



St Peter's C of E Primary Academy Mansfield

Special Educational Needs, Disability and Inclusion Policy

Policy:	
Approved by:	
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Version	Date	Author	Changes
1	11/2025	P Corrigan	p5,8 changed differentiated curriculum to adapted curriculum p10 - removed duplicated sentences regarding high level needs funding.
2	09/2026	P Corrigan	P10 Changed to reflect the move from word version of IEP to the online insight version P11 added other secondaries to transition arrangements

St. Peter's C of E Primary Academy Special Educational Needs Policy

Reviewed: September 2026
Next Review: September 2027

This policy should be used in conjunction with St. Peter's SEN Information Report and in conjunction with the following policies:
Safeguarding, Behaviour; Anti-bullying; Equality; Supporting Pupils with Medical Conditions; Accessibility Plan.

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age; or

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.

The areas of need are identified as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We know that many children will have special educational needs at some point during their school life and the best way of helping them is for everyone involved to work together.

Our policy complies with the statutory requirements laid out in the SEND code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND revised Code of Practice 0-25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Schools SEN Information Report Regulations (2014) – see <https://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/children-with-special-educational-needs>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottshelpyourself.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.

Contact Details:

SENDCo: Phil Corrigan
Phone Number: (01623) 489980
Email: office@stpeters.snmat.org.uk

Mission statement

St. Peter's Primary Academy and Nursery values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and has been developed in response to the Equality Act 2010.

Our school aims to be an inclusive school. We actively seek to overcome the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individuals, and groups of children within our school. We aim to have inclusive classrooms where all children are supported through needs friendly strategies and peer support.

We believe that:

- Our school will have children who, at some time or another in their school life, will have some form of Special Educational Need;
- All teachers need to be able to provide an adapted curriculum for a range of abilities;
- There should be a whole school approach to Special Educational Needs with the staff working together for the benefit of the children;
- Children with Special Educational Needs should be included in the life of the school as fully as possible;
- There should be close consultation and partnership with parents of the children with Special Educational Needs;
- The views of the child should be sought and taken into account;
- The policy and practice promoted in the school must have regard to the 'Special Educational Needs Code of Practice'

1. Aims and objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our overall school aims include the following:

- To maximize each child's potential and progress in all areas;
- To continuously raise levels of pupils attainment;
- To develop effective and enthusiastic learners;
- To promote constructive attitudes and values;
- To foster caring relationships in a secure environment.

In order to promote these aims the Special Needs Policy seeks to:

- Implement a clear and consistent policy on the identification and assessment of individual needs;

- Maintain an accurate system of record keeping;
- Maintain an on-going process of review and evaluation;
- Ensure the curriculum is adapted for a range of abilities;
- Encourage positive parental involvement at all stages of a child's education;
- Ensure that there is a clearly identified channel of communication with the LA, family of schools and within the staff of this school;
- Make maximum use of the resources available for Special Educational Needs, both human and physical;
- Maintain an effective liaison with a range of external agencies.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools or early years settings attended prior to the child's entry into St. Peter's school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN.
Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the Head Teacher and SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing a range of opportunities for pupils' opinions to be heard and taken into account. Pupil participation is a right. All children are encouraged to participate fully in the life of the school

2. Roles of Governors

The Governing Body of St. Peter's C of E Primary Academy must:

- Be involved in developing and monitoring the school's SEND policy
- Be up-to-date and knowledgeable about the schools SEND provision, including how funding, equipment and personnel resources are deployed
- Ensure that SEND provision is an integral part of the school improvement plan
- Ensure the quality of SEND provision is continually monitored
- Have regard to the SEND Code of Practice and other relevant guidance in carrying out their duties

The school's SEND governor is Elizabeth Allsop.

3. Role of the SENDCo:

The SENDCo is Phil Corrigan.

The SENDCo's responsibilities include:

- Ensuring the school complies with legislation, and that this policy and its related procedures and strategies are implemented
- Co-ordinating provision for children with Special Educational Needs and Disabilities
- Liaising with and advising colleagues

- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Arranging / contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and Educational Psychology services, health and social services and voluntary bodies
- Organising and chairing annual reviews for pupils with EHCPs
- Maintaining regular contact with governors and head teacher
- Managing SEND resources
- Monitoring and evaluating the provision for children with SEND
- Monitoring and evaluating the progress of pupils with SEND in comparison with their own previous performance and that of their peers (both nationally and locally)
- Liaising with early education providers and secondary schools to ensure smooth transition.

4. Identification of Pupils Needs and a Graduated Approach to SEN Support

The school recognises the importance of the early identification and assessment of SEN. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

Staff assess each child's current levels of attainment on entry to the school, either by carrying out their own assessments or by referring to information sent from the child's previous educational setting.

All information gained is used to inform planning in order to aid progress.

Areas of Special Educational Needs

• Communication and interaction

Children with SEN may have difficulties in one or more of the areas of speech, language and communication. They need help to develop linguistic competence in order to support their thinking, as well as their communication skills. Children with communication and interaction difficulties are likely to need support in developing social relationships.

• Cognition and learning

Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation.

Children with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspect of learning. A discrepancy between achievement and general intellectual ability may indicate that a child has a SpLD although they can occur across the whole ability range.

• Social, emotional and mental health

For some children difficulties in their emotional and social development can mean they require additional and different provision in order for them to achieve.

A wide range and degree of mental health problems might require special provision to be made.

These difficulties may be displayed through a child becoming isolated, withdrawn or exhibiting challenging, disruptive or disturbing behaviour.

• Sensory and /or physical needs

There is a wide spectrum of sensory, multi-sensory and physical difficulties that affect children across the ability range. These children may require a variety of adaptations to ensure they have access to learning.

The school has a **graduated approach** to the management of Special Educational Needs.

Quality First Teaching

Class teachers will:

- take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class.
- plan and organise appropriately adapted work to meet each child's needs and aid the pupil's academic progression
- set suitable learning challenges, responding to pupils diverse learning styles.
- monitor any pupils who are falling *significantly* outside of the range of expected academic achievement in line with predicted performance indicators
- closely monitor any pupil who has been identified as *possibly* having SEN in order to gauge their level of learning and possible difficulties
- inform and engage with parents about their child's progress and development and the circumstances under which they are being monitored.
- continue to monitor any pupil who has recently been removed from the SEN list
- formally record that the child is under observation and parents will be informed of this.
- share information about progress and development with the parent(s) at pupil progress meetings. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- consult with the SENCO as needed for support and advice

SEN Support

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty.

Where it is determined that a pupil does have SEN, this will be discussed with parents and with parental consent the child's name will be added to the school's SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so overcome barriers to learning and enable the child to make progress. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The pupil's needs will be assessed using a variety of sources: the class teacher's knowledge and assessment of the pupil's progress and attainment; comparisons with peers and national data; the parents' views and experience of the child; the pupil's views and if appropriate, the views of an external support service.



The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with the 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.

5. Managing Pupils' Needs on the SEND Register

All pupils placed on the SEND register will have a Pupil Profile and Individual support plan recorded on Insight Tracking.

This is a working document which will move up through the school with the child. It will detail the child's strengths and difficulties, including the most appropriate ways to support the child. The target setting plan will have typically 2 or 3 SMART targets: Specific, Measurable, Achievable, Realistic, Time-bound.

The targets will be reviewed formally three times a year by the child's class teacher, in conjunction with the SENDCo if required. Parents and pupils views will be sought and the outcomes of the review will be shared with the parents. Parents are encouraged to attend the review meeting that will be made available each term, so that they are fully aware of the progress their child is making. Parents will also be made aware of the support being given to their child and ways they may be able to support at home.

At any time if it is felt that the pupil should no longer be on the school's SEND register then they may be removed, after discussion and agreement between school staff, parents and any other agency involved with the child.

6. Allocation of Resources for pupils with SEND

All pupils with SEND are funded through Elements 1 and 2 of the school budget. Schools may access additional funding for some named pupils with SEN. This additional funding is from a budget which is devolved to and moderated by the Family of Schools (AFN Funding). Our Family of Schools comprises of The Brunts school and its 5 feeder primary schools..

For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools – Higher level Need funding (HLN). The family SENDCo will refer individual applications to a multi-agency panel (HLN panel) which is administered by the Local Authority, who will determine whether the complexity of need meets the threshold for this funding.

7. Referral for an Education, Health and Care Plan

If a child has complex needs requiring complex arrangements they may undergo a statutory assessment process which can be requested by the school, a parent or other professionals. 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 EHCP 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 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. EHCPs are a separate process to the funding request process.

Further information about EHC Plans can found via the SEND Local Offer:

- www.nottinghamshire.sendlocaloffer.org.uk
- By speaking to an Education, Health and Care Plan Co-ordinator on: **0115 9774012** or **0115 9773323**
- By contacting 'Ask Us' service on: **0800 121 7772**

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. Transition

Transition to Foundation

Successful transition of children with SEND is a priority at St. Peter's. Our Foundation Stage team work closely with local childcare providers to ensure that we have as much information as possible about our youngest pupils when they join us. In this way we are aware of any potential difficulties and can begin to put in the necessary support as soon as possible. Children with additional needs who are being supported by the Local Authority teams (EYSIS) are given additional transition and planning.

Transition from KS2 to KS3

- Discussion about transition for SEN pupils begins at the year 5 review meeting for transfer to KS3.
- Plans for those pupils with SEN requiring extra transition arrangements, in addition to the standard transition arrangements, will be formulated on an individual basis.
- Extra visits to schools can be arranged for pupils with SEN, where applicable
- A member of staff from the Brunts (or other secondary) school visits to discuss SEN children and is invited to their review meetings as appropriate.
- At the end of year 6 the Transfer Form will be completed and passed on together with other records relating to the child.

9. Continuing Professional Development

The school recognises the importance of CPD training for staff in relation to Special Educational Needs, and will endeavour to identify and provide the required training. Training will be directed at school staff as necessary, including teachers, TA's and midday supervisors. SEND governors are invited to attend these meetings. The SENDCo, with the other members of the Senior Leader Team, ensures the training opportunities are matched to school development priorities.

10. Complaints Procedure

Complaints procedure

- Any complaint concerning the operation of the Special Educational Needs Policy should be directed to the SENCO/Head Teacher in the first instance, who will carry out a thorough investigation.
- If parents remain dissatisfied they should follow the procedures laid out in the SNMAT Complaints Policy. This is available on the school's website.

Signed	_____	<i>[Name]</i>	(Headteacher)
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Date	_____
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Signed	_____	<i>[Name]</i>	(SENCo)
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Date	_____
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Signed	_____	<i>[Name]</i>	(SEN Governor)
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Date	_____
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This policy will be reviewed annually.