This does not place the pupil on the school's SEND register. Pupil progress meetings are used to monitor and assess the progress being made. The frequency of meetings is dependent on the individual pupil's needs and progress. Pupils are discussed at least termly at SEND review meetings and parent meetings.

SEN SUPPORT

Where it is determined that a pupil does have SEND, this decision is discussed with parents and carers, and the pupil is added to the school's SEND register. The purpose of formally identifying a pupil with SEND is to ensure that effective provision is put in place to remove barriers to learning and secure improved outcomes.

The support provided follows a graduated four-part process:

- Assess
- Plan
- Do
- Review

This cycle is ongoing and enables provision to be refined and revised as the school's understanding of the pupil's needs develops. It supports the identification of interventions and adjustments that are most effective in supporting progress and achievement.

ASSESS

Assessment involves clearly analysing the pupil's needs. This analysis draws on the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, and the views and experiences of parents and carers. The pupil's views are also sought and taken into account where appropriate.

Advice from external support services is considered where relevant. Any parental concerns are noted and compared with the school's assessment information to ensure a full and accurate picture of the pupil's needs.

This analysis is reviewed regularly to ensure that support and intervention are appropriately matched to need, that barriers to learning are clearly identified and addressed, and that provision continues to develop and evolve as required. Where external professionals are already involved, their advice informs ongoing assessment. Where they are not involved, they may be contacted following discussion and agreement with parents.

PLAN

Planning involves consultation between the class teacher, SENDCo and parents and carers to agree the adjustments, interventions and support that are required. The expected impact on progress, development and/or behaviour is identified, alongside clear outcomes and an agreed date for review.

Where appropriate, parental involvement is encouraged to reinforce or support progress at home. Discussions with parents may take place through extended parent meetings, structured conversations or review meetings.

All staff working with the pupil, including support staff, are informed of the pupil's needs, the support that is being provided, any specific teaching strategies or approaches being used, and the outcomes being sought. This information is recorded using documentation such as a Pupil Profile, Structured Conversation Record or Behaviour Support Plan.

DO

The class teacher remains responsible for working with the pupil on a day-to-day basis. This responsibility is retained even where interventions involve group or one-to-one support away from the main classroom.

The class teacher works closely with teaching assistants and any relevant specialist staff to plan and assess the impact of support and interventions and to ensure that they are closely linked to classroom teaching.

The SENDCo provides support with further assessment of the pupil's strengths and needs, supports problem-solving, and advises on the implementation of effective strategies and provision.

REVIEW

Reviews are undertaken in line with the agreed timescales. The review process evaluates the impact and quality of the support and interventions that have been implemented.

Reviews take account of the views of the pupil and their parents and carers. The class teacher, in conjunction with the SENDCo, revises provision and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents and carers.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

If a pupil has lifelong or significant difficulties, they may undergo a statutory assessment process. This is usually requested by the school but can also be requested by a parent or carer.

A request for statutory assessment will normally be considered where the complexity of need, or lack of clarity around a pupil's needs, indicates that a multi-agency approach is required to assess need, plan provision and identify appropriate resources. The decision to request an assessment is taken following a progress review.

Applications for an Education, Health and Care Plan combine information from a range of sources, including parents and carers, teachers, the SENDCo, social care and health professionals.

Information gathered includes details of current provision, actions already taken, and the outcomes of targets set. A multi-agency panel determines whether the pupil meets the criteria for an Education, Health and Care Plan.

Parents and carers have the right to appeal against a decision not to initiate a statutory assessment leading to an Education, Health and Care Plan.

Further information about Education, Health and Care Plans is available through the Nottinghamshire SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

Parents and carers may also speak to an Education, Health and Care Plan Coordinator or contact the Notts Ask Us Service for further advice and support.

EDUCATION, HEALTH AND CARE PLANS (EHCPs)

a) Following statutory assessment, an Education, Health and Care Plan may be issued by Nottinghamshire County Council where it is determined that a pupil's needs cannot be met through the support that is ordinarily available.

b) The school and the pupil's parents and carers are fully involved in developing and producing the Education, Health and Care Plan.

c) Parents and carers have the right to appeal against the content of the Education, Health and Care Plan and may also appeal against the school named if it differs from their preferred choice.

d) Once agreed, the Education, Health and Care Plan forms part of the pupil's formal record and is reviewed at least annually. Annual reviews involve school staff, parents and carers, the pupil and relevant professionals. Reviews evaluate the effectiveness of provision and consider whether changes are required, including adjustments to the level or type of support provided.

Information on local provision and services is shared as part of this process.

ACCESS TO THE CURRICULUM

At King Edward Primary and Nursery School, every effort is made to educate pupils with SEND alongside their peers. The school celebrates difference and promotes inclusion and diversity.

Adaptations, reasonable adjustments, targeted interventions and specialist advice are used to support pupils' access to the curriculum. These approaches enable pupils to develop confidence, curiosity and a love of learning. Provision is monitored regularly and evaluated for impact.

Pupils with SEND are given access to the curriculum through specialist SEND provision where necessary, in line with parental wishes and individual need.

To ensure effective access to learning:

- Staff are fully informed of the SEND of pupils in their care, including progress information, medical reports and teacher feedback.
- Regular training and professional learning opportunities are provided to staff to ensure they are equipped to support pupils with SEND.
- Classroom facilities and learning environments are used flexibly to support learning.
- In-class provision and support are used to adapt the curriculum where necessary.
- Individual or group support is provided where pupils are identified as benefiting from additional help.
- Decisions to provide group support outside the classroom involve the Inclusion Team and are supported by a clear rationale. Parents are informed of any changes to provision.
- Individual targets are set to motivate pupils and support progress, and achievements are recognised and celebrated.

INCLUSION OF PUPILS WITH SEND

Through these strategies, all staff play an active role in ensuring inclusive, high-quality teaching that supports pupils with SEND to thrive academically, socially and emotionally.

The Headteacher oversees the school's policy for inclusion and ensures that it is implemented effectively across the school. The Inclusion Team supports inclusive practice and ensures systems and procedures promote participation and progress for pupils with SEND.

The school curriculum is reviewed regularly by senior leaders, staff and subject leaders to ensure it promotes inclusion for all pupils. This includes opportunities for learning outside the classroom, enabling pupils with SEND to access a broad, balanced and enriching curriculum.

Where appropriate, the school seeks advice and guidance from external support services. This may include termly Springboard meetings, consultations with relevant agencies, support from the Early Help Unit, and involvement of the Multi-Agency Safeguarding Hub (MASH). These partnerships ensure coordinated and timely support for pupils and families.

MONITORING AND EVALUATION

To ensure consistent and continuous improvement in SEND provision, the school values feedback from staff, parents and pupils throughout the year.

Provision and pupil progress are monitored termly in line with the SEND Code of Practice through pupil progress meetings, data analysis, Pupil Profiles, Learning Plans, parent and pupil views, parents' evenings, termly reports and multi-agency meetings.

There is a formal termly evaluation of the effectiveness of SEND provision and this policy, led by the Inclusion Team. In addition, the overall effectiveness of SEND provision is evaluated annually by the SENDCo in partnership with the SEND Governor and reported to the Governing Body.

Evidence gathered through monitoring and evaluation is collated and published annually in line with Section 69 of the Children and Families Act 2014. This evidence informs priorities within the School Improvement Plan and supports the ongoing development of SEND provision.

COMPLAINTS PROCEDURE

If a parent or carer has concerns or complaints regarding the care or welfare of their child, these should initially be raised with the class teacher or SENDCo. Appointments can be made to speak with the Inclusion Team for advice and support.

If concerns cannot be resolved informally, formal complaints should be made in accordance with the school's Complaints Policy.

STAFF TRAINING AND PROFESSIONAL DEVELOPMENT (SEND)

The school is committed to ongoing staff training to ensure that all staff are kept up to date with developments in SEND practice and are confident in meeting the needs of pupils with SEND.

The Inclusion Team, including the SENDCo, attends relevant courses, conferences and Family SEND meetings and shares good practice with staff. The school also facilitates access to appropriate external training opportunities.

Funding is allocated to support SEND-related professional development. Training opportunities are aligned with school development priorities and identified pupil needs and are linked to the School Improvement Plan.

All staff receive training in Positive Handling and de-escalation techniques in line with the school's Positive Handling Policy.

SAFEGUARDING AND MEDICAL NEEDS

The school recognises that pupils with SEND may be more vulnerable. The SENDCo works closely with the Designated Safeguarding Lead and other key staff to ensure that pupils feel safe, valued and supported.

Arrangements for supporting pupils with medical needs are set out in the Supporting Pupils with Medical Conditions Policy.

WORKING IN PARTNERSHIP WITH PARENTS

The school recognises that strong partnerships with parents and carers are essential to securing positive outcomes for pupils with SEND.

Parents are encouraged to share concerns and are fully involved in planning, reviewing and evaluating provision for their child.

Close working relationships with parents support early identification of need, effective intervention, and sustained academic and social progress.

Where additional contact is required, this is arranged in response to individual pupil needs. Parents are signposted to appropriate agencies and support services where required.

Parents and carers are invited to attend meetings with external professionals and are kept informed of agreed actions relating to their child's support.

LINKS WITH OTHER SCHOOLS AND TRANSITION

The school is part of Transform Trust and the Brunts Family of Schools. The Family SENDCo supports collaboration across schools, enabling the sharing of expertise, training and resources.

The Inclusion Team works closely with Inclusion Leads across the family of schools to ensure smooth transitions for pupils with SEND.

Transition programmes are planned and implemented in consultation with pupils, parents and professionals. These may include enhanced transition arrangements, additional visits, transition passports and visual supports.

All pupils with SEND have a planned transition to the next phase of education, including secondary school.

LINKS WITH SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS

The school works closely with a range of external agencies and voluntary organisations to support pupils with SEND and promote inclusion.

The SENDCo is responsible for liaising with external services and sharing information appropriately. Concerns raised by professionals are shared with parents and addressed collaboratively.

Support services may include educational psychology, specialist teaching services, speech and language therapy, occupational and physiotherapy services, health services, social care, early help services, mental health services and voluntary organisations.

Multi-agency meetings are held where required to review provision and progress. Parents are kept informed and involved unless safeguarding considerations apply.

Appendix 1: VISION AND VALUES STATEMENT (SEND)

This SEND Policy is underpinned by the school's vision of being a community that feels like family, where kindness, inclusion and high aspirations are central to daily practice. SEND provision reflects the school's commitment to nurture and care, ensuring pupils feel safe, supported and valued, while promoting a love of learning through high-quality, adaptive teaching that encourages curiosity, creativity and engagement.

The policy embodies the school's ambition for all pupils, including those with SEND, to achieve well, develop confidence and prepare for the next stage of education and life beyond school. Inclusion and diversity are celebrated, and strong, trusting relationships with pupils, families and professionals are prioritised as key drivers of success.

The school's values, guided by the 5Cs, are embedded throughout SEND practice:

- Compassion – responding to individual needs with empathy, care and respect
- Courage – supporting pupils and staff to face challenges, advocate for needs and strive for improvement
- Confidence – building resilience, independence and self-belief through inclusive support
- Curiosity – fostering a love of learning and exploration within an ambitious curriculum
- Community – working in partnership with families, staff and external agencies to support every child

Through this approach, SEND provision reflects the school's ethos, values and commitment to ensuring every child can thrive.

APPENDIX 2: OVERVIEW FOR GOVERNORS AND OFSTED

This overview provides a concise summary of SEND provision at King Edward Primary and Nursery School and is intended to support governors and inspectors in understanding how SEND is led, implemented and evaluated in line with statutory duties, the school's vision and values, and the Ofsted Education Inspection Framework (EIF).

SEND provision at King Edward Primary and Nursery School is rooted in the school's vision of a community that feels like family, underpinned by kindness, inclusion and high aspirations. The SEND policy reflects the school's commitment to nurture and care, a love of learning, ambition, effective teaching and strong relationships with pupils, families and professionals.

SEND is not treated as an additional or separate strand of school life. Instead, it is integral to the school's quality of education, leadership and safeguarding arrangements.

QUALITY OF EDUCATION

Pupils with SEND access a broad, balanced and ambitious curriculum alongside their peers. High-quality, adaptive teaching is the first response to meeting need, supported by reasonable adjustments and targeted interventions where appropriate. Curriculum modifications are made only when necessary to secure meaningful access and are reviewed regularly to ensure expectations remain high.

Progress is assessed from pupils' individual starting points, taking account of academic development, independence, engagement and wellbeing. Teaching and provision are reviewed systematically to ensure they have a positive impact on outcomes.

BEHAVIOUR, ATTITUDES AND PERSONAL DEVELOPMENT

The school recognises that behaviour may be a communication of unmet need and responds through inclusive, supportive and proportionate approaches. Pupils with SEND are supported to feel safe, confident and included in all aspects of school life.

Provision supports pupils' personal development, including social and emotional wellbeing, confidence, resilience and preparation for the next stage of education. Opportunities for enrichment, trips and learning beyond the classroom are available to pupils with SEND, with additional support provided where required.

LEADERSHIP AND GOVERNANCE

SEND is strategically led by the SENDCo and senior leadership team, with clear oversight from the Headteacher and SEND Governor. Governors monitor SEND

provision to ensure statutory duties are met and that provision is effective, inclusive and well resourced.

Leaders regularly evaluate the impact of SEND provision using a range of evidence, including progress data, reviews, pupil and parent voice and feedback from external professionals. Findings inform staff training and school improvement priorities.

SAFEGUARDING AND WELLBEING

The school recognises that some pupils with SEND may be more vulnerable. SEND practice is closely aligned with safeguarding procedures, and the SENDCo works in partnership with the Designated Safeguarding Lead and external agencies to ensure pupils feel safe, supported and listened to.

PARTNERSHIP WORKING

Strong partnerships with parents and carers are central to SEND provision. Parents are involved at every stage, from identification through to planning, review and transition. The school also works closely with the local authority, health services, social care and a range of external agencies to provide coordinated support.

IMPACT AND CONTINUOUS IMPROVEMENT

SEND provision is monitored and evaluated regularly to ensure continuous improvement. Leaders focus on the impact of provision on pupils' learning, wellbeing and readiness for the next stage of education, rather than the quantity of support provided.

This reflective and evidence-informed approach ensures that SEND provision remains responsive, ambitious and aligned with the school's vision, values and statutory responsibilities.