Sir John Nelthorpe School

SEND Policy

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Consultations / Training	SENDCO/Governors

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1. Principles and aims

1.1 Our SEND Policy aims to:

- Provide inclusive access to the curriculum for all pupils with SEND, fostering full and active participation in all areas of school life.
- Promote a whole-school approach that encourages best practices, flexible learning, and multi-sensory teaching methods tailored to individual needs.
- Cultivate an environment where all pupils, regardless of ability, appreciate and respect individual differences.
- Ensure a broad, balanced, and relevant curriculum while developing staff awareness of their pupils' diverse needs.

1.2 We are committed to:

- The principle that every child matters and deserves high-quality support.
- Listening to and acting on the views of pupils and their parents/carers.
- Ensuring all pupils reach their potential through an equitable curriculum that promotes high achievement for all.
- Providing effective, regularly monitored, and reviewed support.
- Identifying, assessing, and supporting pupils with special educational needs using the 'Assess, Plan, Do, Review' framework.
- Collaborating with health, care, and education services to achieve joint outcomes.
- Including pupils with SEND in all school activities.
- Promoting independence and preparation for adulthood.

2. Legislation

2.1 This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (0 to 25 years) 2015 and the following key legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out duties regarding Education, Health and Care (EHC) plans, SEND Coordinators (SENDCOs), and the SEND Information Report.
- The Equality Act 2010, including requirements for reasonable adjustments and accessibility planning.
- Statutory Guidance on Supporting Pupils with Medical Conditions at School.
- Keeping Children Safe in Education (KCSIE) (as updated for 2025/2026).
- Data Protection Act 2018 and UK GDPR regulations regarding special category personal data.

3. Definitions (Taken directly from the SEND Code of Practice 2015)

3.1 A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

3.2 Children and young people who have SEND may have a disability under the Equality Act 2010, that is, 'a physical or mental impairment' that has 'a substantial and long-term adverse effect on [a person's] ability to carry out normal day-to-day activities'. Where a disabled child or young person requires special educational provision, they are also covered by the SEND definition.

4. SEND Code of Practice

4.1 The guidance in the SEND Code of Practice covers:

- Impartial information, advice, and support
- Joint working across education, health, and care
- The Local Offer
- Guidance for schools and early years providers
- Preparation for adulthood from Year 9 onwards
- EHC needs assessments and plans
- Resolving disagreements and tribunal procedures

5. Sir John Nelthorpe SEND Policy

5.1 The school's SEND policy is accessible to the entire school community, published on the school website, and reviewed annually to maintain alignment with statutory changes.

6. Admission and Transition Arrangements

6.1 Sir John Nelthorpe School is committed to being an inclusive school and removing barriers to participation.

6.2 We ensure all pupils with SEND are treated fairly, reasonable adjustments are made, and appropriate support is implemented.

6.3 Support is provided at all transitional stages, including the move from primary to secondary, and from secondary to Post-16 education, training, or employment.

6.4 The SENDCO or SEND Officers (SENDOs) attend annual reviews of Year 6 pupils holding EHC Plans who will be attending Sir John Nelthorpe School.

6.5 Transition meetings take place during the summer term prior to intake to ensure smooth transfer of information.

6.6 The SEND Department is represented at all Progress/Parents' Evenings.

6.7 Post-16 transition plans support pupils progressing to further education, apprenticeships, or training, ensuring aligned outcomes for adult life.

6.8 SEND information will be transferred to colleges at a panel meeting in the pupils' last school year.

6.9 An effective transition plan will enable pupils to access the appropriate training or employment if this is the route they choose.

7. Roles and Responsibilities

7.1 Teachers: Accountable for the progress and development of all pupils in their class, including those accessing SEND support. High-quality First Teaching is the foundational standard, at Sir John Nelthorpe School works to the principle that 'Every teacher is a SEND teacher'. Poor progress will first be tackled through high quality teaching targeted at specific areas of weakness, however if progress continues to be poor, the subject teacher will work with the HOF (Head of Faculty), pupils engagement leads, senior leaders and SENDCO/SENDO's to assess whether the child or young person has SEND. Poor progress and low attainment do not necessarily mean a child or young person has SEND.

7.2 SEND Coordinator (SENDCO): Mrs S Cook (Assistant Headteacher) is the designated SENDCO responsible for SEND funding allocation, strategic provision, and statutory reviews, and holds the NASENCO qualification. Mrs R Ritchie is the assistant SENCO (Note: In line with regulations, designated SENCOs hold or are working towards the mandatory National Professional Qualification for SENCOs - NPQ SENCO).

7.3 SEND Officers (SENDOs): Mrs Almond & Mrs Moverley manage day-to-day operations within the SEND Department.

7.4 Headteacher & Governing Body: Ensure pupils with SEND engage in standard school activities alongside peers. Mr R Wardlaw is the designated SEND Governor.

8. Involving Parents/Carers and Pupils

8.1 We foster open communication with parents and carers.

8.2 Termly reports provide updates on progress. For pupils with an EHC Plan, meetings take place three times a year to discuss targets and outcomes.

8.3 Pupil and parent views are gathered using accessible methods and actively incorporated into support planning.

9. Collaborative Working

9.1 We work in partnership with Health and Social Care services, local authorities, primary feeder schools, and post-16 providers. Multi-agency input is invited to annual review meetings.

10. Facilities and Accessibility

10.1 The SEND Department includes:

- Pupil Additional Support Service (PASS): Three resourced rooms supported by Learning Mentors and Teaching Assistants for blended/intensive interventions.
- Counselling Room: Designated area for bespoke emotional support and interventions.
- Nature/Wildlife Area: Outdoor learning space.
- Specialist Resource Centre (ASPIRE): Tailored provision for pupils with a diagnosis of ASD and an EHCP. This is a designated area within the school, which caters for pupils with a diagnosis of ASD and who are in receipt of an EHCP. ASPIRE is staffed by centre manager Ms B Proctor and Mr A Burns, a learning mentor Mrs K Barraclough and two teaching assistants, Miss M. Smith & Ms S Wall.

10.2 Physical accessibility across sites includes disabled toilet facilities, ramp access to ground floor buildings, designated parking spaces, and visual/hearing assistance accommodations, the fire alarm is linked to flashing lights to assist pupils and adults with a hearing impairment. Procedures for the safe administration of medicines for those who need regular medication on site to help them to access their lessons

11. Allocation of Resources

011.1 Funding is derived from Local Authority formula allocations, top-up funding, and the school's internal SEND budget. Spending prioritises TAs, targeted interventions, literacy and numeracy support, specialist resources, smaller class sizes, leadership and management of SEND provision, staff CPD, and EHCP provisions.

12. Identification and Review of Pupils with Special Educational Needs and Disabilities (SEND)

12.1 Framework & Core Responsibilities

Identification and review operate via the graduated 'Assess, Plan, Do, Review' framework. All staff have a collective responsibility to identify pupils with special needs and raise early concerns with the SENDCO, SENDO’s), Counselling and Well-Being lead, Heads of Faculty (HOF), and pupil engagement leads (PEL’s).

12.2 Primary Identification Routes

Pupils with potential SEND are systematically identified using key screening and tracking pathways:

- Transition Process: Primary-to-secondary transfer data and historical records.
- Baseline Testing: Entry assessments and standard diagnostic testing.
- Academic Progress: Routine tracking of attainment and classroom performance.
- Behaviour Monitoring: Pastoral logs, attendance, and behavioral tracking systems.

12.3 Referral Procedure & Triage

When concerns are identified, Heads of Faculty (HOF) or Pupil Engagement Leads (PEL's) submit a formal internal referral via the designated Google Form request.

Monthly Triage Meetings: The SEND team conducts a monthly triage review to evaluate new referrals, determine appropriate intervention pathways, and update individual pupil support.

Staff Communication: Minutes and agreed actions from each monthly triage meeting are distributed to all relevant staff to ensure transparent support strategies across faculties.

12.4 SEND is recorded under four primary broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

The SEND register is reviewed termly by the SENDCo, SENDO's, and Counselling and Well-being lead.
Parents are notified when a pupil is added to or removed from the SEND Register.

13 Identifying Special Educational Needs

13.1 A pupil is identified as having a Special Educational Need (SEN) if they have a learning difficulty or disability that calls for special educational provision—that is, provision that is additional to or different from that made generally for other children or young people of the same age.

In line with the *SEND Code of Practice (0–25)*, Sir John Nelthorpe categorises special educational needs under four broad areas of need. These categories help the school plan support, deploy resources, and ensure targeted provision.

Many pupils have needs that cross more than one area. We assess each pupil's overall profile to ensure provision is holistic and tailored to the individual rather than relying on a rigid label.

13.2 The Four Broad Areas of Need

1. Communication and Interaction

Pupils with speech, language, and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want

to, understanding what is being said to them, or not understanding or using social rules of communication.

- Examples of support/needs in this area include: Speech and language delays, Autism Spectrum Condition, and receptive/expressive language difficulties.

2. Cognition and Learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation.

- Moderate Learning Difficulties (MLD) / Severe Learning Difficulties (SLD): Pupils may need support across all areas of the curriculum.
- Specific Learning Difficulties (SpLD): Difficulties affecting one or more specific aspects of learning, such as Dyslexia, Dyscalculia, or Dyspraxia.

3. Social, Emotional and Mental Health (SEMH)

Pupils may experience a wide range of social and emotional difficulties which manifest in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties or unmet sensory/communication needs.

- Examples of needs in this area include: Anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), attachment disorder, or self-harming.

4. Sensory and/or Physical Needs

Some pupils require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. These needs may be age-related and can fluctuate over time.

- Examples of needs in this area include: Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), or Physical Disabilities (PD) requiring specialist equipment or environmental adaptations.

13.3 Record of Need & Statutory Reporting

- Framework, Not Labels: The four broad areas provide an overview of the range of needs that should be planned for. They are used to determine suitable provision, not to fit a pupil into a single category.
- Primary and Secondary Needs: When entering a pupil on the school's Record of Need (SEN Register), the SENCO will identify the pupil's primary area of need, alongside any secondary needs, to ensure accurate tracking and reporting.
- School Census: Categories of need are recorded on the school's Management Information System and reported confidentially in statutory returns, such as the Department for Education (DfE) School Census.

14. Curriculum Arrangements and Provision

14.1 All pupils with SEND are taught almost without exception in mainstream classes and are supported by Teaching Assistant, or other appropriate strategies, according to the provision in his or her EHCP (Education, Health Care Plan) or ILP (Individual Learning Plan). Pupils with SEND are sometimes withdrawn from mainstream lessons to be taught in small intervention groups by a Learning Support Assistant or specialist teacher.

14.2 All SEND pupils take part in the standard curriculum, except in rare instances and for extenuating circumstances in which this would not be to their benefit.

15. SEND Provision

15.1 All teachers are responsible for delivering high-quality, differentiated teaching that addresses the diverse learning needs of every pupil.

15.2 Teachers must remain fully informed of the specific needs, including Special Educational Needs and Disabilities (SEND), of all pupils they teach. This information is accessible via SIMS, EduLink, the school information management system, and Google Drive.

15.3 Individual Learning Plans (ILPs) are systematically maintained and reviewed to ensure tailored support:

- The SENDCO and SENDOs oversee and review ILPs for all pupils with an Education, Health and Care Plan (EHCP).
- Heads of Faculty (HOF) and Pupil Engagement Leads are responsible for maintaining and reviewing ILPs for designated pupils with identified SEND needs, ensuring all relevant instructional strategies align directly with individual pupil requirements.

15.4 A representative from the Local Authority is invited to attend all EHCP annual reviews. The school's designated EHCP Coordinator is A.McMahon.

15.5 The school deploys a dedicated support team consisting of 16 Teaching Assistants (TAs) and 4 Learning Mentors.

15.6 Teaching Assistants are targeted and allocated to classes supporting pupils with EHCPs or significant additional needs wherever possible.

15.7 TAs act as dedicated Key Workers for children holding EHCPs to support consistency and communication.

15.8 A structured range of targeted academic and nurture interventions are available for pupils requiring additional support.

15.9The school accesses specialist guidance and external support through Local Authority advisory services.

16. Details of the Local Authority's Local Offer are accessible via the North Lincolnshire Local Offer.

17. Training

17.1 Ongoing Professional Development (CPD) is funded annually for SEND staff, TAs, and wider teaching staff to match departmental priorities.

17.2 The SENDCO & SENDO's will identify training needs for teaching assistants and ensure the relevant staff receive appropriate training. This training will match the priorities of the SEND department action plan.

18. Data Protection and Information Sharing

18.1 All SEND documentation, digital referrals, and pupil tracking records comply with the Data Protection Act 2018 and UK GDPR. Confidential information regarding additional needs is shared securely on a need-to-know basis.

19. Monitoring Arrangements

19.1 This policy is reviewed annually by the SENDCO and approved by the Governing Board. Regular quality assurance includes lesson sampling, work checks, and governor link visits.

It will be approved by the governing board.

Monitoring/Evaluation	**Who by/When**
SEND policy review	Governors/annually
Lesson observations	In line with school QA processes
Sampling pupils work	SLT and HOF
Appraisal of SENDCO	Headteacher/Annually
Appraisal of SENDO's	Assistant Headteacher / SENDCo
Governor links	SEND governor/ termly
Discussions with the pastoral team	Deputy headteacher/assistant headteacher and pastoral team/ fortnightly
Triage meetings	SEND team/monthly

20. Complaints Procedure

20.1 Any concerns parents express regarding special educational provision and related matters are dealt with informally in the first instance in discussions with Tutor, Learning

Coordinator, SENDCO and the Headteacher. They will then be referred to the school's complaints policy.

20.2 Families may seek free, impartial advice from the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) via SENDiass@northlincs.gov.uk. Parents of pupils with disabilities also maintain the right to appeal to the First-tier Tribunal (SEND).

The Parent Partnership Manager, for The North Lincolnshire Parent Partnership Service (Hewson House, Station Road, Brigg, North Lincolnshire, DN20 8XJ, tel. 01724 277565) can be approached at any time following initial discussions with school staff if the matter remains unresolved.

If informal discussions do not resolve the issue there is a formal procedure which involves representation to the Governing Body and the Local Authority. Final representation can be made to the Secretary of State for Education if the matter remains unresolved. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services