

Special Educational Needs and Disabilities (SEND) Policy

September 2025

Review September 2026

Contents

What is SEND?	3
What is the purpose of our SEND policy?.....	3
Ethos, Values, Vision and Aims.....	4
Who is responsible for SEND?	5
How do we support our staff?	5
What is the role of the SENCO?	5
What are our admission arrangements?	6
What are our access arrangements?.....	6
How do we identify SEND?.....	6
How do we allocate resources to support SEND?.....	7
How do we ensure that our provision meets the needs of all pupils?.....	7
How do we evaluate our provision?	8
What is an EHCP?	10
How do we work with parents?.....	10
How do we work with other professionals and external agencies?.....	10
Where can I find out more about SEND?	11

What is SEND?

Although most children will experience some level of difficulty with education and may require adaptations and reasonable adjustments, children with SEND require support which is additional to or different from universal provision for their needs to be met. The definition of Special Educational Needs and Disability (SEND), used to inform this policy, is taken from section 20 of the Children and Families Act (2014), as detailed below:

1. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
2. A child or young person of compulsory school age has a learning difficulty or disability if they:
 - have a significantly greater difficulty in learning than the majority of 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.
3. 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, although due consideration should be given when assessing their needs.

At Abbey Gates we regard any child who requires provision that is additional to or different from universal provision, as having a special educational need.

There are four broad areas of SEND which are:

- Communicating and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical needs (S&P)

The SEND Code of Practice is the national framework for supporting children and young people with SEND. A copy of the SEND Code of Practice can be found here:

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

What is the purpose of our SEND policy?

It is a statutory requirement that all maintained schools have a SEND policy to ensure that all children have access to a good quality education, which is responsive to their needs, promotes high standards and provides opportunities to explore personal aspirations so that they can become confident individuals living fulfilling lives. The Abbey Gates policy is written and agreed collaboratively as a whole staff, including governors, setting out the school's ethos, values, vision and aims to preserve the rights and meet the needs of all children on roll. **Therefore, all staff are accountable for understanding and adhering to it.**

In addition to the school specific SEND policy, Nottinghamshire County Council offer the SEND Local Offer, a resource designed to support children and young people with SEND and their families. 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 that are available to families in Nottinghamshire.

A copy of the Local Offer can be found here: www.nottinghamshire.sendlocaloffer.org.uk

Ethos, Values, Vision and Aims

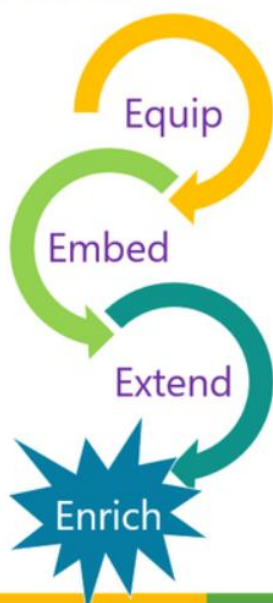
At Abbey Gates, we aim for everyone who is part of our school community to feel a strong sense of belonging so that everyone feels valued, respected and represented. We proudly promote the mantra that we are 'Learning Together & Making a Difference.' We all work together to achieve our shared vision of excellence so that everyone feels safe and happy and can fulfil personal, social and academic potential.

Our Vision for Excellence

Equipping all pupils with key skills and knowledge. Providing precision intervention through early identification of learning needs, **supporting and challenging all**.

Embedding skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils through high quality teaching and learning provision.

Extending pupils' thinking through challenge, depth and breadth for all. Aiming High from pupils' starting points and maximizing learning opportunities.



'Learning Together and Making a Difference'

We learn about expected behaviours using the 5Cs: CARE, COMPASSION, CONFIDENCE, COOPERATION & COURTESY to encourage this. We ask all of our children to Aim High and Be Kind and use the three bees: Be kind to yourself, to each other and to the world, to support this.



The requirements for pupils with SEND from the Code of Practice are set out below. It is our aim at Abbey Gates to ensure that provision for pupils with SEND is above and beyond these requirements.

- Identify all pupils requiring SEND provision as early as possible to ensure every effort is made to enable all children to achieve their full potential
- Ensure all pupils have access to a broad, balanced and relevant curriculum
- Provide an adapted curriculum appropriate to individuals' needs
- Monitor progress of all pupils to enable early identification of pupils with SEND
- Make appropriate provision to reduce barriers in learning
- Work with parents, listen to their views and keep them fully informed about their children's progress and attainment
- Work with outside agencies to best meet the needs of all pupils
- Ensure that pupils with SEND are included and able to take part in all activities
- Ensure that pupils with SEND are involved in decisions made about them, their education and their provision
- Promote the welfare and safety of all children and take appropriate action in line with the Child Protection Policy where there are concerns raised (Children Act 1989, Working Together DCSF 2008, What to do if you are Worried a Child is being Abused 2004)
- Appreciate and embrace cultural diversity and race of all individuals and ensure there are appropriate means for individuals to communicate their needs related to these factors

Who is responsible for SEND?

At Abbey Gates, every teacher is a teacher of SEND and every member of staff is an advocate of SEND so everyone is responsible for SEND. In addition to this, the person co-ordinating the day-to-day provision of education for pupils with SEND is the SENCO and the person responsible for overseeing the provision for pupils with SEND is the Headteacher. We are also very fortunate to have a range of other specialist staff who make up our Care and Connect Team, including our Special Educational Behaviour Coordinator (SEBCO), our Assistant SENCO, our ELSA and our Mental Health Lead, as well our TAs who each have an area of specialism.

How do we support our staff?

We recognise that our staff need to be equipped with relevant knowledge and skills to be able to meet the needs of all our pupils. Staff have regular opportunities throughout the year to be kept up to date with relevant training and developments in teaching practice using a strategic overview of professional development. The SENCO feeds back to staff on SEND courses and meetings attended as well as facilitating and signposting relevant SEND focused external training opportunities. Furthermore, staff are kept informed of the special educational needs of our pupils including sharing progress reports, medical reports and teacher feedback. We continue to develop links with the wider community and collaborative relationships with professionals from external agencies enable staff to learn and grow.

What is the role of the SENCO?

The SENCO coordinates SEND provision across school, working collaboratively with all other staff. The SENCO collects specific, relevant information about individual pupils identified with SEND to log and monitor initial concerns, track individual progress, identify barriers to learning, set individualised targets, arrange for well-evidenced interventions to be matched to pupils needs, log and monitor a graduated response and signpost to and/or arrange specialist support.

The information required to evidence a graduated response, which is used and stored in accordance with GDPR regulations, can include summative assessment data, Birmingham Toolkit, Cherry Garden or Autism Education Trust Progression assessment data, Strengths and Difficulties Questionnaires (SDQ) scores,

Speech and Language (SALT) assessments and any other information considered necessary and relevant to explore the possibility of any special educational needs or disabilities. The documents used to record this information include the school vulnerable monitoring list, the school SEN support list, pupil profiles, CPOMs logs and Education Health Care Plans (EHCPs).

What are our admission arrangements?

Our admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with SEND, including those with Education Health Care Plans (EHCPs), and those without. Our admissions criteria do not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, which states that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having special educational needs.' A copy of our Admissions Policy can be found on the school website.

What are our access arrangements?

We fulfil our duty to draw up a suitable Access Plan which sets out our intentions to safeguard, promote and improve fair access to school and learning for all pupils. This plan is reviewed and updated at least every three years and is available for inspection. Our Access Plan provides information about how we promote inclusion, equality and respect. It sets out how we continually strive to improve access to the physical environment, access to the curriculum and access to information. The design of our bespoke, broad and balanced curriculum is inclusive and accounts for SEND so that all children have access to learning through Quality First Teaching (QFT), adaptations, reasonable adjustments, support and well-evidenced, well-matched interventions. Every effort is made to educate children with their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult the child and the child's parents for other flexible arrangements to be made. A copy of our Access Plan can be found on the school website.

How do we identify SEND?

All staff are responsible for identifying pupils with SEND as early as possible. Barriers to learning may be identified by any member of staff through formative assessment, summative assessment or observation. These initial findings will be shared with parents. We also encourage parents to share any concerns that they may have, with their child's class teacher, in the first instance. We identify specific needs and targets, which informs provision, through observation and monitoring, ongoing formative and summative assessment, screening or assessment tools (including pre-key stage standards, Cherry Garden, the Birmingham Toolkit and the Autism Education Trust Progression Framework, where appropriate), information passed on from previous schools as well as information from parents, carers, other professionals and external agencies.

The aim of formally identifying a pupil with SEND is to ensure that effective support or intervention is put in place to meet needs, remove barriers and increase accessibility to learning. Children who are accessing support or intervention which is additional to or different from universal provision will be added to the school SEND support list. Parents of children on the school SEND support list are invited to review targets, provision and progress.

How do we allocate resources to support SEND?

All pupils with SEND 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 delegated and moderated by the Joseph Whitaker Family of Schools, which as a feeder school we are part of, along with other local primary schools. For those pupils with the most complex needs,

Higher Level Needs funding can be requested through an application process to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meet the threshold for this funding.

How do we ensure that our provision meets the needs of all pupils?

Waves of intervention model



At Abbey Gates we follow a three-wave model, detailed above.

Wave 1: In the first instance it is our aim, at Abbey Gates, to meet the needs of all pupils through adaptive Quality First Teaching (QFT). Our bespoke, broad and balanced curriculum, is carefully planned and sequenced to ensure it is inclusive and meets the needs of all our pupils, including those with any special educational needs. This extends to learning opportunities outside of the classroom including unstructured times. Our school curriculum is reviewed regularly to ensure that it promotes the inclusion of all pupils. It is designed to raise awareness of and promote diversity, inclusion, equity and belonging. We take every opportunity to explore different attitudes, cultures and beliefs in an ever-changing world.

Wave 2: Where pupils needs are not met through QFT we make reasonable adjustments to provision which includes: specially prepared learning materials, use of appropriate IT equipment and assistive technology, deployment of support staff, individual and group teaching sessions and adaptations to the learning environment. Below are specific examples of reasonable adjustments which could be made to meet the needs of individual pupils.

The learning environment provides access for pupils with limited mobility or physical / sensory impairments.	The classroom / learning space is supportive of pupils for whom a well-structured and organised environment is important.	Displays / signs are accessible for pupils with communication difficulties.	Pupils with Literacy difficulties are supported to access reading materials e.g. texts, IWB, worksheets.
There are a range of resources available to support pupils with SEND to be independent.	My classroom management structures are supportive of pupils who require a flexible approach.	Uniform adjustments	Provision of quiet areas to eat
Provision of safe spaces	Support to use medical equipment such as a nebuliser (staff to be trained)	Enlarging font for visually impaired students	Support for communication for non verbal students



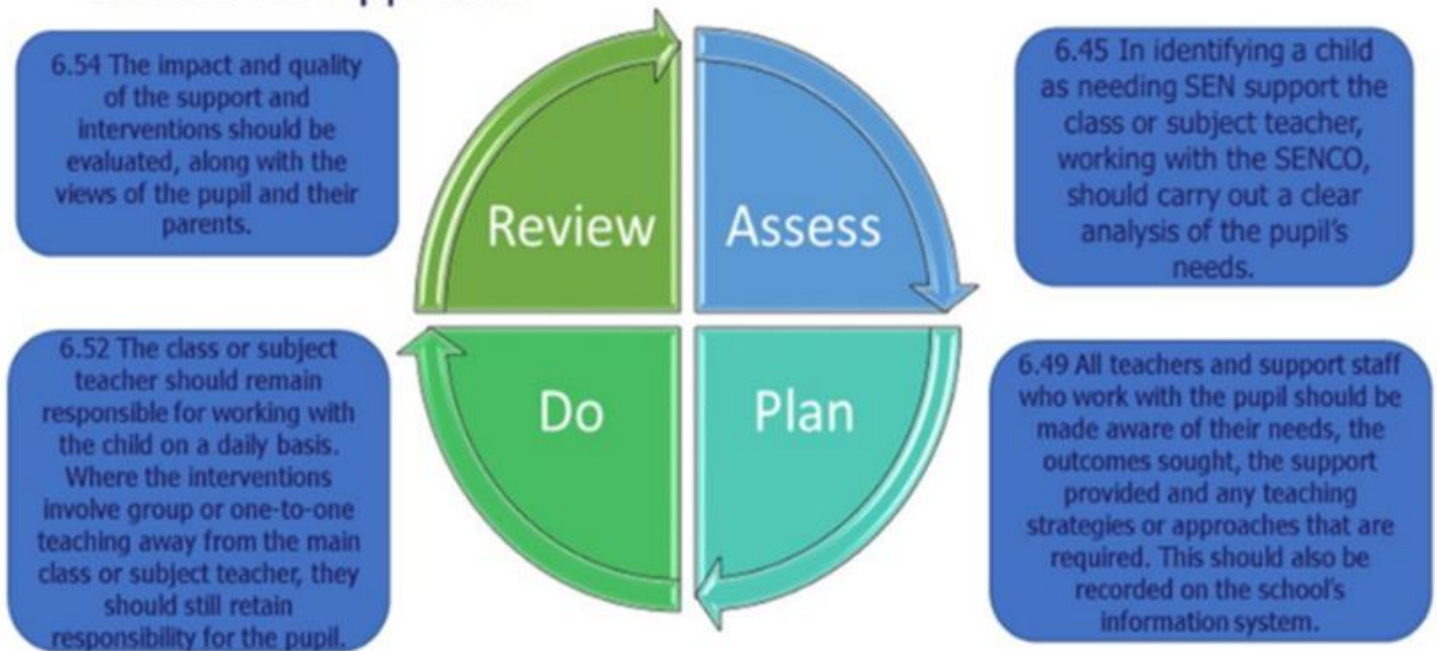
Where pupils’ needs are not met through adaptive QFT or reasonable adjustments, we offer a range of personalised individual and group interventions across key stages and phases to support with reading, writing, handwriting, spelling, maths, speech and language, memory, social skills and emotions. Children may be identified for targeted intervention by a member of staff through formative assessment, summative assessment or observation. Interventions are monitored and their impact is assessed by staff in collaboration with parents. Interventions will vary in time and frequency depending on specific needs and will continue while they are impactful until sufficient progress has been made or agreed targets have been met.

Wave 3: Where pupils’ needs are not met through QFT, reasonable adjustments or personalised individual and group interventions, then more specialised support will be requested from other professionals and external agencies, with parental consent.

How do we evaluate our provision?

We use a graduated ‘Assess, Plan, Do, Review’ approach, as shared in the model below to evaluate the effectiveness and impact of our provision to best meet the needs of all children. A graduated response is often required before we can seek more specialised support from other professionals and external agencies.

Graduated Approach



Assessing involves analysing the pupil's holistic needs using a range of summative assessment data, Cherry Garden, Birmingham Toolkit, Autism Education Trust Progression Framework assessment data, Strengths and Difficulties Questionnaires (SDQ) scores, Speech and Language (SALT) assessments and any other information considered necessary and relevant to explore the possibility of any special educational needs or disabilities.

Planning involves consultation between the SENCO, teachers, TAs, pupils and parents to organise well-evidenced and well-matched support and/or intervention to meet the needs identified in the assess stage. This may involve contacting other professionals and external agencies for advice and support. Planned support will be recorded on the pupil profiles.

Doing involves putting the planned support in place. A cycle of support/intervention usually lasts for a term. Class teachers are responsible for the progress of the children in their class, they remain responsible for working with all children in their class on a day-to-day basis even when intervention takes place away from class. Teachers and TAs work closely together to ensure that the planned support is impactful and that targets are being met.

Reviewing involves evaluating the quality and impact of support and interventions, based on pupils' progress, development and other outcomes, which involves the views of teachers, TAs the pupil and their parents. Pupil progress is monitored on a termly basis in line with the SEND Code of Practice. After the reviewing stage, the cycle of graduated response is complete and the next cycle of graduated response begins. Pupils' needs are reassessed and support is revised. The school collate and publish a SEND Information Report, which helps school policies to improve and develop, on an annual basis in accordance with section 69 of the Children and Families Act (2014).

What is an EHCP?

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which can be requested by a parent, young person, member of school staff or in some instances by professionals from health and social care. This should begin with a conversation with the SENCO.

The application for an Education, Health and Care Plan (EHCP) will combine information from a variety of sources including pupils, parents, teachers, SENCO, educational support services, social care and health professionals. Information will be gathered to inform a decision about whether an EHCP may be required. The request will be considered by a multi-agency panel.

Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHCP.

Following Statutory Assessment, Nottinghamshire County Council will decide whether to issue an EHCP or not. When a plan is issued, the school and the child's parents will be involved in 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 EHCP 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.

Further information about EHCPs can be found via the SEND Local Offer www.nottinghamshire.sendlocaloffer.org.uk or by speaking to the Integrated Children's Disability Service on: 0115 804 1275 or by contacting Ask Us Nottinghamshire on: 0800 121 7772

How do we work with parents?

At Abbey Gates we believe that positive, collaborative relationships with parents and carers is crucial to effectively meet the needs of all our pupils. We develop an evolving understanding of pupils' strengths and needs and endeavour to identify and remove barriers to learning through ongoing discussion with parents. Parents are informed of every stage of their child's development and are encouraged to share information and knowledge that they feel is useful to help staff to better understand pupils and their needs. This information will be handled confidentially and sensitively. We encourage parents to contact the class teacher in relation to SEND matters, in the first instance, including any concerns or complaints regarding the care or welfare of their child. If the concern continues, please contact the SENCO who will be able to advise further. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure, details of which can be found on the school's website.

How do we work with other professionals and external agencies?

School has a duty to identify and assess pupils' strengths and difficulties including special educational needs, which may involve asking for advice or support from other professionals or external agencies. As a matter of courtesy, we will usually discuss consent with you beforehand, apart from safeguarding concerns.

As part of both the **Joseph Whitaker Family** of schools and the **Together as One** collaboration of schools, Abbey Gates has access to a bank of joint resources, shared advice, training and development activities and expertise.

The majority of our pupils feed into Joseph Whitaker secondary school and the transition for our Year 6 pupils begins in the autumn term, so that the next step in education for all pupils is proactive and thorough. Arrangements for any pupils transitioning to non-feeder schools are tailor made to meet their needs. This is overseen by our SENCO and Year 6 teacher.

Our transition arrangements ensure that we liaise and work collaboratively with all other professionals involved when our children transfer to, from and within Abbey Gates including Early Years, Key Stage 3 and year group changes, securing the most positive experiences for our children. Transitions involve attending reviews and inviting colleagues from other settings to these reviews, visits, observations, sharing information and involving parents.

Where can I find out more about SEND?

The SEN Code of Practice was revised in 2014. For more details, the SEN 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>

The Local Authority's Local Offer can be found at:

www.nottinghamshire.sendlocaloffer.org.uk