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| SEND Policy |
| Nursling C of E Primary School |
| Date of Issue: October 2025 |
| Review date: October 2026 |



This policy works in conjunction with our SEND Information Report, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Nursling C of E Primary Special Educational Needs Policy

Our Aims

Our aims for Pupils with Special Educational Needs at Nursling C of E Primary School are to:

- Ensure all children have access to a broad, balanced, and differentiated curriculum.
- Identify pupils with SEND early and provide appropriate support.
- Involve pupils and parents in the SEND process so that their voices are heard.
- Work closely with external agencies to provide additional expertise and guidance.
- Ensure that staff are well-trained and supported to meet the needs of all pupils.
- Record and review their progress regularly.
- Celebrate individuality and success.

Our Objectives

Our objectives for Pupils with Special Educational Needs at Nursling C of E Primary School are:

- To ensure that all staff are aware of the principles of the Code of Practice.
- To give guidance to all staff concerning special needs identification, criteria, planning and record keeping.
- To ensure that the special educational needs are identified, assessed and provision made to meet the needs of the child.
- To ensure effective assessment and communication with pupils, parents and all professionals involved in meeting the needs of the child.
- To implement policy and follow associated procedures and guidelines given from all professionals involved in meeting the needs of the child.

What types of Special Educational Needs and Disabilities (SEND) can the school make provision for?

Nursling Primary School is a mainstream school catering for children aged 4-11. We are an inclusive school and are committed to providing an inclusive education for all pupils, ensuring that every child achieves their full potential regardless of any special educational need or disability.

Legislation and Guidance

This policy, and our SEND Information Report, is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 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 sets out schools' responsibilities for EHCPs, SENDCos and the SEND Information Report.
- The Equalities Act, 2010.

A Definition of Inclusion

At Nursling C of E Primary School, we strive to create an inclusive teaching environment that offers all pupils, no matter what their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

A Definition of SEND

Special Educational Needs Provision will be delivered as a staged response in accordance with the Education Act (1996) and the revised Special Educational Needs and Disability Code of Practice: 0 –25 years (2014), which defines Special Educational Needs as follows:

“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 him or her.”

The Code of Practice states that a child of compulsory school age or a young person has a learning difficulty or disability if he or she “has a significantly greater difficulty in learning than the majority of others of the same age” or “has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”.

Area of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

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| Communication and Interaction | <p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who have Autism often have needs that fall in this category.</p> |
| Cognition and Learning | <p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> · Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. · Moderate learning difficulties. · Severe learning difficulties. · Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. |
| Social, Emotional and Mental Health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> · Mental health difficulties such as anxiety, depression or an eating disorder. · Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. · Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |
| Sensory and/or Physical | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> · A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment. · A physical impairment: These pupils may need ongoing additional support and equipment to access all areas of the physical building and/or curriculum. |

A Definition of Disability

The Equalities Act, 2010, defines disability as when a person has “physical or mental impairment which has a substantial and long-term effect on that person’s ability to carry out normal day-to-day activities”.

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

Roles and Responsibilities

Responsibility for the day-to-day operation of the school’s policy is that of the Special Educational Needs Co-ordinator (SENCo). Our SENCo is Kate Mellor, and she can be contacted via the school office on 02380 732289 or admin@nursling.hants.sch.uk. The SENCo holds the National Award for Special Needs Co-ordination.

These responsibilities include:

- Liaising with, advising and supporting fellow teachers and support staff.
- Working closely with the Headteacher to ensure the appropriate allocation of LSA (Learning Support Assistant) to specific classes and/or children, according to need.
- Working closely with the Headteacher and Administrative Officer to maintain effective budgeting and spending to ensure best value for money.
- Liaising with Governors and keeping the Governing Body informed of changes to SEND and associated legislation.
- Gaining knowledge of diagnostic materials to assist in the assessment of children and the planning of relevant programmes of intervention and support.
- Co-ordinating provision for children with special educational needs.
- Overseeing and contributing to the maintenance of records of children with special educational needs.
- Liaising with parents/carers as appropriate.
- Liaising with outside agencies.
- Contributing to the in-service training of teaching staff and learning support staff, and in conjunction with the Headteacher ensuring access to relevant training courses for LSAs
- Attending SEND briefings and network meetings to keep up to date on new initiatives and legislation.
- Completing paperwork for children put forward for statutory assessment and liaising with parents as required.
- Coordinating, attending and leading the Annual Reviews of children with EHCPs.

- Coordinating, attending and, where appropriate, leading Transition Partnership Agreement (TPA) meetings for children who require extra support when transferring in to or out of our school.

SEND Support

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Fast processing and high attainment will not automatically mean that a pupil is not recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP) then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Involving Pupils, Parents / Carers

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

The Graduated Approach to SEN Support

Levels of support

School-based SEN provision

Once a pupil has been identified as having SEND, the child will be placed on the SEND register. The SENCO and class teacher will issue a passport for the child. This will outline the child's strengths and weaknesses alongside strategies to assist in removing barriers to learning.

This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1:1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or

specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil
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The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Education, Health and Care Plan (EHCP)

Pupils who need more support than is available through the school's ordinarily available provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

Where a request for an EHCP assessment is made by the school, the child will have demonstrated significant cause for concern with behaviours seen in school.

The school will need to provide written evidence of or information about:

- the school's action through school based and external support
- records of observations and the plan, do, review process
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- information regarding attainment across the curriculum
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parent and of the child
- involvement of other professionals

All children with an EHCP will have targets set and strategies in place to meet these targets.

At Nursling, all pupils learn in mixed ability classes and take part in normal classroom activities. Tasks are differentiated to match the abilities of all pupils. Children may also receive further support on a 1:1 or small group basis through interventions to meet their targets. The SENCO will work closely with all relevant staff to support this process.

This process is deemed most successful when the parents and the school work closely together to help the child meet their targets.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress
- Using pupil questionnaires
- Monitoring by the SENCO, Headteacher and SEND Governor
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

Vulnerable Groups

At Nursling C of E Primary School, we also monitor closely the progress of those groups we see as vulnerable. These include our Looked After Children, EAL and Pupil Premium children, we also closely monitor our children with low attendance and those with health and welfare concerns.

Removal from the SEND Register

When a child is making expected progress and is no longer identified as needing support that is additional to and different from the majority of other children, they will be taken off the SEND register. This decision will be made in conjunction with relevant school staff and parents.

All records will be kept until the child leaves the school (and passed on to the next setting). The child will continue to be monitored and, if it is felt that they again require additional support, may be put back on to the SEND Register.