

Forest Fields Primary and Nursery School



Special Educational Needs Policy

This policy is subject to annual review by the SENDCo, Headteacher
and the governing board

September 2025

Approved at the meeting of the Governing Board held on: 23rd September 2025

Signed: **James Verran**

Position: **Chair of Governors**

Date to be reviewed: September 2026

Special Educational Needs Policy September 2023

Definition of Special Educational Needs and Disability

The SEND Code of Practice 2015 states that:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEND 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”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014)

General Aims and Objectives of the School

At Forest Fields Primary and Nursery School, we firmly believe that ALL children have a right to equal access to a broad, balanced and relevant education. We aim to be a school that is inclusive of all pupils for whom placement in a mainstream school is appropriate. We will encourage all children to give their best and to reach their potential.

We recognise that all children could have special educational needs at some time in their school careers, whether temporary or permanent. This may be a result of learning difficulties, having medical problems or social, emotional or behavioural difficulties.

It is the policy at Forest Fields Primary and Nursery School to actively encourage the involvement of staff, pupils, parents and carers in the education of children with Special Educational Needs (SEND). The difficulties which these children may have are assessed and provided for in a variety of ways. The children have the opportunity to develop their potential with the guidance and support of their class teacher, SENDCo, Teaching Assistants, Outreach Teaching Staff and external

support agencies. The school aims to provide for all the needs of the child whilst encouraging full inclusion in learning and school activities.

Objectives of this Policy

This policy describes:

- ◇ Co-ordination and admission systems at Forest Fields Primary and Nursery School
- ◇ Our systems for identification, assessment and provision for all pupils with SEND
- ◇ Our staffing structure at Forest Fields Primary and Nursery School and Partnership with bodies beyond the school

Co-ordination of SEND provision

Currently, the member of staff designated to have oversight and a co-ordination role with regard to SEND provision is Mrs Joanna Lawson.

The SENDCo, in conjunction with the Headteacher, will liaise with Class teachers, Teaching Assistants and External Support Agencies.

Admission Arrangements

Children who have Special Educational Needs are admitted into school in accordance with our whole school Admissions Policy and Nottingham LA guidelines in force at the time.

Where appropriate, liaison between pre-school agencies, previous schools, medical or other professionals is arranged to ensure a thorough knowledge of the child's needs; allowing a smooth transition to school.

Arrangements made for the co-ordination of SEN

The Governing Body is required to:

- ◇ secure necessary provision for any child with Special Educational needs;
- ◇ ensure that all teachers are aware of the importance of identifying and providing for children with special educational needs;
- ◇ ensure that all those teaching a child with SEND are aware of their needs;
- ◇ report annually to the parents/carers on the school's SEND policy.

The Governor with responsibility for Special needs:

- ◇ should see that statutory requirements for meeting SEND within school are met;
- ◇ liaise with the SENDCo about developments in SEND.

The Headteacher will:

- ◇ oversee the implementation of the SEN policy with the SENDCo;
- ◇ work closely with the SENDCo;
- ◇ liaise with the Governors.

The Special Needs Co-ordinator (SENDCo) is responsible for:

- ◇ the day to day operation of the SEND policy;
- ◇ co-ordinating provision for children with SEND;
- ◇ maintaining the SEND register and overseeing records of children with SEND;
- ◇ liaising with and advising class teachers;
- ◇ managing Teaching Assistants
- ◇ supporting Class Teachers in regular reviews of SEND Support children in collaboration with parents/carers and pupils;
- ◇ liaising with parents/carers of children with SEND;(translation services will be sourced by school)
- ◇ co-ordinating TAC (Team around the Child) reviews every term;
- ◇ preparing reports and collating evidence (e.g. for multi-professional assessments);
- ◇ co-coordinating relevant resources;
- ◇ contributing to the in-service training of staff on areas of SEND;
- ◇ liaising with external agencies including the Inclusive Education Service (IES) and Educational Psychology services, Health and Social services, and voluntary bodies.

The Class teacher is responsible for:

- ◇ being aware of the school SEND policy and procedures;
- ◇ initial assessment and identification of a child's special educational needs;
- ◇ alerting the SENDCo to concerns over progress or difficulties encountered;
- ◇ planning, teaching, assessing and evaluating in a way which takes account of the range of abilities and aptitudes of pupils;
- ◇ considering how classroom organisation, teaching materials, teaching styles and differentiation can help pupils to learn more effectively, where difficulties are identified;
- ◇ with advice from the SENDCo, developing and implementing individual support for children, drawing on advice from outside agencies where appropriate;
- ◇ reviewing SEND Support children in collaboration with parents/carers, pupils (where appropriate) and with the support of the SENDCo;
- ◇ preparing reports for Reviews;
- ◇ liaising with Teaching Assistants;
- ◇ ensuring transfer of information to receiving teacher.

Assessment and Identification

The following assessments take place annually:

- ◇ Foundation Stage profile, basic skills assessment/screening by class Teacher in 1st half term and final assessment at the end of F2. See *Early Years Policy*;
- ◇ Key Stage 1 Statutory SAT's in English and Maths;
- ◇ Key Stage 2 SAT's in English, Maths;
- ◇ Years 3, 4 and 5 Non- Optional testing

Also

- ◇ Termly Teacher assessments in all curriculum areas.

In addition to this, informal assessment takes place through teacher observation, discussion with Teaching Assistants, discussion with the child and marking and evaluating of work. All children are set individual targets in Literacy and Numeracy. The children share responsibility for setting and monitoring achievement of these targets.

Parents/carers are consulted as soon as difficulties are identified, in order to ensure that a combined and consistent approach is used to support the child.

Procedures to ensure appropriate provision for all pupils

Throughout the school cycle of observation, assessment, planning and review, Class Teachers are able to make provision for increased curriculum differentiation, adaptation, pastoral and disciplinary support procedures dependant on individual children's needs. A variety of teaching and learning approaches are employed to maximise the achievement of all pupils

The Curriculum offers continuity and, in some circumstances, the Curriculum may need to be modified. Development Matters, PIVAT Levels and B Squared may be used in planning for progression for those children working below the level of the National Curriculum following advice from supporting agencies.

Assessment and record keeping procedures aim to ensure that pupils with SEND are working at the appropriate levels for any given attainment target or programme of study. Information about the progress of individual pupils is shared between teachers and parents/carers.

Observations and assessments by the Educational Psychologist and the Inclusive Education Services can offer guidance on additional strategies to utilise.

Facilities provided for children with SEND

At Forest Fields Primary and Nursery School, the learning environment exhibits the following characteristics:

- ◇ a fair and whole school approach to discipline;
- ◇ a stimulating, sensitive and flexible approach to class room layout and display;
- ◇ use of visual aids;
- ◇ an atmosphere of acceptance, encouragement, respect and sensitivity;
- ◇ communication and co-operation between staff;
- ◇ a structured and needs based approach to in-service training;
- ◇ effective management to support the SENDCo, staff and parents/carers through clear definition of roles;
- ◇ access to specialist advice through all available support services;
- ◇ continuous and constructive communication with parents/carers;
- ◇ access for non- ambulant children including some ramps and disabled toileting facilities;
- ◇ sensory room;
- ◇ specialist Speech and Language support;
- ◇ Life Skills;
- ◇ Lunch time clubs and 1:1 support;

Children with Special Educational Needs are supported to the best of our ability within the boundaries of staff expertise and facilities of the school environment. Advice from external professionals is sought whenever necessary.

When Further Action is needed

The key evidence of the need for further action is that the current rate of progress made by the child is not deemed adequate. The Code of Practice 2015 states that schools 'should seek to identify pupils making less than expected progress given their age and individual circumstances'. This can be characterised by progress which:

- ◇ is significantly slower than that of their peers starting from the same baseline
- ◇ fails to match or better the child's previous rate of progress
- ◇ fails to close the attainment gap between the child and their peers
- ◇ widens the attainment gap

However, there should not be the assumption that all pupils will progress at the same rate. Decisions about what actions are appropriate are made on an individual basis, based on:

- ◇ a careful assessment of the pupil's difficulties;
- ◇ a pupil's needs for different approaches to learning;
- ◇ the school and classroom context.

Where there is concern that inadequate progress has been made, the following are considered and may be adapted to assess whether rate of progress is then improved:

- ◇ the child's learning characteristics;
- ◇ the learning environment that the child is in;
- ◇ the task;
- ◇ the teaching styles.

A Staged Approach

Each Class teacher is aware of the SEND children in their class through a process of transition every year and information being shared for new children.

Agencies may also contact school directly where a child is already supported for high level needs as well as plan a transition into school.

Alert Stage

- ◇ Initial Concern is expressed by the Teacher, Parent, Health or Social Services professional. The child is then raised as a concern. Teachers share their concerns on CPOMS.
- ◇ Collection of Evidence by the Class teacher.
- ◇ The child is supported in classroom setting through carefully differentiated work.
- ◇ Child's progress is discussed with the SENDCo, parents/carers and the child.

The class teacher will share achievements and areas of concern with the parents/carers and the child and these can be used for further development. Work can be planned so that the child can achieve through the use of differentiated work, and realistic targets will be set.

If the child fails to make adequate progress, as defined in the The Special Educational Needs and Disability Code of Practice (0-25 years) 2014, following consultation with the SENDCo, teacher and the parents/carers, the child can then be entered onto SEN Support.

SEND Support

Triggers for intervention at SEND Support include poor progress, even when the work has been carefully differentiated, difficulties in developing some key skills, persistent emotional or behavioural difficulties, sensory or physical problem or communication and/or interaction difficulties, in spite of a differentiated curriculum, provision of specialist equipment or using techniques usually employed by the school.

- ◇ SENDCo and Class Teacher register the child's needs on CPOMS
- ◇ The Class teacher informs the parents/carers.
- ◇ Class Teacher continues to gather information and evidence.
- ◇ The Class teacher, SENDCo, parents/carers and child (where appropriate), meet together to draw up and discuss the support needed.

Internal Support Strategies include:

- ◇ Literacy and Numeracy Interventions/Booster groups
- ◇ Mentoring for children with social, emotional or behavioural difficulties
- ◇ Inclusion Hub for children on 1:1 Higher Level Funding
- ◇ Lunch and break-time support plans

It is recognised that support within the classroom has its place, as does withdrawal in certain circumstances. We aim for Inclusion in all areas of school life as far as is reasonably practicable.

If there is still concern that the pupil is still not making adequate progress, a decision may be made, with the agreement of parents/carers, SENDCo, Class Teacher and Head teacher, to request help from other professionals outside of school and referrals are then made.

Intervention may take the form of observations of the child in school, discussions with teaching staff and parents, or formal assessments of the child. Information gained can then inform future strategies to be used, or resources required to support the child. The child receives a Team around the Child review to set an action plan.

If there is still concern over the level of progress being made following subsequent intervention by professionals and implementation of this advice by the class teacher, then an EHCP (Education, Health and Care Plan) may be carried out with support from outside agencies.

The SENDCo may also apply for Higher Level Needs Funding (HLN) to support the needs of the child further.

Review procedures

Reviews will be carried out termly by the Class Teacher, SENDCo, parents/carers and the child (where appropriate). The review should focus on:

- ◇ the child's progress and achievements;
- ◇ the effectiveness of the support in place;
- ◇ future action.

At the review it will be decided if the child:

- ◇ continues at that stage with new targets;
- ◇ no longer needs the extra support, but will be kept on the tracking register and monitored until there is no reason for concern;

Evaluating the success of the Education provided for Children with Special Educational needs

The success of provision will be assessed through:

- ◇ the school's regular cycle of assessment and recording;
- ◇ formal test results;
- ◇ Class Provision;
- ◇ Individual Plans for EHCP and HLN (Higher Level Needs) funded children;
- ◇ Individual Plans for children being supported by multiple agencies and being supported by additional staffing in relation to their peers;
- ◇ SEND Support review meetings;
- ◇ Annual Reviews of Education, Health and Care Plans;
- ◇ assessments by support services;

In-service Training and resourcing

All staff are provided with the opportunity to undertake training in areas of special needs and there are opportunities for dissemination to other staff of information on good practice gathered at staff meetings.

Resources in school will be regularly reviewed and new resources purchased when possible and appropriate. Resources will also be purchased according to needs arising.

The SENDCo attends training courses to update knowledge and understanding of new initiatives and is involved in advising and supporting staff at Forest Fields Primary and Nursery School. Training is also available from the Support Services on whole school issues and areas of concern.

Involvement of Parents/Carers

Parent/Carer Partnership is actively encouraged at Forest Fields Primary and Nursery School. We value the unique knowledge and experience that the parent/carer has of their child. Parents/carers are welcome to come into school to discuss issues concerning their child.

Parents/carers are informed about any concern a teacher may have about a child. Parents/carers are also informed at a consultation meeting when a child is placed at SEND Support. This meeting can take place at parent's evening or at a TAC (Team around the child) review.

Parents/carers are involved as much as possible in with the work which the teachers set for their children with SEND and are often asked to support this at home. Parents/carers are informed of changes arising from reviews and their own views will have been sought where this is possible.

Parents/carers permission is always gained to involve external support services. There will usually be an opportunity to meet with the professional and feedback by way of a discussion, following this.

Involvement of Pupils

Pupils are involved in all aspects of their learning and support at all times. Where possible, they are encouraged to discuss their support needs with the class teacher, teaching assistant and SENDCo.

Their views support and inform the SEND review process.

Transitions

When moving into a new year group/class, any information regarding a child with special educational needs will noted and discussed with the new class teacher. An appropriate transition program will be set up between the class teachers to ensure smooth transition for the children.

When moving to a new school, SEND files are sent to the new school with the child's records. Meetings with the new Class Teacher within the school will be arranged where possible, so that the needs of the child are fully understood.

Where a child has an Education, Health and Care Plan, provisional recommendations should be made in the Year 5 review, so that parents/carers have time to consider options available regarding secondary provision and to ensure that liaison with the receiving school can be carried out.

Complaints procedure

Complaints about the provision or organisation of SEND will be dealt with through the procedures outlined in the school Complaints Policy.

Local Offer for children with Special Educational Needs and Disabilities (SEND)

Nottingham City Council is transforming the way it offers help and support to children and young people with Special Educational Needs and Disabilities (SEND).

This information can be found on Ask Lion.