Burton Joyce Primary School

Special Educational Needs Policy

Last Reviewed: September 2025
Next Review Date: September 2026

This effectiveness of this policy will be reviewed annually by the SENCO and Head Teacher, with outcomes shared with staff and governors to ensure alignment with current practice and relevant developments.

SENCO: Lorna Guerbaouy (lorna.guerbaouy@burtonjoyce.notts.sch.uk)

Head Teacher: Natalie Pickard (head@burtonjoyce.notts.sch.uk)

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or you 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.

Vision statement

At Burton Joyce Primary School, we are committed to providing an inclusive, nurturing and high-quality education for **all** children. We recognise that every child is unique and some may require additional support to thrive. We work in close partnership with families to ensure that every pupil receives the help, encouragement and opportunities they need to reach their full potential.

Our school Special Educational Needs Co-ordination (SENCo), Lorna Guerbaouy, works collaboratively with all staff to identify needs early and determine the most effective support, whether through Quality First Teaching adaptations, targeted interventions or specialist provision. We follow the graduated 'Assess, Plan, Do, Review' cycle to ensure that support is personalised, purposeful and responsive to each child's evolving needs.

We are committed to delivering a broad and balanced curriculum that is inspiring, well-sequenced and differentiated to meet individual learning profiles. Our inclusive ethos celebrates diversity and promotes respect, ensuring that every child feels valued, safe and supported within our school community.

We strive to create a learning environment that is physically and emotionally accessible to all. Where needed, we make reasonable adjustments to ensure that every pupil can engage fully in school life and flourish academically, socially and emotionally.

We believe that early identification and strong collaboration between school and home are key to effective SEND support. By the time children leave Burton Joyce Primary School, we aim for all pupils to be confident, empowered learners who understand their own strengths and needs, can advocate for themselves and recognise the power and impact of their own voice.

Aims and objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- **To provide an adapted and personalised curriculum** that is responsive to each pupil's individual needs, strengths and abilities, enabling them to access learning and make progress.
- **To identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible** in their school journey, ensuring timely and effective support is put in place to meet their needs.
- **To promote full inclusion**, ensuring that pupils with SEND participate as fully as possible in all aspects of school life, including academic, social and extracurricular activities.
- **To close gaps in learning between pupils on the SEND register and their peers** through quality first teaching, targeted interventions and personalised support enabling all children to make sustained progress.
- **To work in partnership with parents and carers**, valuing their insights, experiences and contributions and fostering a collaborative approach to supporting their child's development.
- **To actively seek and respect the views, wishes and feelings of the child**, in an age-appropriate and meaningful way, empowering them to be involved in decisions about their education and support.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services 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 barriers to learning and ensure pupils with SEN have full access to the National Curriculum**. This will be co-ordinated by the SENCo and curriculum coordinator 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 verbal or written reports on their child's progress, and providing information on the provisions for pupils within the school as a whole.
- **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 valued and safe to voice their opinions of their own needs.** Pupils voice is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life *[e.g. members of the School Council].* This means providing time for one-to-one

meetings between pupils and their teachers/Tas/SENCO and will be made easier by carefully monitoring the progress of all pupils. Whenever appropriate, pupils opinions and views will be sought.

Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEND and co-ordinating the day-to-day provision of education for pupils with SEN is Mrs Lorna Guerbaouy *(SENCO).*
- Lorna can be contacted by phone through the school office (0115 9312373) or via email: lorna.guerbaouy@burtonjoyce.notts.sch.uk
- The SENCO will hold details of all SEN records such as Support Plans for individual pupils. These will be available for staff to access/

Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records such as Support Plans and Monitoring Passports for individual pupils. These will be available for staff to access.

All staff can access:

- The Burton Joyce Primary School SEN Policy
- A copy of the full SEN Register
- A copy of the monitoring/ class action register
- 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, including individual support plans, targets set and copies of their Support Plan (pupil folders)
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEN provision
- Information available through Nottinghamshire's SEND Local Offer.
- Staff also have access to information from parental contact, social logs, medical issues and behavioural issues through CPOMS depending on restrictions in place.

This information is made accessible to all staff and parents 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.

Special Educational Needs Provision is a whole school responsibility.

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.
See Admissions Policy

Facilities for pupils with SEN

At Burton Joyce Primary School we comply with all relevant accessibility requirements. See Accessibility Plan.

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.

The Senior Leadership Team, including the SENCO, decide on the allocation of funding and resources according to the individual needs of the children.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- 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.
- 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.
- The child's class teacher will take steps to provide adapted 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.

- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEN list, they may also fall into this category as continued monitoring will be necessary.
- 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.
- 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.
- 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 by the class teacher and the child will be added to the school's SEN register. A child may be removed from the SEN register as progress is achieved. It is designed to be a flexible process. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place so barriers to learning are address or removed.
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. Each child on the SEN register will have an SEN Support Plan that is updated termly by the class teacher/SENCO, considering the views of the class teacher, parent/carer and pupil.

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 (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by a parent but can be requested by the school. 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
- Other support agencies

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.

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 in developing and producing the plan for this to happen.

More information on the EHCP process is available on the Nottinghamshire County Council SEND Local Offer Site or by speaking to ASK US. See website for contact details.

Access to the curriculum, information and associated services

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

To ensure access to the curriculum we will ensure that:

- Staff are fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- There are training and learning opportunities for staff 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
- Staff make use of all class facilities and space
- Staff use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- 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.
- Appropriate individual targets are set that motivate pupils to do their best and celebrate achievements at all levels.

Inclusion of pupils with SEN

The Head Teacher, Natalie Pickard, 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 the curriculum coordinator together with the 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 and the Multi-Agency Safeguarding Hub

The school aims to ensure quality access to all areas of the curriculum including outdoor and extra-curricular activities

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.

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 Senior Leadership Team and information is gathered from different sources such as: child and parent surveys, teacher and staff surveys and parents evenings. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) 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 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.

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. We recognise the need to train *all* our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities The SENCO will attend all relevant SEND courses, Family SEND meetings and facilitates/ signposts relevant SEND focused external training opportunities for all staff.
Our school operates the following training opportunities:

- The Carlton Le Willows Family of Schools, provided by the Family SENCO.
- The Equals Trust, with support from our Trust Inclusion Lead provides termly CPD to our SENCO as well as staff meetings/ training events for all staff.
- School Inclusion Services (SIS) provide a range of training for the SENCO and teaching staff.
- The Gedling Area Partnership (GAP) provide training for the SENCO and teaching staff including.
- Individual staff may also attend training to support specific learning needs e.g. cerebral palsy.]

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.

Working in partnerships with parents

Burton Joyce Primary School 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 parent's evenings and reports at the end of the summer term.
Pupils on the SEND register will also have an additional termly SEN Support Plan review (in addition to the above)

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

Links with other schools

Burton Joyce Primary school is part of the Equals Multi Academy Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Additional Funding and Allocation of Resources for Pupils with SEN and/or Disabilities:

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Once this has been allocated, a small number of children who have complex needs, will require the school to request support from the local authority.
School can apply to the Family SENCO and the Local authority for:

- AFN funding (Additional Family Need). The SENCO 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 SENCO.

- 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 decide if it meets threshold.

Transition within school for pupils with SEND

Transition between classes is carefully managed by all staff. At the end of each school year, the class teachers hold hand-over meetings with pupils' new class teachers. Tas also meet at the end of the school year to pass on information for targeted children. Class teachers pass on all relevant information regarding pupils including details of any interventions etc. The SENCO oversees this proves and is available to provide support and advice to staff.
When children are transferring to secondary school information about the child is passed on to the school and meetings arranged to discuss transition. If required, extra transition visits are arranged.

Transition to KS3 for Pupils with SEND

We also liaise closely with the SENCO/ SENSO, Head of Year 7 and Pastoral and Safeguarding lead to ensure a smooth transition to secondary school.

In the summer term, all children with SEND and those where there are concerns regarding transfer have an additional visit to secondary school (usually support by a member of our school staff) to familiarise themselves with the support available, meet key staff and support transition.

Transfer information is completed by the SENCO and class teacher and relevant documentation is transferred securely including child's needs, placement on SEND register, relevant assessment and nature of current support.

The SENCO informs the school of any children with specific learning difficulties and if any special arrangements have been made at KS2 SATs. The KS3 SENCO/SENSO visits Burton Joyce Primary School to discuss all children on the Special Needs Register.

Links with other agencies and voluntary organisations

Burton Joyce Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Early Years Support Services
- Primary Social and Emotional Development Team
- Social Services
- Speech and Language Service
- Cognition and Learning Support Service
- Specialist Outreach Services

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.

Local Offer:

The local offer provided by Nottinghamshire County Council can be found at: Nottshelpyourself | Nottinghamshire's SEND Local Offer

You will also find a copy of our school local offer here: Nottshelpyourself | Burton Joyce Primary School

Signed *N. Pickard* **Natalie Pickard (Headteacher)**

Date: 25/09/2025

Signed *L.Guerbaouy* **Lorna Guerbaouy (SENCO)**

Date: 25/09/2025

Signed _____ **(Pupil groups Governor)**

Date:

This policy will be reviewed annually.