



Policy Title: **Special Educational Needs and Disabilities (SEND) Policy**

Policy Folder: **Pastoral**

Reviewed: **September 2026**

Next Review: **September 2027**

Led by: **SENCo/SEND Governor**

Responsible Committee: **FGB**

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

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Legislation (The Children and Families Act 2014) enacted on the 13th March, 2014 came into force from the 1st September 2014. A new SEND Code of Practice also accompanied this legislation.

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

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer

website: <https://www.nottshelpyourself.org.uk>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

Our school welcomes every member of the school community and celebrates all that they have to offer. We aim to provide an environment that nurtures Confidence, Achievement, Respect and Enthusiasm (C.A.R.E.) in all aspects of life. Our pupils are given the opportunity to deepen their understanding of themselves as both people and learners.

This policy should be read alongside the school's annual SEND Information Report, Accessibility Plan, Equality Information and Objectives, Relationships and Behaviour Policy and Supporting Pupils with Medical Conditions Policy.

1. Aims and objectives

Aims

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 School Intent

We all work together to provide a happy, safe and secure school, where pupils feel they belong. We encourage all children to set their sights high, making the most of their talents and celebrating the diversity that makes our community unique. We work hard to create challenging and fun learning opportunities that enable everyone to be confident and take responsibility both in school and beyond. Our pupils are taught to see the value of continued hard work.

The staff and governors are committed to maintaining the strong and supportive partnership between pupils, parents, carers, teachers and the wider community.

We are committed to preparing all pupils, including those with SEND, for their next stage of education and later life. We aim to develop independence, resilience, communication skills, self-advocacy and confidence so that pupils are equipped to participate successfully in school, the wider community and their future lives.

At Lantern Lane, we are a Dyslexia Friendly School. It is our intention that pupils will be able to achieve their cognitive potential in all subjects, regardless of any difficulties spelling, reading, writing or any other traits commonly associated with Dyslexia. In order to achieve this potential, teaching will include visual, auditory, kinaesthetic techniques as well as speaking and listening activities. When appropriate, alternative methods of recording will be used and where reading and writing is planned, children with dyslexia will be given the appropriate support. Work will be marked to the subject specific objective, rather than the written outcome. Where the objective is writing, work is marked to the child's personal target.

Spiritual, Moral, Cultural and Social Development

Opportunities to nurture the spiritual, moral, cultural and social development of pupils through the curriculum will be identified. Pupils will:

- Spiritual – explore beliefs and religious practices of people and respect these faiths. Enjoy learning about the faiths of others and use imagination and creativity in their work.
- Moral – recognise right and wrong and understand the context of the beliefs and practices of different groups of people. They will investigate moral and ethical issues, offering reasoned views for their opinions.
- Social – investigate moral issues and how people deal with these. They will appreciate these diverse viewpoints and compare these with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.
- Cultural – appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

Our School Values

At Lantern Lane we will 'C.A.R.E' for everyone and everything in our school and the wider community now and in the future.

C-Confidence

Aim-To enable all pupils, staff, governors and parents to have the confidence in themselves to achieve their best in school and in the wider community both now and in the future.

A-Achievement

Aim-To enable all pupils, staff, governors and parents to achieve by developing an interest and love of learning across all areas of life.

R-Respect

Aim-For everyone to respect and value each other, both in school and within the wider community, to respect authority, decisions made and to respect the environment in which we live and work.

E-Enthusiasm

Aim-To engage and be enthusiastic to try everything. To be prepared to take risks and to openly face challenge.

Objectives:

- **Staff seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings (where applicable) prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and head teacher 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. Barriers to learning are reviewed continually as we recognise children's needs change and that they often have multiple or overlapping needs.
- **Promote good attendance and punctuality for pupils with SEND** by identifying and addressing any SEND-related barriers to attendance, including those associated with anxiety, emotional wellbeing, communication difficulties, medical needs, sensory needs or other vulnerabilities. We will work collaboratively with pupils, parents/carers and external professionals to support regular attendance, successful transitions into school and full participation in learning and wider school life. Attendance and punctuality will form part of the school's ongoing monitoring of the progress, wellbeing and inclusion of pupils with SEND.
- **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 SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these include, SEND Inclusion Service (SIS), Educational Psychology Service (EPS), Speech and Language Therapy (SLT), Child and Adolescent Mental Health services (CAMHS), the Healthy Families Team (HFT), a family network of SENCOs, Rushcliffe Primary SEMH Partnership, Occupational Therapy and Physiotherapy Teams.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged throughout school. For example, access to wider opportunities for participation in school life e.g. membership of the School Council, school performances, residential trips, sports teams etc.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Pete Fowlie (Headteacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Nuala Thompson (SENCO)
- The Designated Teacher for Looked After and Previously Looked After Children is Nuala Thompson
- The designated teacher works hard to ensure that the needs of children with SEND who are looked after, previously looked after, or have involvement with children's social care are identified early and effectively supported.

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all *SEND records* for individual pupils.

All staff can access:

- The Lantern Lane SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their SEND support plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- Information available through Nottinghamshire's SEND Local Offer

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. All staff access regular CPD in relation to SEND.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

All SEN records are stored in accordance with our Data Protection procedures and Security Measures policy.

4. Admission arrangements

Please refer to the information contained in our admission policy, available from the school office or via our website at www.lanternlane.notts.sch.uk.

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.

In accordance with the Equality Act 2010, the school will make reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage. The school will take positive steps to ensure that pupils with disabilities can access the curriculum, school environment, information, enrichment opportunities and educational visits alongside their peers.

Where appropriate, children with identified needs will be supported with school transitions through liaisons with parents, support agencies, key staff from both settings.

5. Specialist SEND provision

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from specialist SEND services where appropriate.

6. Facilities for pupils with SEND

School complies with all relevant accessibility requirements and makes reasonable adjustments for disabled pupils in line with the Equality Act 2010. The school continually reviews and improves accessibility through its Accessibility Plan, including access to the physical environment, curriculum and written information.

7. Allocation of resources for pupils with SEND

Schools are expected to contribute towards the costs of SEND provision from their delegated budget. Additional funding may be sought through Nottinghamshire's agreed funding processes where needs are exceptional.

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 (HLN or high level needs) 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.

It is the responsibility of the senior management team, SENCo and governors to agree how the allocation of resources is used.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

The SEND Code of Practice identifies four broad areas of special educational need and disability:

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) may have difficulty communicating with others. This may include pupils with Autism Spectrum Condition (ASC).

- **Cognition and Learning**

Support may be required when children learn at a slower pace than their peers, even with appropriate differentiation. This includes Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health (SEMH)**

Children may experience a range of social and emotional difficulties which can impact on their learning and behaviour.

- **Sensory and/or Physical Needs**

Some children require specialist support because they have a disability or sensory impairment, such as a vision impairment, hearing impairment or physical disability.

These four broad areas give an overview of the range of needs that should be planned for. Individual pupils may have needs that span more than one area and their support will be tailored accordingly.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having 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 pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category and continued monitoring may 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 recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evening.
- i) Parent's evenings are used to monitor and assess the progress being made by the child.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision taken as to whether they will be added to the SEND register. (Please be aware that some children will not be placed on the SEND register despite having a medical diagnosis, as in line with Local Authority guidelines.) The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- **Assess**

- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class 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 of a child's progress will be undertaken regularly. 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 where necessary 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. These will be recorded in their individual support plan.

Referral for an Education, Health and Care Plan (EHC)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually either requested by the school or 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 Education, Health and Care Plan will usually be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo

- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. There is an expectation that part of this process is completed jointly by school and parents (checklist). A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.nottshelpyourself.org.uk>

or via the Integrated Children's Disability Service (ICDS)

<https://www.nottinghamshire.gov.uk/care/childrens-social-care/integrated-children-s-disability-service>

or by contacting the Ask us service. (Previously parent partnership)

<https://askusnotts.org.uk/>

Education, Health and Care Plans [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 developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Teachers are responsible for ensuring that adaptive teaching, reasonable adjustments and appropriate support are implemented so that pupils with SEND and disabilities can access learning and participate fully in school life.

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, considering the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND 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. For a small number of pupils who find it difficult to access a mainstream classroom on a full-time basis the school (in discussion with parents) may decide it is appropriate to offer the child a place in our on-site inclusion hub, an alternative provision or a part time timetable (on a short term basis).

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided, both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In-class provision and support are deployed effectively to ensure that the curriculum is adapted where necessary. We make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The SENCo and head teacher oversee the school's procedures for inclusion and are responsible for ensuring that these are implemented effectively throughout the school.

The school curriculum is regularly reviewed 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 Years SIS surgeries, Early Help Unit and the Multi-Agency Safeguarding Hub, Rushcliffe Primary SEMH Partnership, and the SIS Communication and Interaction Team.

We believe that positive behaviour is fostered through strong relationships and have adopted a relationship-based behaviour model in school. Our approach to concerning behaviour is consistent and restorative, so that such behaviour is viewed as an indicator of underlying need. Our well-being support assistant and ELSA provide additional emotional support. Advice may be sought from The Rushcliffe Primary SEMH Partnership for children with behaviour difficulties. Where a behavioural incident warrants a suspension, schools have a duty to inform this service.

The school recognises that attendance difficulties can sometimes be linked to SEND, health needs or emotional wellbeing. Where concerns arise, we will seek to understand and address the underlying barriers to attendance, working collaboratively with families and external agencies where appropriate, and making reasonable adjustments in line with our duties under the Equality Act 2010.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in a variety of ways, including parental involvement in reviews and pre-admission meetings, parent's evenings, pupil interviews and observations and regular liaison with staff (both formal and informal.)

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The SENCO will be responsible for monitoring the progress of individual children and the progress of children with SEN as a vulnerable group. Progress may be measured in a number of different ways including, against age-related expectations, PIVATS, B Squared progression steps/ early and pre-key stage standards .

SEND provision and interventions are recorded on a provision map which is updated termly by class teachers, reflecting discussion around the child's need. Interventions used to support pupils are monitored, reviewed and evaluated so that we can identify whether provision is effective.

SEND provision is reviewed regularly and robustly in line with the school's Monitoring and Evaluation Cycle. This will include data analysis, updating key documents, monitoring planning, governor visits, learning walks and the Local Authority's QA document for inclusion hubs.

An annual evaluation of the effectiveness of the school SEN policy is carried out by the SENCo and SEN governor. 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.

12. 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 headteacher or SENCo, who will be able to advise on formal procedures for complaint, in accordance with the school's complaints policy.

13. 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 SEND.

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

We recognise the need to train *all* our staff on SEND issues *and* we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

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

Sharing knowledge and information with our support services is key to the effective and successful SEND 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.

15. Working in partnerships with parents

Lantern Lane believes that a close working relationship with parents is vital in order to ensure

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

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 SEND to the local authority Parent Partnership (Ask Us) service where specific advice, guidance and support may be required. A signposting directory for parents is available on the school website, containing links to a wide range of services.

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 regards to the provision for their child. The school's SEND governors (Nicholas McGowan/ Catriona McLean) may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school works closely in partnership with other schools in our family and with other schools in Rushcliffe and beyond. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise

17. Links with other agencies and voluntary organisations

Lantern Lane invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- SIS
- RP SEMH Partnership
- Social Care
- Speech and Language Service
- Health Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

This policy will be reviewed annually. Date of next review: September 2027