



# ***Mapplewells Primary and Nursery School***

## ***Special Educational Needs Policy***

***“Success is in our hands.”***

*At Mapplewells Primary and Nursery School we aim to empower every child to grow to meet their full potential and realise their dreams. To develop a moral code that enables each child to have empathy, humility and respect for themselves and others to ensure they can play a positive role within their community. We all work together and understand that our strive for excellence needs to be relentless; that our children have the self-confidence to attempt to achieve anything and the resilience to persevere when they encounter challenges.*

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<b>Date Presented to Governors</b>	<b>September 2026</b>
<b>Signed (Headteacher)</b>	A. Whittle
<b>Signed (Chair of Governors)</b>	

# **Mapplewells Primary and Nursery School**

## **Special Educational Needs Policy**

**Adopted:** September 2019

**Revised:** September 2025

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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:

- 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) 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.

At **Mapplewells Primary School and Nursery** we follow the national SEND Code of Practice, this can be found on the Department for Education's website:

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

Children with the most complex needs have an 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 pathway on Nottinghamshire's SEND Local Offer website:

<https://www.nottshelpyourself.org.uk>

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

The SEND Notts Help Yourself site 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.

## Mission statement

**‘SUCCESS IS IN OUR HANDS’** At Mapplewells, we are committed to fostering an inclusive and supportive learning environment that caters to the diverse needs of every child. Through collaborative partnerships with parents, specialists and educators we aim to identify, address and celebrate the unique abilities of each child, ensuring they have access to quality education. We aim to empower every child to thrive academically, socially and emotionally, fostering a sense of belonging and preparing them for a successful future.

Special Educational Needs and Inclusion is always a priority at Mapplewells Primary and Nursery School. All staff and the Governing Body are highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Our commitment to this is outlined in this policy.

### 1. Aims and objectives

#### Aims

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 2014*.

Our aims are:

- To provide a safe, caring and happy environment where children value others no matter their need or ability
- To provide equal access to the curriculum through a range of teaching styles and necessary adjustments
- To ensure that children with SEN and their families are actively involved in decisions on their provision and care
- To enable children with SEND to make good progress
- Support effective communication between school and supporting agencies to meet the needs of the child
- Ensure that children with SEND are supported with appropriate learning tasks and access to online learning should they need to work from home

#### Objectives

- **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 feeding schools or early years' settings – where applicable] prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils will be carried out 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 coordinated by the SENCO Team and will be carefully monitored and regularly reviewed in order to ensure that progress is made and all pupils' needs are catered for.

- **Work with parents-** Partnership with parents and carers is crucial it enables strong relationship to be formed and provides avenues for them to understand their child educational journey. This includes supporting them in terms of understanding SEND procedures and practices, providing regular information on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Specialist services are referred to. This may be in the form of advice through a professional consultation or actual involvement packages.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life. Children are entitled to feedback and
- **Provide a broad and balanced curriculum,** delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. (With reference to the Government Prevent Strategy: see also the school's policy for **Preventing Extremism and Radicalisation Policy**)

## **2. 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. Information about school's admissions policy can be found in the school prospectus and on the school website.

The SENCO Team will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENCO Team will ensure liaison between staff members and SEND teams within school to ensure that the provision is individualised where needed. This may include;

- Transition planning meeting with staff from the current school, future placement and parents
- Additional visits
- Personalised transition plan
- Sharing of information

## **3. Responsibility for the coordination of SEND provision**

Whilst all staff have a responsibility to promote and support the inclusion of all children within the school community, staff with a specific, relevant remit include:

**SENDCo & designated teacher – Rebecca Richards**

**SENDCo Assistant – Fran Marshall**

The school's governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.

Our Governor for SEND is:

**Leanne Saddington**

#### **4. Arrangements for coordinating SEND provision**

The SENCO team will hold details of all SEND Support records complying with all current GDPR regulations.

**All staff can access:**

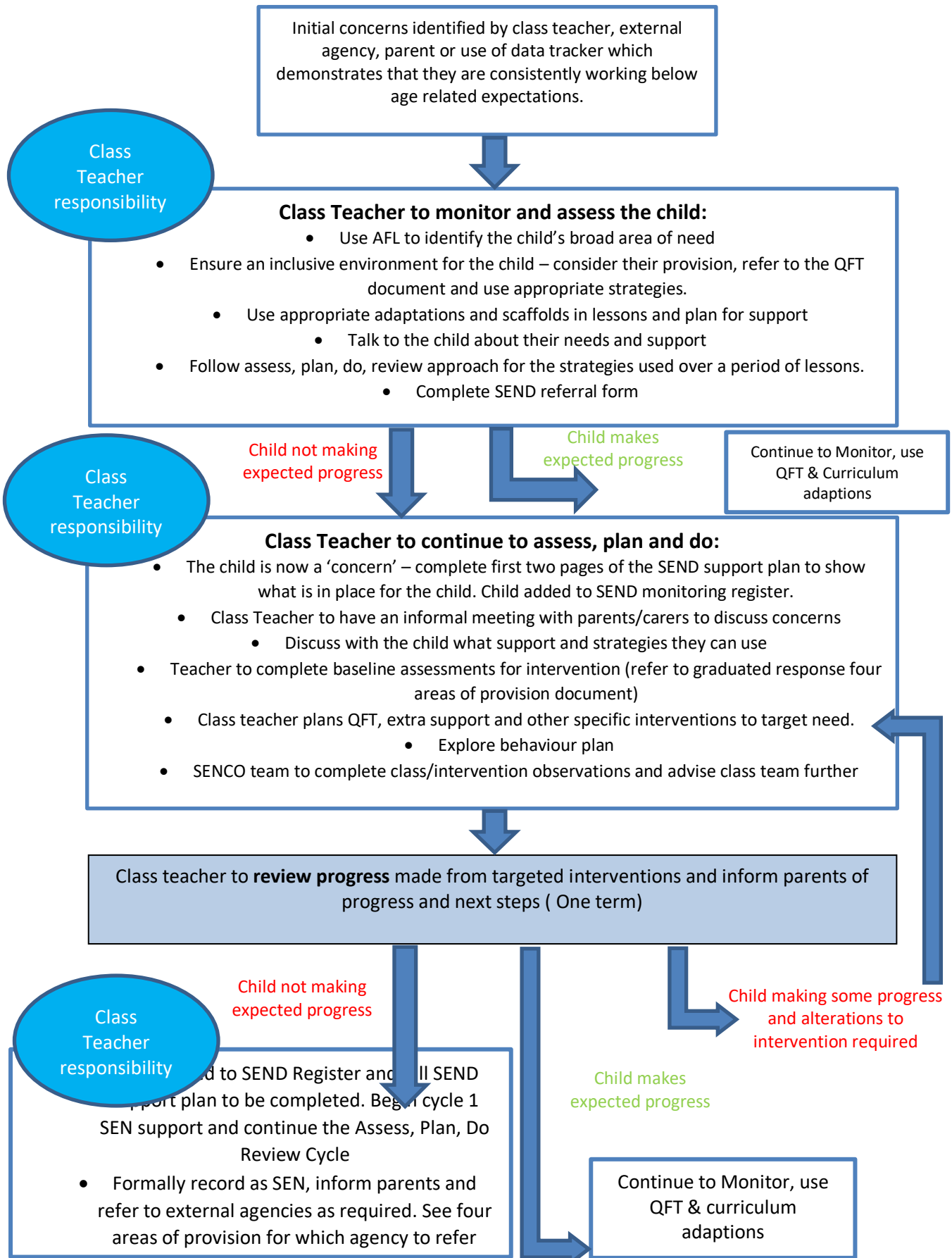
- The Mapplewells Primary and Nursery School's SEND Policy;
- A copy of the full SEND Register and monitoring register
- Guidance on the identification of Special Educational Needs in the Code of Practice
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the staff IT system on individual pupils and their special needs and requirements.
- Information on current legislation and SEND provision.
- Information available through Nottinghamshire's SEND Local Offer.

## 5. Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy

### A graduated approach



## ***SEND Support***

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the school's SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is 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. The purpose of SEND support is to help pupils achieve the outcomes set and enable provision to be tailored to suit the identified needs.

### ***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 the 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 team, support staff, parents and pupils (where appropriate) 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.

## ***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 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 team.

## ***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. 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 Process, which is usually requested by the school but can be requested by a parent. 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 will be made 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 team
- 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 the child is eligible for an EHC Plan. Parents have the right to appeal against a decision.

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

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

## ***Education, Health and Care Plans [EHC Plan]***

- a. 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.
- b. 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.
- c. 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.

## **6. Mental Health and wellbeing**

It is advised within the Transforming Children and Young People's Mental Health Provision: a Green Paper (2017) that every school setting should have a Designated Mental Health Lead. Individuals in this role can make a big difference to children and young people through promoting whole school approaches to mental health and wellbeing and forging effective links with NHS mental health services.

Promoting children and young people's emotional health and wellbeing can provide guidance on developing a whole school approach to emotional health and wellbeing.

Young People and Self-harm: Guidance for Schools has been produced by the Nottinghamshire County Council Educational Psychology Service (EPS) and Child and Adolescent Mental Health Service (CAMHS). The need for this guidance arose from a serious case review and can be found on the NSCB website.

Our school recognises the diverse needs of all children including those with SEN and disabilities and provides a pastoral approach to ensure that mental health and wellbeing needs are met.

## **7. Inclusion of pupils with SEND**

The percentage of pupils with SEND can vary throughout the year.

The SENCO/ oversees 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 senior leadership team together with the SENCO team to ensure that it promotes the inclusion of all pupils.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and the SBAP (School's Behaviour and Attendance Partnership)

## **7. Safeguarding Children with SEND**

KCSIE 2023 is clear that ‘children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.’ Some children and young people may be particularly vulnerable to abuse and harm and the Snr Designated Safeguarding Lead, deputies, the senior leadership team and governors should be aware of the range of guidance and training available. Children and young people with special educational needs and disabilities can face additional safeguarding challenges because additional barriers can exist when recognising abuse and neglect in this group of children. The child protection policy reflects this.

At **Mapplewells Primary and Nursery School** we identify pupils who might need more support to be kept safe or to keep themselves safe. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children, which include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.
- Addressing individual behaviour concerns and incidents taking into account the child’s SEN and disability.

## **8. Facilities for pupils with SEND**

Mapplewells Primary and Nursery School, currently endeavours to comply with accessibility requirements regarding the physical environment and access to the curriculum.

Our current arrangements and identified adjustments are outlined in our accessibility plan and we recognise that modifications may need to be put in place to meet the needs of all pupils.

*The school has a range of facilities for pupils with SEND in place.*

If a situation arises where specialist equipment/ training was needed, then advice would be sought from specialist services such as PDSS.

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

All pupils with SEND will have access to additional school needs funding from the school’s budget, which equates up to £6,000 (approximately 8 hours of extra support.)

### **Additional Funding**

Some pupils with SEND may access additional funding. This additional funding might be 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 is accessed through the Family of Schools. The Family SENCO will refer individual applications 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 decision to apply for additional funding is made by the SENCO team in collaboration with the Head teacher.

## **10. Access to the curriculum, information and associated services**

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 team will consult with the child's parents for other flexible arrangements to be made.

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 individual. This will be carried out through the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO team in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- A whole school provision map summarises a wide range of additional provision, above and beyond Quality First Teaching and is available for all staff. This is updated termly or when the need arises.

### **a. Working in partnerships with parents**

Mapplewells Primary and Nursery School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, review meetings and annual reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

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. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## **b. Links to support services**

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. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher or the SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- SIS (School inclusion services)
- EPS (Educational Psychologist)
- NAP North Ashfield Partnership
- PDSS
- Targeted Support
- CAMHS
- Speech and Language Therapist
- Occupational Therapist
- Healthy Families team (School Nurse)
- NST (Neurodevelopmental SUPPORT TEAM)
- Hearing and Visual Impairment Support services
- Early Help Unit.
- Social services
- MASH (Multi agency safeguarding Hub)
- Additional services/professionals can be contacted to support individual needs

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

## **c. In service training (CPD)**

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 team attend relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have family funding available to support this professional development. The SENCO team, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Training can be made available for whole staff or specific groups, such as; governors, middle staff, support staff. This can be accessed through the Local Authority, Family of schools, the academy chain or through in-house training.

The school is a member of the Ashfield Family of schools, Ashfield SBAP, the Flying High Trust and the Flying High Teaching Alliance. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

<b>Area of need</b>	<b>Provision/ interventions</b>	<b>Staff training</b>
<b>Cognition and learning</b>	Early readers Precision teaching Word banks, dyslexia friendly books Word picture recognition 5 Minute box Clicker	Supporting children with dyslexia Regular phonics training Developing early language SALT training Working memory Use of technology to support SEND
<b>Communication and interaction</b>	Visual timetables Social stories Forest School Lego therapy Attention autism	Attention Autism Interoception Forest Schools Autism and anxiety Understanding autism
<b>Social and Emotional Mental Health</b>	Emotion Potions ELSA Drawing and Talking	Emotion Coaching Solihull training Supporting childrens mental health Supporting children with trauma and attachment Understanding anxiety
<b>Sensory and Physical</b>	Sensory spaces throughout school Access to sensory toys Adapted PE curriculum Sensory circuits	PDSS Safe handling OT

#### **d. 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.

This may be through:

- Data analysis
- Discussions at parent's meetings
- Review meetings with the child and any other professionals working with the child
- Appraisal meetings with teachers and support staff

Pupil progress will be monitored on a half-termly basis in line with the SEND Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO team and head teacher/SEND governor and information is gathered from different sources such as child and parent views teacher

and staff feedback and Parents' Evenings, alongside careful tracking of data. Recognition and value will also be given to all forms of achievement including personal development and wellbeing. This will be collated and published by the governing body of the school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

### **e. 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 SENCO team, who will be able to advise on formal procedures for complaint.

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the local authority must set up for preventing and resolving disagreements. These will be explained to parents as required. A full copy of the complaints procedure can be obtained from the school office upon request.

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**Signed (Headteacher)**

Date

**Signed (SENCO)**

Date

**Signed (SEND Governor)**

Date

**This policy will be reviewed annually.**