

Peafield Lane Academy School



Special Educational Needs and Disabilities Policy

Adopted: May 2026
Review date: May 2027

Contents

Special Educational Needs and Disabilities Policy.....	1
Mission Statement.....	4
Our aims are.....	4
Responsibility for the coordination of SEND provision.....	5
Arrangements for coordinating SEND provision.....	5
Admission Arrangements.....	5
Specialist SEND Provision.....	6
Facilities for pupils with SEND.....	6
Allocation of resources for pupils with SEND.....	6
Identification of pupils' needs.....	6
Identification.....	6
A graduated approach.....	7
SEND Support.....	7
Assess.....	8
Plan.....	8
Do.....	9
Review.....	9
Request for an assessment Education, Health and Care (EHC) Plan.....	9
Access to the curriculum, information and associated services.....	10
Inclusion of pupils with SEND.....	10
Evaluating the success of provision.....	11
In service training (CPD).....	11
Working in partnerships with parents.....	12
Links with other schools.....	12
Transition.....	12
Links with other agencies and voluntary organisations.....	13

Introduction

It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background or area of need.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The formal definitions of special educational needs (SEN) are 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:

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

Although 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, due consideration should be given when assessing needs.

The framework for supporting children and young people with special education needs is contained within the SEND Code of Practice. A copy of which can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Nottinghamshire has developed a SEND Local Offer, which is a resource that 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.

www.nottinghamshire.sendlocaloffer.org.uk

Mission Statement

"At Peafield Lane, we take PRIDE in everything we do — nurturing a thriving community where everyone is Proud, Respectful, Inclusive, Determined, and Empowered to succeed."

At Peafield Lane Academy, we believe that all pupils, irrespective of their background or circumstances, are entitled to achieve well in every aspect of school life. We believe this begins with children being healthy, both physically and emotionally. We want our children and families to feel valued and supported, ensuring that every child attends well, is school-ready, and is encouraged and enabled to develop their full potential intellectually, socially, emotionally and physically.

We provide a rich, engaging and ambitious curriculum which enables all learners to enjoy success, become independent and develop as self-motivated individuals. We believe all pupils should achieve highly by building upon their prior knowledge and experiences. We achieve this through quality-first teaching, targeted interventions and a mastery approach to learning.

The opinions, experiences and feelings of our children are important and valued. We believe that all pupils should feel respected, listened to and safe, so that their confidence, self-image and self-esteem can flourish within a happy and nurturing environment. Wherever possible, we involve children in evaluating their own progress and setting meaningful next steps in their learning journey.

We recognise that parents and carers play a vital role in supporting their child's learning and development. We are committed to building strong partnerships between home and school from the very beginning of a child's transition into school and throughout their journey at Peafield Lane Academy.

We celebrate and encourage diversity within our school community, including those children with special educational needs and/or disabilities (SEND). We are proud to build a community that not only embraces differences, but actively promotes equality, inclusion and the rights of every individual.

Aims:

- To ensure that all pupils have access to a broad and balanced curriculum
- To adapt teaching and scaffold learning, considering individual children's needs, to ensure all children access the age-appropriate curriculum
- To ensure that pupils with SEND take as full a part as possible in all school activities
- To work with parents and pupils to measure progress and attainment and plan next steps
- To promote effective partnership and involve outside agencies when appropriate, ensuring that all partners are aware of their responsibilities
- To ensure the resources used within our school are meaningful for our children and reflect our school and wider community
- To utilise assessment and tracking tools to measure progress for children with SEND not only academically but across all areas of learning

Our aims are:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings or previous schools prior to the child's entry into school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and subject leaders 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. Engage in open and supportive discussions that encourage parental confidence to share information that would be helpful in supporting their child. This will include supporting them in terms of understanding SEND 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 SEND policy and the school's SEND work. This forms part of the school's SEND Information Report. Consideration will be given to presenting information in a way that is responsive to the individual needs of parents.
- Work with and in support of outside agencies when the school feels they require additional advice on how best to support a child, whether that is socially, emotionally or academically.
- Create a school environment where pupils feel safe to voice their opinions about their needs and the provision made to meet them. This means teachers having regular 1:1 discussions with pupils to identify their needs and next steps. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Lois Clarke (*Head Teacher*)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Nadine Trolley (*SENCo*)

Other members of the inclusion team are:

- Ms Rodgers Pastoral Lead
- Mr Gledhill Inclusion Support

Arrangements for coordinating SEND provision

The SENCo will hold details of all SEND Support records such as provision maps and SEND Support Plans for individual pupils.

All staff can access:

- The Peafield Lane SEND Policy;
- A copy of the full SEND Support Register;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP or alternative records of targets set/outcome monitoring;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on Arbor on individual pupils and their special needs and requirements;
- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer

www.nottinghamshire.sendlocaloffer.org.uk

This information is made accessible to all staff to aid the effective co-ordination of the school's SEND provision. 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.

Admission Arrangements

The 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.

When a child joins our school, we will work with their previous setting to gather as much information as we can, wherever possible observing the child in their previous setting. We will also work with families, and any involved agencies, to fully understand a child's needs in order to put a robust plan in place.

Specialist SEND Provision

Peafield Lane Academy currently has 51 pupils with SEND.

We are committed to whole school inclusion. Inclusion covers more than special educational needs and would incorporate gender, sexual orientation race, religion and culture. It is important to recognise that some of these additional barriers may exist for some children and young people with SEND so that we may promote understanding and to ensure that support and provision is tailored to meet the individual needs of the child or young person. For more information on our commitment to inclusion, see page 10.

Facilities for pupils with SEND

Provision includes:

- The school building is accessible by wheelchair users.
- An accessible toilet and shower.
- We have dedicated nurture facilities:
 - The Bridge (Intervention)
 - The Snug (Pastoral Support)
 - The Nest (Intervention Space)
 - The Peapod (Enhanced Provision)
 - Sensory Room
- Assistive technology - specific software for laptops and iPad apps to support children with different 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. This is called Place Funding. This is used to pay for resources and staff necessary to support children with SEND, e.g. TAs to deliver interventions.

Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by our Family of Schools. This is called AFN Funding (Additional Family Needs). For those with the most complex needs, additional funding is retained by the local authority. This is called HLN Funding (High Level Needs). The School SENCo, with the support of the Family SENCo, will refer individual applications to a Local Authority multi-agency panel, The High Level Needs Panel, who will determine whether the level and complexity of need meets the threshold for this funding.

Identification of pupils' needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

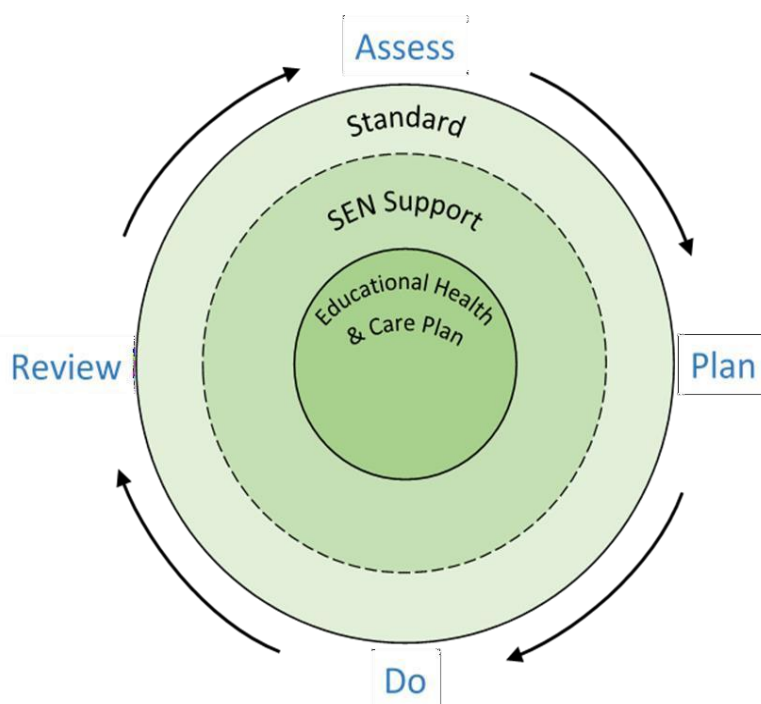
- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as *possibly* having SEND, they will be reviewed by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide adapted, meaningful 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.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through teacher review, observations and consultation with the SENCo, it can be determined which level of provision the child will need going forward and any/or professional development that may be required by school staff.
- Parents will be informed fully of every stage of their child's development. Parents are encouraged to share information and knowledge that they feel would be useful in helping with the school's understanding of the child and their broader needs. This information will be handled confidentially and sensitively.
- The child is formally recorded by the school as needing closer review of their needs due to concern raised by the parent or teacher, but this does not place the child on the school's SEND Support register. This may be recorded by the school as an aid to further progression and to ensure that support arrangements are tailored to needs.
- If a pupil has recently been removed from the SEND Support register, they may also fall into this review category as continued oversight will be advisable.
- Pupil progress meetings are used to review the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and pattern of progress.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school record and the SEND Support 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 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.



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, adaptations 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, so that the pupil benefits from a consistent approach.

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 /subject teacher. 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. Reviews are person-centred, with the child participating in the review wherever possible. Reviews will take into account the views, wishes and feelings of the pupil and of their parents/carers. The review process will evaluate the impact and quality of the support and interventions. 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.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Request for an assessment Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which is usually requested by the school, but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENCo.

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

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=mjHuZeCQA>
Y4

or by speaking to the Integrated Children's Disability Service on:

0115 804 1275

or by contacting the Ask Us Nottinghamshire on:

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Pupil
- Teachers
- SENCo
- Educational Support Services
- Social Care
- Health professionals

Information will be gathered to inform a decision about whether an EHC Plan may be required. The request will be considered by a multi-agency panel who will decide whether or not a Statutory

Assessment will be initiated. Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

-Following Statutory Assessment, if it is decided that the child's needs cannot be met by the support that is ordinarily available, an EHC Plan will be provided by Nottinghamshire County Council. 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 EHC 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, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the child.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

In order to support children with SEND in accessing the curriculum we:

- Keep staff fully informed of the special educational needs of any pupils in their care including sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff about SEND and SEN teaching.
- Make use of all class facilities and space
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- Ensure that individual or group tuition is available where it is felt that pupils would benefit from this provision, through termly reviews of the year group provision map at pupil progress meetings

- Ensure any decision to provide group teaching outside the classroom will involve the teacher and/or SENCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- Set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels

Inclusion of pupils with SEND

The inclusion of all pupils with SEND should be seen in the context of inclusion in its broadest sense, which will include the groups identified under the Equality Act 2010, namely those facing additional barriers due to race, gender, sexual orientation and religion. It is recognised that some pupils with SEND will also face additional barriers by virtue of the prejudices associated with belonging to these groups (whether conscious or unconscious). The Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Curriculum Lead together with the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard' meetings, Early Help Unit, the Multi-Agency Safeguarding Hub (MASH) and the Behaviour and Emotional Support Team Partnership (SAP- Sherwood Area Partnership).

We will ensure that our school communicates its ethos for inclusion through all communication that goes home to parents, as well as through the interactions parents have with school staff.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. In school, this typically happens through termly reviews of provision maps at pupil progress meetings. For parents, this happens at review meetings of SEND Support Plans and annual reviews for those with an EHC Plan.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. In order to measure this progress, we assess children against the National Curriculum expectations. For children working significantly below age-related expectations, we measure progress against BSquared. We also have systems in place to measure progress for some children in their social and emotional development (Boxall) or their social communication (AET progression toolkit).

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCo, Headteacher and SEND governor and information is gathered from different sources such as child and parent voice at SEND review meetings, teacher voice at a staff meeting and parent questionnaires. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014. This is commonly known as the SEND Information Report.

Evidence collected for the SEND Information Report will help inform school development and improvement planning.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice. The school will maintain a strategic overview of training for its staff which will include training opportunities targeted at specific areas of SEND and inclusion, more widely.

Our school operates the following training programmes:

The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff (including teachers, teaching assistants and midday supervisors as appropriate).

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development.

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

Working in partnerships with parents

Peafield Lane Academy believes that a close working relationship with parents is vital. No pupil will be entered onto the school's SEND Register without prior discussion with parents. The school endeavours to recognise and remove barriers for pupils with SEND through an ongoing discussion with parents to develop an evolving understanding of the pupil's strengths and needs. This will be informed by:

- early and accurate identification and assessment of SEND leading to appropriate interventions and provision
- detailed tracking to ensure the continued social and academic progress of children with SEND
- reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the pupil.

Parents are kept up to date with their child's progress through termly SEND support reviews, parents' evenings and an annual report. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. These meetings can be instigated by the school or parents. If parents would like to share a particular concern, they should speak to the class teacher in the first instance, who may refer to the SENCo. Parents can also contact the SENCo directly through the school office. Where specific advice, guidance and support is required, the SENCo may signpost parents of pupils with SEND to the local authority Parent Partnership service.

Parents will be consulted, and their consent sought, before the school seeks to involve external education support services. If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision.

If a parent or carer has any concerns or complaints regarding the provision, care or welfare of their child, they should make an appointment to speak to the SENCo, who will be able to advise on formal procedures for complaint.

The school's SEND governor, Diane Wise, can also be contacted in relation to SEND matters.

Links with other schools

The school is a member of the Manor Family of schools and Flying High Trust. The SENCo works closely with the SENCos across these two networks to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

We consider transition in and out of our school incredibly important as it ensures success for our children. To ensure successful transition, we begin planning as soon as school placements are allocated by the local authority.

Transition into our school

Where we have been informed by parents, early years settings or outside agencies that a child has or may have additional needs, the SENCo and/ or a nominated person will visit the child in their early years settings or at home. Transition booklets are made for children to use and refer to over the summer holiday to help prepare them for starting school. These will be bespoke to the child's needs. If appropriate, we may invite children for additional transition visits.

If a child with known/suspected SEND transitions into our school within a key stage, rather than at the start of Foundation, we will visit them within their previous setting wherever possible. If this is not possible, we will arrange telephone calls with the setting and the family.

Transition from our school

Each year, we hold transition meetings with the SENCos at the local secondary schools. When we plan this transition, we consider whether the following arrangements may be appropriate:

- Extra visits both within our school and/or to the receiving school
- Parent/ carer meetings with our school and the receiving school
- Social stories, including photographs of the new school

We also ensure all access arrangements are passed on to the receiving school, together with any relevant assessments and SEND Support Plans.

Links with other agencies and voluntary organisations.

Peafield Lane Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

Examples include:

- Education Psychology Service (EPS)
- Notts Help Yourself
- Children's Social Care
- Speech and Language Therapy Service (SALT)
- The Sherwood Area Partnership
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team (MHST)

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

Parents will normally be invited to and informed about meetings held concerning their child unless there are overriding safeguarding issues.

This policy will be reviewed annually.