



St. Peter's Cross Keys CofE Academy

# Special Educational Needs and Disability Policy

## Academic Year 2025-2026

Head teacher – Mr Matthew Tomlinson

SENCo – Ms Joanne Hoult

## **SEN Policy St. Peter's Cross Keys CofE Academy**

From September 2016, St. Peter's Cross Keys CofE Academy has become part of the Diocese of Southwell and Nottingham Multi Academy Trust, which is committed to securing excellence in its schools and academies by supporting them to ensure the best possible provision for all pupils. The school continues to retain close links with the Newark Family of Schools in Nottinghamshire and this SEN policy is part of the school's contribution to the local offer. For further information, please go to: [www.nottinghamshire.SENlocaloffer.org.uk](http://www.nottinghamshire.SENlocaloffer.org.uk)

The SEN 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 SEN 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.

### **Policy on Special Educational Needs:**

#### **Principles**

We believe that:

- All pupils are of equal value and worth and should be treated accordingly;
- All pupils have the right to meet their educational potential;
- All pupils are entitled to equal access to a broad and balanced curriculum, including the National Curriculum;
- All pupils identified as having Special Educational Needs have a right to an education that meets those needs;
- Every teacher is a teacher of pupils with SEN;
- A whole school team approach to SEN will be implemented;
- There will be a collective responsibility for meeting the needs of all children in school.
- All children have the right to be safe from discrimination and / or bullying.

#### **Aims of this policy are to:**

- create a learning environment that meets the needs of every pupil in school;
- ensure that the special educational needs of children are identified early, assessed and provided for, so that they maximise their learning potential;
- identify the roles and responsibilities of governors, teaching and support staff in providing for pupils' special educational needs;
- enable all children to have full access to all elements of school life;
- ensure that parents are able to play their part in supporting their child's education and that they are kept well informed;
- ensure that children with special educational needs and disabilities are consulted about their views;
- foster caring relationships in a safe and secure environment – ensuring that both our SEND and other vulnerable children are not susceptible to bullying or discrimination.

**Definition of Special Educational Needs** The SEN Code of Practice 2014 states that children have special educational needs and disability if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age;
2. have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in mainstream primary schools.

### **Areas of Special Educational Needs**

There are four areas of need in the SEN Code of Practice 2014. These are identified as:

#### **1. Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

#### **2. Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, despite appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dysgraphia, dyscalculia and dyspraxia.

#### **3. Social and Emotional Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit hyperactive disorder or attachment disorder. Children identified with social and emotional needs have a Behaviour Support Plan in place which is shared, known and followed by the whole staff team.

#### 4. Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum.

#### Arrangements for Pupils with SEN

- All children may have special educational needs at some point and class teachers and other staff endeavour to give support whenever it is needed.
- All staff aim to ensure that children and young people with SEND are identified early and supported through a Graduated Approach;
- Children who do not make expected progress, or who give cause for concern in any other way, will be given additional support over a period of time. The class teacher will monitor progress and consult with the SENCo regularly to agree if further support is necessary. Children will be closely monitored and added to **School Concerns** register.
- If, after this period of monitoring, there are still concerns, pupils will be placed on the **SEN Register at SEN Support**. Children will be given small group and individual support based on their assessment for learning. Interventions and quality first teaching should ensure they are given appropriate levels of support and challenge within the whole class setting. Small step targets and interventions will be carefully monitored.
- If, despite suitable interventions and support, progress and learning behaviours are still causing concern, advice will be sought from specialist teachers and or from other appropriate external agencies including:
  - Schools and Family Specialist Services (including Early Years)
  - Communication and Interaction Team
  - Cognition and Learning Team
  - SBAP – Social, Behavioural and Attendance Partnership Team
  - Sensory and Physical Needs team.
  - Educational Psychologist
  - School Nurse
  - Community Paediatrician
  - Physiotherapist
  - Speech and language therapist
  - Sensory Support Service
  - CAHMs
  - Think Children
  - Inclusion Leader for Newark – Mrs Jane Starbuck

The school has close links with other local schools. The SENCo attends regular meetings with the SENCo's from other local schools, to develop a joint approach to providing for pupils with SEN.

For pupils whose needs are particularly complex or extreme, a request for an Education, Health and Care needs assessment will be made to the Local Authority. A range of written evidence about the child will support the request for an Educational Health Care plan.

For further information about the EHC pathway in Nottinghamshire go to:

<https://askusnotts.org.uk/support/parents-and-carers>

## Roles and Responsibilities

1. It is the responsibility of the **Headteacher** – Mr Matthew Tomlinson to:
  - oversee the general implementation of the school’s policy for SEN;
  - keep the governors of the school informed about the policy for SEN;
  - consult regularly with the **SENCo** so parents and carers are informed about any learning difficulties experienced by children.
  
2. It is the responsibility of the **SENCo** – Ms Joanne Hoult to:
  - keep the **Headteacher** informed about the day to day management of SEN;
  - keep the governors of the school informed about the policy for SEN and its implementation;
  - co-ordinate provision for pupils with SEN;
  - co-ordinate day to day operation of the SEN policy and allocate resources;
  - ensure that class teachers and all school staff are aware of the terms of any Statements, Pupil Behaviour Plans, EHC Plans relating to SEN pupils;
  - convene the meetings for the Annual Reviews of pupils with existing Statements of SEN, EHC assessment or EHC Review;
  - liaise with and advise class teachers on appropriate interventions to help support SEN pupils make good or better progress;
  - maintain the SEN record;
  - support class teachers in liaising with parents of pupils with SEN;
  - contribute to SEN staff training;
  - liaise with all external agencies;
  - complete HFL and AFL bids for pupils with complex needs.
  
3. **Class Teachers** have key responsibility for the provision of a suitable learning environment and programme of study for pupils with SEN because:
  - teach on a day to day basis and is responsible for progress and development;
  - know the aims and plans for teaching and can modify these if the learner is experiencing difficulties;
  - responsible for reporting targets and progress to parents;
  - responsible for ensuring children and young people with SEND are identified early and supported through a graduated response;
  - responsible for ensuring that Quality First Teaching is in place within their classroom, taking responsibility for QFT audits where necessary.

#### 4. Specialist TA SEN provision

We have a wide range of teaching staff who specialise in SEN provision and support. This includes teachers and teaching assistants who are specialised in supporting children with:

- Autistic Spectrum Disorder
- Attachment disorder
- Dyslexia / Dysgraphia / Dyscalculia / Dyspraxia
- Attention Deficit Hyperactivity Disorder
- Visual and hearing impairments
- Social, emotional and mental health difficulties
- Speech and Language difficulties
- Demand Avoidant Behaviours

Specialist TA's who provide SEND support and provision are highly trained / skilled in ensuring that escalations of need are prevented with timely and appropriate intervention.

#### **Class Teachers are responsible for:**

- identifying and assessing pupils with SEN with guidance from the SENCo;
- Creating an individual plan for all teachers to have access to, ensuring the success of the child across the curriculum (appendix A)
- providing an adapted curriculum to meet the needs of the child with guidance from the SENCo;
- providing planning and guidance for any additional adults who are supporting SEN pupils in the classroom;
- recording key learning objectives and progress half termly for all pupils with SEN;
- keeping records of interventions and outcomes for all pupils with SEN;
- informing parents /carers as soon as they have any concerns in conjunction with the SENCo;
- reporting the termly progress and attainment of all SEN pupils to the SENCo, Headteacher and families. This is delivered through the Assess, Plan, Do and Review meeting. (the plan, do and review form template can be seen Appendix B)
- Ensuring any incidents of bullying and discrimination against SEND children are recorded and passed on to the SENCO and Headteacher.
- Ensuring that provision is inclusive and matches need to ensuring progress from each child's starting points;
- Class teachers must follow the SEN actions throughout the year proforma (Appendix C)

The **Governing Body** is responsible for:

- contributing to the development and monitoring of the school's SEN policy;
- monitoring how funding, personnel and other resources are deployed for pupils with SEN;
- reporting annually to parents on the policy's effectiveness, including any changes that have been made to SEN provision;
- There will be a named governor on the governing body who will be responsible for monitoring the SEN policy in practice.

It is hoped that **parents:**

- will inform the school if their child has any special educational need or disability;

- will contribute to discussions and decision making about how to support their child;
- will work with the school to provide a balance of support and challenge so that their child has the best opportunity of reaching their full potential.

**Pupils** will be encouraged to:

- discuss their problems, feelings and difficulties with adults;
- recognise their achievements and progress; • contribute to their own reviews and assessments;
- have a part in decision making.

### **Identification and Assessment of SEN**

- children with SEND are identified early and supported through a Graduated Response;
- If staff or families suspect that a pupil may have SEN they should discuss this with the class teacher and/or the SENCo.
- It is the responsibility of the class teacher to inform parents/ carers if they have any concerns about their child. Parent's views should be sought when the initial identification is made and they should be consulted and informed at every stage.
- The **concerns** will be recorded by the SENCo who will agree what actions are to be taken in consultation with the class teacher. The graduated SEN school provision will be implemented.

### **Allocation of resources for students with SEND**

All students with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some students with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Newark Family of 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.

ASN: (Additional School Needs) Responsibility for allocating school based funding ultimately lies with Headteacher in consultation with the SENCO. Once identified, needs are met initially through additional support provided in or outside the classroom following discussions between the Head teacher, class teachers, parents/carers, the SENCo, the pupil and any other relevant external agency.

AFN: (Additional Family Needs) Where additional needs are identified, the family of schools operate a process of moderation across all schools using the funding available from the Local Authority. All SENCOs and the Family SENCO within the family are involved in this process. This funding is in addition to the school based funding.

HLN: (Higher level Needs) Further funding as detailed above is provided where needed for complex needs by the LA.

Other funding: Pupil premium: a grant is received for each child who is entitled to receive FSM or who has been entitled over the previous 6 years. Our school publishes information about how this is allocated to children with SEN and this information is available on our school website. This is used for 1:1 or group work.

Pupil premium plus: a grant for children who are looked after and includes children with residency or special guardianship and those that have been adopted. Again, for pupils with SEN in this category this will mainly be used for 1:1 activities.

Service Pupil Premium: A grant for children of Armed Service Personnel that can be used to support pastoral care or for those with SEND, 1 to 1 support and interventions.

### **Graduated SEN School Provision**

*A graduated approach: Quality First Teaching*

- a) Any students who are falling significantly outside of the range of age expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as possibly having SEND 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 student'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 student in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a student has recently been removed from the SEND register 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 monitored due to concern by parents/carers or teachers but this does not place the child on the school's SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Student 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.

### **SEND Support**

Where it is determined that a student does have SEND, parents will be formally advised of this and

the decision will be added to the student's school record. The aim of formally identifying a student 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 student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. Parents will be invited to a plan, do and review meeting four times a year.

### Assess

This involves clearly analysing the student's needs using the class/subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as, the views and experience of parents. The student'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 student 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 student, 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 students' 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 student and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

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

As soon as concerns have been raised the following actions might be agreed upon:

1. Formal or informal assessments to be undertaken by class teacher or SENCO
2. Intervention programme for a period of 4 – 6 weeks followed by evaluation of progress.
3. Differentiated work in class to ensure all needs are being met.

Where concerns remain after these actions have been taken and the four part cycle has been completed, the pupil will be placed on the SEN Record - **SEN Support**. Children at **SEN Support** will be given small step targets linked to their area of SEN. These targets will be reviewed on a regular basis.

If, after discussion and monitoring, school staff feel that they are unable to meet the educational needs of any pupil, advice will be sought from specialist agencies. Parental permission will always be sought before external agencies are consulted.

If school staff, outside agencies and parents are agreed that the SEN of a pupil is particularly complex or where an unusually high level of support is needed, statutory assessment may be requested so that the child might receive an Education, Health and Care Plan.

### **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 also 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 an EHC assessment 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 / Carers
- Teachers / Teaching assistants
- SENCO
- Social and Health Care

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 the LEA, 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 Pathway can found via the SEN Local Offer:  
[www.nottinghamshire.SENlocaloffer.org.uk](http://www.nottinghamshire.SENlocaloffer.org.uk)

### **Individual Educational Target Setting/Provision Maps**

Strategies for pupils' progress will be recorded on the teaching team's weekly planning and in the child's SEN file which also contains information on:

- Overall goals (long term)
- Academic Targets
- Pre and Post Assessments
- Progress towards the targets
- Review and next steps
- Pupil Voice
- External Agencies support/intervention

Pupils and parents will be actively involved in this process through regular structured conversations with school staff.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents/carers and pupils throughout the year.

Twice a year, pupils with SEN complete a Pupil voice questionnaire. The results are collated and an action plan completed. It is repeated to monitor impact and to set new actions. This will assess the impact of interventions and how the children feel they have helped in their learning

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

### **Links with other schools / Provision for Transition**

- Pupils entering the school in the Foundation Stage will often have attended Early Years Settings. Staff from St. Peter's Cross Keys CofE Academy will liaise with all pre-school settings in order to ensure that class teachers and SENCo are aware of any pupils with SEN. The Foundation Stage Leader will also make home visits.
- Efforts will be made to ensure liaison with previous schools for any pupil joining this school at any time.
- This school works closely with SENCOs in all schools that pupils transfer to in order to ensure that information is available for receiving schools to plan for their needs.

### **Evaluation of this policy**

- The Head teacher's and SENCo's report to governors will include a summary of progress and attainment of pupils identified with SEN.
- The SEN policy will be reviewed yearly by the SENCo and changed as required.

### **Complaints**

- Our aim is for any complaint to be dealt with quickly and sympathetically. Those involved should have an open opportunity to express their views.
- Wherever possible we hope that the relationship between parents/carers and school will be such that these matters can be resolved. However, if this is not the case, parents will be given information from the SENCo that would enable them to contact 'Ask Us Nottinghamshire' (A Parent Partnership Service) and/or make an appeal through the school complaints policy.

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

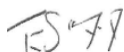
We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses; Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, as a member of the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management

Policy reviewed: September 2025

Next renewal: September 2026

Signed: Chair of Governors:



Date: 9/2025

Headteacher:



Date: 9/2025

Appendix A

<p>My name is</p>	<p>.....at a glance.....</p>	<p>Name DOB Year Class Today's Date Date of Review Area of Need</p>	<p>What I need from my teachers:</p>	<p>Target</p>	<p>Success criteria</p>	<p>School logo</p>
	<p>What helps me learn:</p>	<p>What doesn't help me:</p>				

Appendix B

	<u>Autumn 24</u>	<u>Spring 25</u>	<u>Summer 26</u> <u>With the new class teacher</u>
<u>Plan</u>			
<u>Do</u>			
<u>Review School</u>			
<u>Review Family</u>			

Appendix C

SEND Actions throughout the year

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Additional transition for entry (early arrival to class, invite on Inset day to see new classroom)</p> <p>Individual Plan updated with new photo and pupil voice (what helps me learn etc.)</p> <p>Provision Map updated</p>	<p>Assess, Plan, Do, Review Meeting with the parents</p> <p>End-of-term assessments</p>	<p>Provision Map updated</p> <p>Individual plan updated</p>	<p>Assess, Plan, Do, Review Meeting with the parents</p> <p>End-of-term assessments</p>	<p>Provision Map updated</p> <p>Individual Plan updated</p>	<p>Transition days/meetings with new class teacher/staff team</p> <p>Assess, Plan, Do, Review Meeting with the next class teacher and the parents</p> <p>End-of-term assessments</p>

Please note children with EHCP will have a review meeting at some point in the year (this is different for each EHCP child)

When you receive letters/referrals or outside agency reports, you **must** put this letter into the correct child's **Blue folder** on TEAMS