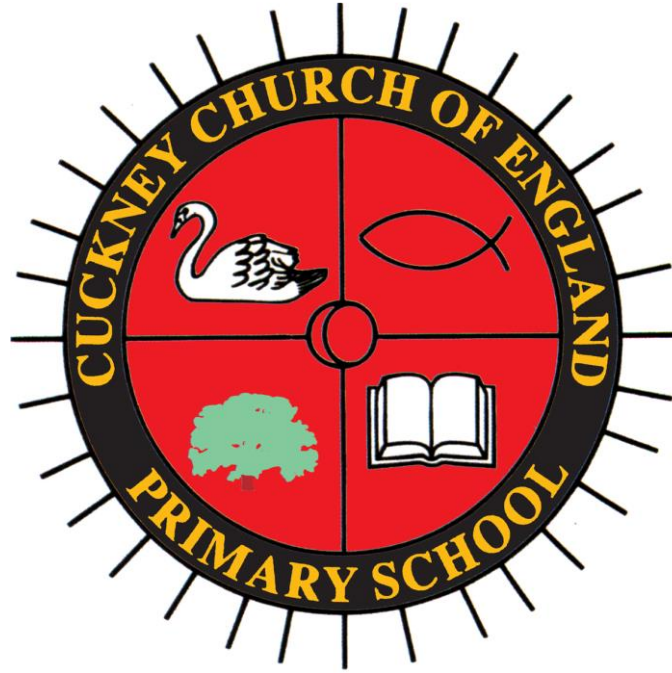


# Cuckney C of E Primary School

## SEND Policy



*Dream, Believe, Achieve*

*'Nothing will be impossible with God' Luke 1:37*

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Signed:

*L.C. Crossland*

**L C Crossland  
Head teacher**

A handwritten signature in black ink on a grey rectangular background.

**Margaret Lovell  
Chair of Governors**

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## Definition of Special Educational Needs & Disability

**Definitions of special educational needs & disability (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;
- 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 definitions 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.

## Gifted and Talented

We recognise that gifted and talented children also have very special educational needs and as such, require special provision within our school. **Kelly McNally** is currently our Gifted and Talented Co-ordinator and a separate policy outlines the provision for these children.

### **Mission statement**

At Cuckney C.E. Primary School, we believe that all children, including those with special needs, have a positive contribution to make as part of the school community.

As a school which fully believes in Inclusion, we strive to provide each child with a happy and caring environment in which they have access to a wide range of learning opportunities and experiences, which will help to develop them on a social and emotional level, as well as to fulfil their potential academically.

### **Aims and objectives**

We aim to provide every child with access to a broad and balanced education which is relevant and appropriate to their needs. This includes the National Curriculum in line with the **Special Educational Needs Code of Practice**. We have high expectations of all our children, and pupils with SEND will have a positive image within the school community and be encouraged to take a full role in the life of the school alongside their peers.

Our SEND policy details how our school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to work with them.

### **Fundamental Objectives**

- We will endeavour to identify children with SEND at the earliest possible stage and make provision to meet their needs.
- We will make appropriate provision to overcome all barriers to learning of children with SEND and closely monitor their progress in order to ensure they reach their full potential
- We will ensure that children with SEND join in with the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving SEND provision and the efficient education of the pupils with whom they are educated.
- We will work closely with outside agencies to ensure our provision matches the child's individual needs.
- We will encourage a firm partnership with the parents of children with SEND and they will be invited to play an active and valued role in their child's education.
- We recognise that children with SEND often have a unique knowledge of their own needs and they will be encouraged to participate in decision making processes, contribute to reviews and to their transition arrangements.
- We will endeavour to create a safe environment that meets the special educational needs of each child.

### **Inclusion of pupils with SEND**

All children within the school are encouraged to participate fully in the life of the school regardless of their ability or area of need.

All children are valued and respected as individuals and their achievements however small are celebrated.

The school curriculum is regularly reviewed by the SLT and by the Curriculum Co-ordinator and the Committee of the governing body to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and on educational visits.

Teachers differentiate work according to the needs of all children supported by TAs. Children with SEND needs are able to access our breakfast and extra-curricular activities.

### **Responsibility for SEND Provision Within The School**

Provision for children with SEND is the responsibility of the school as a whole. The governing body, head teacher, SENCO and all other members of staff have an important part to play in the implementation of the SEND policy and have a day to day responsibility to ensure that

the policy is a working document. **All teachers are teachers of children with Special Educational Needs and Disabilities.**

### **Co-ordinator of SEND Provision**

The person responsible for co-ordinating the day to day provision of education for pupils with SEND is the SENCO, **Rebecca Worboys**. She has an open door policy and is available to see parents when needed, for a short meeting. Should anyone want to discuss in detail the SEND policy and/or provision made for their child at the school, then these things may be discussed at a set appointment.

### **The Role of the SENCO**

The SENCO is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for those children with SEND
- Liaising with and advising fellow teachers and teaching assistants (TAs)
- Overseeing the records of all children with SEND
- Liaising with the parents of children with SEND
- Contributing to the in-service training of staff
- Managing the set SEND budget
- Writing reports for statements, funding bids etc.
- Liaising with Head Teacher to update them on key SEND issues within the school
- Liaising with SEND Governor to make them aware of key SEND issues within the school
- Liaising with external agencies, including the Schools and Families Specialist Services, Speech Therapists, Educational Psychology service, SAP, Health workers, Social Services and voluntary bodies etc.
- Liaising with SENCOs in the Meden family of schools and with SENCOs in relevant secondary schools.

### **Arrangements for Co-ordinating SEND Provision**

The SENCO will hold details of all SEND support records such as provision maps, IEPs, or meeting notes and subject targets for individual pupils.

### **All staff can access the following documentation**

- The Cuckney C.E. Primary School SEND Policy on the School website or in the SEND folder
- A copy of the full SEND Register, Vulnerable Children Registers and Medical Needs Register provided to each staff member and in the SEND folder.
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- SEND report to Governors on the school website
- Information on individual pupils' special educational needs in the SEND class files.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities in the SEND Advice Folder or AET folders.

- Information on the school Arbor system will show assessment data and progress made against expected levels.
- Information stored on Arbor, shows progress for all children in the school for Foundation Subjects and all curriculum co-ordinators each term analyse the progress data for all children in these Foundation subjects.
- Provision Maps on the Provision Map Software Program
- Information available through Nottinghamshire's SEND Local Offer on School and County Council Website.

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision and can be made available to parents on request. 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.

### **SEND Governor**

**Rachel Spink** is our current SEND Governor and can be contacted through the school.

### **Role of the SEND Governor**

The SEND Governor is responsible for:

- Taking an involvement in the development and monitoring of the SEND policy
- Keeping up to date with the school's SEND budget, including how funding, equipment and personnel resources are deployed.
- Ensuring that the quality of SEND provision is continually monitored.
- Ensuring that SEND provision is an integral part of the school's development plan.
- Representing pupils with SEND needs at Governor meetings.

### **Admission arrangements**

Cuckney C.E. Primary School will admit all children with Special Educational Needs and Disabilities who are situated in our catchment area and will endeavour to ensure that their needs are met.

For all children outside our catchment area details on our admission policy can be obtained from the school office or on the school website.

These admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Children with significant SEND needs may find it beneficial to have a staggered entrance into school and this will be a decision made in consultation with parents, outside agencies and teaching staff.

### **Specialist SEND Provision**

We do not have a specialist unit attached to the school. Children are usually placed in age appropriate classes and learn with support, alongside their peers wherever this is felt appropriate. The provision made for a child is the class teacher's responsibility in consultation with the SENCO. Termly intervention charts are produced by each teacher and

are discussed with the SENCO and Head teacher. A whole school provision map is co-ordinated by the SENCO and discussed with staff on a regular basis.

Cuckney C.E. Primary School is currently supporting children with:

- Speech and Language Difficulties
- Dyslexia
- Behavioural and Emotional Needs
- ASD [Autism Spectrum Disorder]
- ADHD

The school currently employs 5 teaching assistants to work alongside teaching staff and 1 care assistant, either on a full time or part time basis, to deliver classroom support and quality SEND provision.

They have at various times received training in different SEND areas and have a wide range of knowledge and skills between them.

These Teaching Assistants are funded through school and local authority funding.

Gary Crossland

Michelle Tindall

Sarah Morton

Sarah Hennessey

Care Assistant

Leah Darby

### **Facilities for pupils with SEND**

The school has wheelchair access to the new building which also has disabled toilet facilities. There is a second disabled toilet and shower facility downstairs in the main building.

Children who use wheelchairs are able to access the upstairs classrooms via the entrance next to the mill dam.

The school has taken into account the 2001 Special Educational Needs and Disability Discrimination Act (SENDDA) and an accessibility plan is in place.

The School will continue to endeavour to make reasonable adjustments in order to meet any presented disability needs.

### **Allocation of resources for pupils with SEND**

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 is currently from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools).

For those with the most complex needs, additional funding is retained by the local authority. This HLN funding is accessed after consultation with the Family of Schools and the Family

SENCO. Individual applications are sent 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 allocation of resources is the responsibility of the Head teacher in consultation with the SENCO and members of the Governing body including the SEND Governor. The Head teacher has responsibility for the allocation of Pupil Premium funding. The Head teacher informs the governing body of how all funding is allocated and used.

The SENCO has an annual working budget of £300 to buy extra books and resources as required.

## **Identification of pupils needs**

### **Identification**

Children will initially be identified by the teacher who will follow a graduated response to their concerns.

### **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 by the teacher.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by the teacher and support staff in order to gauge their level of learning and possible difficulties.
- c) A provision map may be completed by the teacher if required.
- d) 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.
- e) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- f) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- g) If a pupil has recently been removed from the SEND list, they may also fall into this category as continued monitoring will be necessary.
- h) 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.
- i) The child is formally recorded by the school as being under observation, given the concerns of the parent or teacher. They are then placed on the SEND Vulnerable list, but this does not place the child on the school's SEND register. Parents are given this information. It is also recorded by the school on the Class Interventions sheets as an aid to further progression and for future reference.
- j) 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.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents who are not already aware, will be formally advised of this and the decision will be made to add the pupil to the school's SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The diagnosis of different medical conditions will be undertaken by a medical practitioner or specialist in the given field.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going 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 class 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.

Where appropriate a child may have an I.E.P, a Care Plan, a risk assessment or Behavioural Plan put in place and regularly reviewed.

### **Individual Education Plans**

A child will be given an I.E.P if they are on the SEND register.

When a child is given their own Individual Education Plan it will include information about:-

- The short term targets for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (when the IEP is to be reviewed)

The IEP will only record work and targets that are additional to, or different from, the differentiated curriculum, and will have a focus on three or four individual targets, which will be linked to the whole school target setting procedures. The IEP will be reviewed at least three times a year with the child and with their parents. The child will always take part in formulating their new targets and designing their new IEP and they will have their own copy of their new IEP as well as their parents.

### **Provision Maps**

We will be introducing the Provision Map software this year. We will start with all children on the SEN register having a provision map.

### **Care Plans**

Children who have specific medical needs may need to have their own care plans. These will be drawn up by the SENCO after consultation with the child, their parents and the class teacher and TAs.

### **Behavioural Plans**

Children who have difficulty with maintaining an acceptable level of behaviour at school despite the use of positive reinforcements and rewards, and after usual measures such as behavioural charts and further interventions have been put in place and not worked, may need to have a Behavioural Plan.

This will be written by the SENCO, in conjunction with the class teacher, classroom support staff and the child's parents. Depending on the age and general level of understanding of the child it may also be involved with this process.

If the child is exhibiting challenging behaviour, then it may be necessary to carry out a risk assessment and a copy of this document will be shared with parents and all staff.

### **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. 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.

The review may take the form of an I.E.P meeting, structured conversation or annual review [EHC Plans]. 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. 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
- 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 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:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by contacting Notts. County Council on :

**03005008080**

**Email: [enquiries@nottscc.gov.uk](mailto:enquiries@nottscc.gov.uk)**

or by contacting the 'Ask Us' Service on:

**0115 8041740**

**Email [@askusnotts.org.uk](mailto:@askusnotts.org.uk)**

## **Education, Health and Care Plans [EHCP]**

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**

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable children to

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Children with SEND will follow the new curriculum which came into effect from September 14, but activities within the classroom may need to be differentiated and tailored to their special needs by the class teacher. Assessment will take place on a regular basis to ensure progress is being made. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

## **Evaluating the success of provision**

Individual children will be regularly assessed and data will be added to the Arbor tracking system each half term in line with school policy in order to monitor pupil progress. Interventions can then be reviewed and either continued or an alternative used if needed. The Head teacher and teaching staff review their class provision on a termly basis after the second set of assessment data is added to the Arbor system. The SENCO and the Head teacher then meet to review progress of individual pupils and their provision is mapped and further action is taken if necessary. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year through Parent consultation meetings, annual SEND review meetings or general meetings and communication with parents.

Evidence collected helps to inform school development and improvement planning. The staff and governing body review this policy annually and consider any amendments necessary in light of new initiatives and changes to SEND legislation.

## **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 and / or the

SENCO, who will be able to advise them on formal procedures for complaint if deemed necessary.

### **In-service training**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. The SENCO attends relevant SEND courses, Family SEND meetings and signposts relevant SEND focused external training opportunities for all staff. Information from these courses is cascaded down to staff at an appropriate staff or SEND meeting. Our school also has whole school Inset Days which may involve SEND training for all staff from internal staff or outside agencies.

### **Working in partnerships with parents**

At Cuckney C.E. Primary School we believe that a close working relationship with parents is vital in order to ensure the best possible outcomes for children with SEND. We recognise that the parents can offer information, knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting their child. We encourage parents to take a full role in the life of the school and the educational provision made for their children. We have regular meetings each term to share the progress of special needs children with their parents and to plan for future provision. Parents may also be informed of their child's progress through a Home School Diary, at Parent's Evenings, individual targets set termly and end of year reports.

### **Links with other schools**

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

### **Transition**

All schools in the Meden family endeavour to make transition run as smoothly as possible. Links with the SENCOs are strong, and regular liaison takes place regarding children with SEND. Additional visits required for SEND children before transition are welcomed and encouraged.

Where transition occurs to or from outside the family of schools, contact will be made by the SENCO with the child's school. Transition visits will be arranged as appropriate and staff will liaise accordingly and may visit the child as deemed necessary.

### **Links with outside agencies and voluntary organisations**

The school continues to build strong working relationships and links with external support services in order to identify, assess and fully support our SEND pupils and aid school inclusion.

The following services may be involved as and when is necessary

- Education Psychology Service
- SAP [Sherwood Area Partnership]
- Social Services
- Speech and Language Service
- Chatter Speech and Language Service
- Specialist Outreach Services E.g. Autism Team
- Schools and Families Specialist Services
- Targeted Support
- Notts. MASH Team

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Due to the school's location, we have also developed a number of links with services and professionals in Derbyshire including Educational Psychologists, Local Inclusion Officer, Social Services and Derbyshire MASH team.

Organisations like 'Ask us', formerly known as Parent Partnership, have supported parents in school during Annual Review meetings. Literature from voluntary groups is distributed to parents as appropriate.

<https://askusnotts.org.uk/support/parents-and-carers>

Representatives from voluntary organisations and other external agencies are invited to Family SEND and Springboard meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

### **Government Legislation**

The Children and Families Act 2014 came into force from the 1<sup>st</sup> September 2014. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND)

[www.nottinghamshire.SENDdlocaloffer.org.uk](http://www.nottinghamshire.SENDdlocaloffer.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is 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 the private, voluntary and community sectors.

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Signed \_\_\_\_\_

Lisa Crossland (Head teacher)

Date \_\_\_\_\_

**Signed**

R Worboys

**(SENCO)**

Date

**Signed**

R Spink

**(SEND Governor)**

Date

\_\_\_\_\_

**This policy will be reviewed annually.**