

Gunthorpe Church of England Primary School SEND Policy 2025 – 2026

Date Finalised: November 2025

Review Date: November 2026

Author: Anna Owen

Contributors: Headteacher, Governors, Staff

SENDCO: Anna Owen

SEND Governor: Lesley Jeffery

Contact: 0115 9663481 or office@gunthorpe.notts.sch.uk

This policy complies with the SEND Code of Practice 2015, The Equality Act 2010 and The Children's and Family Act 2014

Aims and Objectives

At Gunthorpe Church of England Primary School, we aim to provide an inclusive environment for all. We want to ensure that all children, regardless of their Special Educational Needs or Disabilities (SEND), make the best possible progress in school and feel safe and valued. We aim to provide every child with a broad and balanced education. We embrace the fact that every child is unique and therefore, the educational needs of every child are different. In our school, we aim to provide all pupils with high quality teaching adapted to suit the diverse needs of all learners. At Gunthorpe, we believe that all children are entitled to an excellent education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

We will fulfil our aims through the following objectives:

1. Identifying and providing for children who have Special Educational Needs and/or Disabilities
2. Working within the guidance provided by the SEND Code of Practice
3. Operating a "whole pupil, whole school" approach to the management and provision of support for pupils with Special Educational Needs and/or Disabilities
4. Having an 'on-site' Special Educational Needs Co-ordinator (SENDCO) who works in close collaboration with teachers, teaching assistants, pupils, parents, and other external professionals
5. Providing support and advice for all staff working with pupils with SEND

Definition of SEND

At Gunthorpe C of E School we use the definition for SEN and for disability from the SEND Code of Practice 2015. This states that:

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her."

"A child with a learning difficulty or disability has significantly greater difficulty in learning than the majority of others of the same age."

(P14-15: [Sen Code of Practice](#))

Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

Many children and young people who have SEN, may have a disability under the Equality Act 2010, that is:

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

(Section 6: [Equality Act 2010](#))

The four broad areas of Special Educational Needs are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Identifying children with SEND

At Gunthorpe C of E School, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development.

All children are regularly assessed, and progress is tracked and monitored. We use both formative and summative assessment. Each term, class teachers meet formally with the SENDCO and head teacher to discuss pupil progress. During these meetings, pupils may be identified for working below age related expectations or for not making as much progress as expected. Most pupils with additional needs can be identified through the process of ongoing assessment.

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regard to their child's development and progress towards outcomes.

Provision for children with SEND

The provision for a child who has special educational needs may simply include more adaptations to quality first teaching, or it may require more targeted and specialist interventions.

The following 'Waves of Provision' diagram (right) shows how support and involvement is increased or decreased depending upon a child's needs based upon their attainment, our assessments and their needs shown within school.

Universal Support:

All pupils receive targeted classroom teaching known as 'Quality First Teaching'. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted to enable all children to access their learning as independently as possible.

Targeted Support:

Some pupils may need specific 'targeted' support. This may be delivered in the classroom or in the learning support area. It may be delivered by teachers or teaching assistants in small groups or one to one.

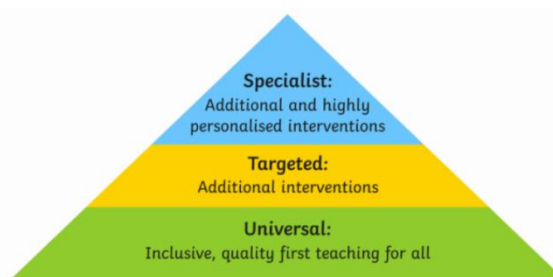
Targeted (intervention) support is planned by the class teacher. Targeted support is recorded using the school's intervention record. Intervention records are used to support class teachers and the SENDCO in monitoring and evaluating the effectiveness of a given intervention.

Targeted intervention is offered to any pupil who may need additional support. They do not need to be on the school's SEND register to access additional intervention support.

Intervention support is reviewed half termly. They aim to be time-limited to support a gap in a child's learning.

Specialist Support:

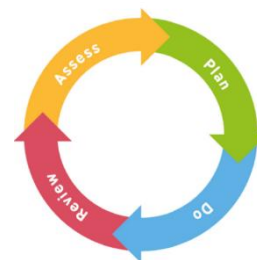
Some pupils may require specialist support. This is accessed via the Nottinghamshire Local Authority Inclusion Support Services or through referral to the relevant service within Nottinghamshire Healthcare.



SEND Register

Where it is determined that a pupil does have SEND, parents will be formally advised of this by the class teacher and the child will be added to the school's SEND register. A child may be removed from the SEND register as progress is achieved. It is designed to be a flexible process.

We follow the Assess, Plan, Do, Review Graduated Response at Gunthorpe C of E Primary School. Pupils identified as having SEND, on the SEND register, may be given a Personal Support Plan (PSP). Targets on the PSP are set and formally reviewed with parents and pupils, three times annually. The review of targets allows teachers, parents, and the school SENDCO to assess the effectiveness of its provision. It may be necessary for a PSP to be reviewed more regularly. This will be discussed with individual parents.



Some pupils with significant SEND may have an EHC (*Education, Health and Care*) plan. This plan is formally reviewed annually with parents, the class teacher, SENDCO and any additional outside agencies working with the child.

In addition to formal reviews, pupil progress at Gunthorpe C of E Primary school is continually monitored by class teachers through informal observations and the marking of pupils' class work. At the end of each term, summative assessments take place and pupil data is tracked to monitor progress. For some pupils, working significantly below the expected level for their age, alternative assessments, such as B Squared, may be used which will monitor smaller, but significant steps of progress.

EHCP

If a child has complex needs, they may undergo the Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. From the Statutory Assessment Process the decision will be made as to whether an EHCP is required. The decision will be made by a group of specialists from education, health, and social care.

Parents/carers have the right to appeal against a decision not to initiate a statutory assessment or EHCP. The application for an EHCP will combine information from a variety of sources including:

- *Parents/carers*
- *The child*
- *Teacher(s)*
- *SENDCO*
- *Social Care*
- *Health professionals*

Additional Funding

A very small number of children who have complex needs, will require the school to request support from the local authority with additional funding to provide a 1:1 teaching assistant or intensive support. Schools can apply to the Family SENDCO and the Local authority for:

1. *AFN funding (Additional Family Need). The SENDCO has to put in a bid to the family of schools to access this funding and it is moderated and decided by a panel led by the Family SENDCO.*
2. *HLN funding (Higher Level Need). Occasionally a child may have very complex or more severe needs which require more consistent, full-time adult support to access the curriculum. This funding has to be applied for through the Local Authority. A panel of professionals moderate the bid and decided if it meets threshold.*

Roles and Responsibilities

The education, inclusion, wellbeing, and outcomes for pupils with SEND is the responsibility of **all** staff. All staff should be aware of the school's aims regarding SEND and help to create a positive learning environment for all.

Headteacher's role and responsibilities:

- Have regard to the SEND Code of Practice in school planning
- Determine the use of financial resources, staffing levels and staff deployment with regards to SEND
- Decide on class organisation and pupil groupings with staff
- Monitor data analysis and report back to governors

- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND
- Work with the SENDCO to review and update the whole school PLE termly

Governor's roles and responsibilities:

- Ensure the school are complying with the SEND of Practice and providing strategic support to the head teacher
- Have an overview of the school's work with children who have special educational needs, by requesting SEND reports from the SENDCO
- Appoint a SENDCO who has the appropriate teaching background to comply with statutory obligations, including having QTS (*Qualified Teacher Status*)
- Ensure the necessary special arrangements for children with SEND are in place
- Ensure the school publish a SEND Information Report annually
- Ensure that the school's SEND policy is reviewed annually
- Cooperate with the Local Authority when the school is being named in an Education, Health and Care Plan
- Ensure clear guidance on admissions and inclusion
- Appoint a governor with responsibility SEND

SENDCO roles and responsibilities:

- Ensure a consistent whole school approach to special educational needs.
- Oversee the day-to-day operation of the school's SEND policy
- Co-ordinate provision for children with SEND
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents of pupils with SEND
- Be a key point of contact with external agencies, especially the local authority and its support services
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Maintain and upkeep the SEND register for the school and share with staff
- Support staff to monitor and review Personal Support Plans at least three times annually
- Monitor the impact of intervention strategies and act upon the findings
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process.
- Write Higher Level Need (HLN), Additional Family Need (AFN) bids
- Attend Family Springboard meetings and make appropriate referrals
- Liaise with other SENDCOs within the family
- Complete transfer forms for those children at the end of Year 6 who are on the SEND register, in liaison with Year 6 staff
- Liaise with SENDCOs at new/secondary/transfer schools
- Monitor the use of, maintain and develop SEND resources
- Contribute to the in-service training of staff
- Arrange external training for staff
- Organise a timetable of teaching assistant support. Adjust the timetable throughout the year to respond to changing needs
- Lead annual appraisals for teaching assistants
- Contribute to EHCP reviews and chair meetings
- Support the head teacher in reviewing and updating the whole school provision map.

Class Teachers roles and responsibilities:

- Take responsibility for the needs of all their children and show care and concern through a flexible and positive attitude when dealing with pupils with SEND and the difficulties which these children may encounter
- Ensure planning is fully inclusive
- Write personal support plans and update termly liaising with teaching assistants, SENDCO, parents/carers and pupil
- Liaise with teaching assistants to ensure they have a full understanding of individual needs and that pupils are supported appropriately including any support plans, behaviour plans, health needs and risk assessments
- Ensure teaching assistants have copies of planning in advance
- Be responsible for initial identification, assessment (including using Bsquared / Boxall Profiles), planning and evaluation to meet individual needs
- Raise concerns promptly with the SENDCO
- Meet termly with the SENDCO and head teacher, during pupil progress meetings, to monitor the progress of pupils and act upon their findings to ensure good progress
- Implement appropriate in-class support and differentiate teaching when needed including providing additional resources / scaffolding
- Where appropriate, share with the children their learning targets, give them opportunities to voice their view on their learning and enable them to participate in decision making regarding their special educational needs

- Implement strategies to ensure classrooms are friendly to specific SPLDs (*Specific Learning Difficulties*) including dyslexia, autism and ADHD/ADD
- Act on advice from external professionals

Teaching Assistants roles and responsibilities:

- Liaise with class teachers to ensure they have a full understanding of individual needs and to ensure that pupils are supported appropriately, including following any personal support plans, behaviour plans, health and care plans and risk assessments
- Liaise with class teachers to support them to review personal support plans
- Implement interventions to support children to achieve their targets
- Monitor the impact of intervention sessions, using the school's intervention records and feedback to the class teacher
- Support quality first teaching by working with groups and individuals to help them become independent learners
- Work alongside the class teacher to make sure all children's needs are met, including, learning, social, emotional wellbeing and physical care needs

Admission Arrangements

The Admissions Criteria as detailed in the school prospectus and on the school web site is strictly applied.

The head teacher and SENDCO liaise closely with ISS (Early Years) with regard to the transition of SEND children from Early Years into Reception.

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.

Transition Process

Transition into school, between classes and onto the next school is carefully managed by all the staff. At the end of each year, the class teachers hold meetings with the children's new teachers. Class teachers pass on all relevant information regarding children including details of any interventions and/or special educational needs. Pupils also attend two transition sessions before the end of the academic year to meet their new teachers and/or class.

When a child transitions to a new school, including at key stage three, all relevant information is shared. Additional transition sessions can also be arranged for pupils with SEND to familiarise themselves with the setting and to meet key staff. Transition forms are completed by the SENDCO, and class teacher and relevant documentation is transferred indicating a child's needs and placement on the SEND register, relevant assessments and nature of current support.

When a child joins Gunthorpe C of E school from a nursery provider or another school, any SEND records will be transferred to us. We will liaise with the SENDCO of the previous setting to gather any further information required, as well as liaising with any external professionals that may be working with a child.

Complaints Procedure

If a parent/carer has any concerns or complaints regarding SEND, they should talk to their child's class teacher in the first instance. If a complaint is not resolved, they should make an appointment to meet with the school SENDCO, Mrs Owen. Mrs Owen will try to resolve any difficulties and also be able to advise on formal procedures for complaint.

The head teacher and senior leadership team will aim to resolve any complaints as soon as possible. The school complaints policy is on the school website or available on request from the school office.

Related policies and reports:

- SEND Information Report
- Medicine Policy
- Accessibility plan
- Equality Policy
- Intimate Care Policy
- Behaviour Policy

The above policies can be found on the school website.