



Willow Farm Primary School

Policy

SEND Policy

Signed: _____

Date: February 2025

Date for next review 2026

Nominated staff member responsible for policy S. Kirkham

Willow Farm Primary School

Special Educational Needs Report

Adopted: April 2021

Review date: April 2026

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.

The Children and Families Act 2014 came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

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

www.education.gov.uk/schools/pupilsupport/sen

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.

www.nottinghamshire.sendlocaloffer.org.uk

Philosophy

Our school is an inclusive school where we value the differences and uniqueness each child brings. Every child is entitled to a broad and balanced curriculum and we aim to support all our children to flourish academically, socially and personally.

We are all teachers of children with SEND and providing a quality first education is the responsibility of everyone. Providing an inclusive and well thought out curriculum enables all children in our community to leave our school ready for the next stage of their educational journey.

"A child has Special Educational Needs if he or she has a difficulty which calls for special educational provision to be made for him or her".

Some children will arrive in school with their special needs already known. Others will be identified first at school.

We recognise that Special Needs may be associated with:

- Difficulty in developing literacy and numeracy skills (which results in lower attainment in some curriculum areas).
- Persistent social, mental health or emotional difficulties (not met by the strategies usually employed in school).
- Physical or sensory difficulties (where little progress is being made despite the provision of specialist equipment).
- Communication and/or interaction difficulties (where little or no progress is being made despite the provision of a differentiated curriculum).

Aims and Objectives

- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health, care services and Early Years settings, prior to the child's entry into the 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 all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the *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 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 and in support of 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 one to one meetings between pupils and their teacher/SENCO and will be made easier by carefully monitoring the progress of all pupils. 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 Lindsey Jamson (Head Teacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Sarah Kirkham (SENCO)

Arrangements for coordinating SEN Provision

The Senco will hold details of all SEN Support records.

All staff can access:

- The Willow Farm Primary SEN Policy on the Willow Farm Website.
- A copy of the full SEN Register or alternative school document used for tracking this cohort.
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEN 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 SEN; those with Education, Health and Care Plans and those without.

To achieve a smooth transfer between settings for children with Special Educational Needs meetings with existing setting, outside agencies, parents/carers and new setting will be held.

Specialist SEN provision

Willow Farm has 11% pupils with SEN. We are committed to whole school inclusion.

Facilities for pupils with SEN

1. All of the school building is situated on one level with some classrooms having ramps for easier access.
2. An access toilet and shower area is available for children with specific needs.
3. A Nurture room for 1:1 support and a lodge for nurture provision weekly.

If more adaptation is needed the school will contact the Local Authority for advice e.g. funding.

Allocation of resources for pupils with SEN

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 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.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy and Appendix 1.

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

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEN 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 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 /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. 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 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 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

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

Telephone: 0115 804 1275

Email: enquiries@nottsgov.uk

or by contacting Ask Us Nottinghamshire (Formerly the Parent Partnership Service) on:

Telephone: 0800 121 7772

E-mail: enquiries@askusnotts.org.uk

Website: [Home](#) | [Ask Us Nottinghamshire \(askusnotts.org.uk\)](http://askusnotts.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.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN 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.

Every effort will be made to educate pupils with SEN 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.

During the review meetings, we will discuss and assess the level in which the Send pupil will access the school's curriculum and any adaptations will be fully explained.

Access to the curriculum will be informed by:

- 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 SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- 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 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.

***Please see Appendix 1 – Summary Version of our graduated approach.**

Inclusion of pupils with SEN

The Head Teacher and Senco oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by Keystage Leaders, Subject Leaders together with the Head Teacher and 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, Multi-Agency Safeguarding Hub and The Gedling SBAP.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. At Willow Farm we hold termly review meetings with parents and children, where appropriate. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo, Head Teacher and SEN Governor and information is gathered from different sources, such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the governing body of a maintained 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.

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, who will be able to advise on formal procedures for complaint.

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 SEN.

Our school operates the following training programmes with all staff.

- Annual Safeguarding and Child Protection training.
- Designated Teacher training.
- CPI training.
- Any relevant LA based training.
- ECT training.
- Training provided by Gedling Area Partnership.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

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

Links to support services

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

Sharing knowledge and information with our support services is key to the effective and successful SEN 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 Senco who will then inform the child's parents.

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

- External counselling services.
- Schools and Families Support Services.
- Multi Agency Support Hub.
- Early Help Team.
- Social Services.
- Health Professionals.
- Nottinghamshire Local Authority Virtual School.
- Educational Psychologist.
- Physical Development Support Services.
- Network with Specialist Schools.
- Gedling Area Partnership
- Primary Mental Health Service Team.

Working in partnerships with parents

Willow Farm Primary believes that a close working relationship with parents is vital in order to ensure

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

Parents are kept up to date with their child's progress through termly meetings. Also, Parents are able to discuss any concerns about their child at any point as Willow Farm School offers an Open Door policy.

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 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. The school's SEN Governor Jo James may be contacted at any time in relation to SEN matters.

Links with other schools

Willow Farm Primary School is part of the Carlton-le-Willows family of schools. The Sencos from within the family and the Inclusion Services meet regularly. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

- Transition to Willow Farm Primary consists of visits to our feeder settings and observing where possible children with SEN, talking to teachers, parents and putting into place additional support and scaffolding to ensure a good transition to foundation.
- Transition between classes involves sharing information between teachers and teaching assistants, creating pen portraits, sharing information and strategies and allowing time to children to visit their new classroom and create a positive link with their new teacher.
- Transition to the local Academy consists of a visit by our Year Six children to the school.
- Transference of records and sharing of information.
- For children with additional needs, extra visits and meetings will take place with teachers, support staff, relevant professionals and parents.

Links with other agencies and voluntary organisations

Willow Farm invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed Lindsey Jamson (**Headteacher**)

Date April 2024

Signed Sarah Kirkham (**SENCo**)

Date April 2024

Signed Jo James (**SEN Governor**)

Date April 2024

This policy will be reviewed annually.

Review Date April 2026

Appendix 1.

Identification, Assessment and Provision for pupils with S.E.N.

Willow Farm Primary School has adopted a Graduated Approach to Special Educational Needs.

Send Support

When a class teacher identifies that a pupil has SEN then he/she devises interventions additional to or different from those provided as part of the usual differential within the class. The class teacher is responsible for working with the child on a daily basis and for planning and delivering (perhaps with the support of a T.A.) an individualised programme (I.P.P.). The Senco will monitor and review the action taken and plan future interventions in discussion with colleagues.

Support from External Agencies

The Senco and class teacher, in consultation with parents, may ask for help from external services. On the basis of advice or support from outside specialists, additional or different strategies may be put in place – an I.P.P. will be devised. The Class Teacher will implement the support. The Senco will monitor and review this.

Triggers for Involvement of External Agencies

Despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at attainment levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Individual Provision Plans

- The I.P.P. only records that which is additional to or different from the differentiated curriculum plan.
- The I.P.P. focuses on at most three individual targets relating to the key areas of communication, literacy, numeracy and behaviour.
- The I.P.P. should be discussed with the child and the parents.
- I.P.P's should be reviewed termly.
- Reviews need not be unduly formal, but parents' views should be sought.
- Where possible the child should take part in the review and be involved in setting the targets.

Access to the Curriculum

Children's individual needs must be met within the framework of the EYFS and the National Curriculum. Ways in which this might be done include:

- Planning and implementing appropriate teaching strategies.
- Extending the time taken to reach attainment levels.
- Adapting curriculum materials (e.g. large print for visual impairment).
- Using technology to assist individual learning.
- Using a "small steps" approach.
- Interventions on a small group or one to one basis.
- Use P Levels to monitor progress within sublevels.
- Involving and enlisting the support of parents, who are kept informed through the review process.