



Jacksdale Primary School & Nursery

Special Educational Needs & Disabilities (SEND) Policy

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1. Mission Statement

At Jacksdale Primary and Nursery School, we believe in a whole-school approach to supporting pupils with special educational needs and disabilities (SEND). Our skilled staff team are committed to actively removing barriers to achievement, valuing all our pupils' contributions and celebrating their successes. Through careful implementation and regular review of our SEND policy, we aim to ensure that all our pupils, including those with SEND, have access to a broad, balanced and ambitious curriculum that enables them to make progress and reach their full potential. The steps we will take to achieve this are outlined in this document.

N.B. The SEND policy operates in conjunction with our other policies, which can be found on our school website.

2. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report

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:

- have a significantly greater difficulty in learning than most others of the same age; or
- 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.

3. 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. In Jacksdale Primary & Nursery School, our aims are:

- To provide a broad, balanced and inclusive curriculum for all pupils, including visits and school clubs.
- To raise aspiration and achievement for all pupils.

- To identify and assess children with Special Educational Needs and Disability (SEND) as early as possible.
- Ensure all procedures for identifying children with SEND are known, understood and implemented by everyone.
- To provide differentiation within a balanced and broadly based curriculum, in a way that supports all children, including those with SEND.
- Ensure records relating to SEND follow the child through the school, which are clear, accurate and up to date.
- To raise staff awareness of, and expertise with, SEND through INSET and training.
- To work in partnership with parents.
- To maintain close links with the support services and other professionals and agencies.
- Ensure all children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their primary school career.
- To provide adequate resourcing for SEND.

4. Objectives

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 feeder schools prior to the child's entry into the school.
- Prior to a child's entry into school, information is gathered from parents, Education, Health and Care services, and previous education settings. Extra visits and / or a bespoke transition plan will be arranged if necessary.
- Once at Jacksdale, any concerns regarding emerging SEND are swiftly identified by teaching staff and discussed with the SENCo to ensure that appropriate support can be implemented swiftly.

To monitor the progress of all pupils.

- This aids the identification of pupils with SEND. Continuous monitoring of those pupils with additional needs by their teachers will help to ensure that they are able to reach their full potential.
- Rigorous monitoring of all pupils' progress facilitates the swift identification of emerging SEND.
- Appropriate, often personalised monitoring of pupils with SEND, initially by their teachers then by the SENCo, helps us to ensure that they can reach their full potential.

To make appropriate provisions to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

- This will be coordinated by the senior leadership team and SENCo. Progress of pupils will be carefully monitored and regularly reviewed to ensure that individual targets are being met, and all pupils' needs are catered for.

To work effectively with parents.

- We work with parents to gain a better understanding of their child. We work hard to involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school, and the effectiveness of the SEND policy and the school's SEND work.

To work with and in support of outside agencies.

- We work with all professional agencies, when the pupils' needs cannot be met by the school alone, seeking expertise, support and involvement from the relevant professionals in a timely and effective manner.

To create a school environment where pupils feel safe to voice their opinions of their own needs.

- All pupils have regular opportunities to speak to their teachers & support staff. We view pupil participation as a right. We always encourage full participation in school life and promote participation in educational opportunities outside the classroom.

5. Local Offer

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

<http://www.nottinghamshire.sendlocaloffer.org.uk/>

6. Roles and Responsibilities

The SENDCo – Miss Louisa Burt (senco@jacksdale.notts.sch.uk)

The SENDCo is responsible for:

- Determining the strategic development of the SEND policy and provision in the school
- Having day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies
- Advising on the graduated approach to providing SEND support
- Ensuring the school keeps the records of all pupils with SEND up to date
- Miss Burt works 2 days per week (flexible dependent on the needs of the pupils, staff and agencies) and may be contacted via 01773 783930 or senco@jacksdale.notts.sch.uk. Miss Burt will aim to respond to all contact on her next working day, allowing for meetings or other commitments.

The Headteacher

The Headteacher is responsible for:

- Ensuring that the SEND policy and information report is implemented effectively
- Monitoring the progress of pupils with SEND and reporting to the governing board
- Ensuring the SENDCO has sufficient time and resources to carry out their role
- Ensuring the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements

The Governing Board

The governing board is responsible for:

- Ensuring the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils, including those with SEND

- Ensuring the school has regard to the requirements of the SEND Code of Practice
- Ensuring the school publishes a SEND information report
- Having two designated governors for SEND who liaise with the SENDCo and monitor the implementation of the SEND policy (Mrs. Cheryl Richardson and Mrs. Angela Kirkham)

Teachers

All teachers are responsible for:

- The progress and development of every pupil in their class, including those with SEND (supported by the SENDCo)
- Ensuring Quality First Teaching (Wave 1) is consistently evident within their classrooms.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions
- Making regular assessments of progress and identifying pupils who may require additional or different provision
- Ensuring they follow the school's SEND policy

Parents / Carers

Parents / carers are responsible for:

- Engaging with the school to support their child's education
- Communicating any concerns about their child's needs to the school
- Participating in decisions about the support their child receives
- Attending review meetings and supporting the implementation of any plans

7. SEND Information Report

Jacksdale Primary & Nursery School will publish a SEND information report on the school website, which will include information about:

- The kinds of SEND that are provided for
- Identifying pupils with SEND and assessing their needs
- Consulting and involving pupils and parents/carers
- Assessing and reviewing pupils' progress towards outcomes
- Securing specialist expertise
- Adaptations to the curriculum and learning environment
- Enabling pupils with SEND to engage in activities
- Support for improving emotional and social development
- Expertise and training of staff
- Evaluating the effectiveness of SEND provision

- Handling complaints related to SEND provision

8. SEND Register

The number of pupils recorded on the SEND register will likely fluctuate throughout the year, due to teacher consideration and pupil movement between schools. In the Autumn Term of the academic year 2025-2026, Jacksdale Primary and Nursery School have 20% of pupils identified as having Special Educational Needs and/or a Disability under the category called SEND Support. 2.4% of pupils have an EHC Plan in place. In total 34% of our school roll are supported via our graduated response.

All students who have been identified as having sustained Special Educational Needs will be registered on the school SEND register at School Support (K) or as having an EHCP (E). Not all pupils who have a special educational need (e.g. Dyslexia or a medical diagnosis) will be identified on the SEN register (K), as their needs will be known and can be met through quality first teaching (Wave 1) and potentially short-term interventions and support (Wave 2). These children will be on an internal monitoring database, which is reviewed regularly by the SENDCo. If a pupil has recently been removed from the SEND register (K), they may also fall into this category as continued monitoring will be necessary.

9. SEND Support - The Graduated Approach

Jacksdale Primary & Nursery School follows a graduated approach to SEND support, as outlined in the SEND Code of Practice:

Assess

- Teachers and the SENDCo will carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil, their previous progress and attainment, and the individual's development in comparison to their peers.
- Parents / carers' views and, where relevant, advice from external support services will also be considered.

Plan

- The teacher and SENDCo will agree, in consultation with the parent / carer and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

- The class teacher will remain responsible for working with the pupil on a daily basis and for implementing the agreed interventions or support programmes.
- The SENDCo will support the class teacher in the further assessment of the pupil's strengths and weaknesses, in leading the planning of future interventions and in monitoring the effectiveness of the support.

Review

- The effectiveness of the support and the impact on the pupil's progress will be reviewed in line with the agreed date.
- The class teacher, working with the SENDCO, will revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes.

- Parents/carers will be engaged in the review process, and their views will be considered.

How this looks at Jacksdale:

Quality First Teaching (Wave 1) underpins all aspects of classroom practice and is closely monitored by the SENDCo and SLT. Our staff work closely together as a team to support all pupils, including those with SEND. Staff are highly skilled and trained, holding a variety of specialisms, and are committed to whole school inclusion.

Any pupil who is falling significantly outside of the range of expected academic achievement (more than 2 years below their peers) in line with predicted performance indicators and grade boundaries will be monitored by both class teachers and the SENDCo.

Once a pupil has been identified as possibly having SEND, they will be closely monitored by teaching staff and the SENDCo to gauge their level of learning and steps taken to pinpoint possible difficulties (e.g. additional assessments).

The child's class teacher, in consultation with the SENDCo, 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 adaptations that need to be applied. Wave 2 support (e.g. small group interventions) may also be implemented and carefully tracked.

Pupils identified as possibly having SEND that are not necessarily impacting their academic achievements (e.g. an SEMH need) will be identified, supported and monitored in the same way.

Once Wave 2 interventions and support have been in place for an extended amount of time with little engagement and / or progress evidenced through careful monitoring, Wave 3 support will be explored and implemented. This will involve consultation with outside professionals (e.g. at Springboard or through surgeries), leading to individual action plans and highly bespoke, often 1:1, support. At this point, where the provision a child requires is significantly over and above the standard classroom offer, the child will be added to the SEN register (K).

10. Partnership with Parents

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.

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. Pupils named on the SEN register will have a termly review meeting (a double parents' evening slot lasting 20 minutes). Pupils who hold an EHCP will also have an annual review meeting, organised by the SENDCo. All funded pupils (e.g. HLN funding) will have a separate termly review meeting, in place of a parents evening slot, with the SENDCo and, where possible, their child's class teacher. All termly review meetings are recorded on a written proforma.

11. Education, Health and Care (EHC) Plans

For pupils with more complex needs, the school may request an EHC needs assessment from the relevant local authority. This could lead to an EHC plan being issued, which will outline the pupil's needs and the additional support required.

The school will:

- Co-operate with the local authority in developing and reviewing the EHC plan
- Ensure the pupil's needs specified in the EHC plan are met through the arrangements made by the school
- Work with the local authority and other partners to review the EHC plan at least once a year

Referral for an Education, Health and Care Plan (EHCP):

If a child has lifelong or significant ongoing difficulties, they may undergo a statutory assessment process which may be requested by the school but can 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 EHCP will generally 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
- SENCo & Class Teacher
- Supporting professionals

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 Integrated Children's Disability Services (ICDS) about whether 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.

However, in Nottinghamshire, pupils do not need an EHC Plan to access funding and support for SEND within school.

Further information about EHC Plans can be found from the following sources:

- The SENCo – Louisa Burt
- The SEND Local Offer: www.nottinghamshire.sendlocaloffer.org.uk
- ICDS children's integrated disability services: 0115 804 1275
- Ask Us: 0115 948 28

12. Monitoring and Evaluation

Jacksdale Primary & Nursery School will regularly monitor and evaluate the effectiveness of its SEND provision, including:

- Tracking the progress and attainment of pupils with SEND
- Monitoring the implementation of the SEND policy and procedures
- Seeking feedback from pupils, parents / carers and staff
- Reviewing the impact of interventions and support programmes
- Evaluating the deployment of resources and staff

The SEND policy will be reviewed annually, or more frequently if there are changes to legislation or the school's SEND provision.