

Nettleham Church of England Voluntary Aided Junior School

SEND Policy



Written by	David Gibbons and Leo Spowage
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Review date	November 2026



Nettleham CE (Aided) Junior School SEND Policy



We are one big family and each member of our school is a vital part of it. As an inclusive church school we nurture everyone to feel loved, valued and unique, because God made us that way. We are ambitious that all of our children love learning for life, make a difference in the world, reach their full potential and become the best version of themselves.

“You are the body of the anointed one and each of you is a unique and vital part of it.”

1 Corinthians 12:27 (passion translation).

This policy complies with the statutory requirement laid out in the Children and Families Act and its SEND Code of Practice 0-25 (2014) with reference to the Equality Act (2013)

The Nettleham Church of England Aided Junior School Local Offer is available on our website and on the Local Authority website. This addresses many Frequently Asked Questions about SEND.

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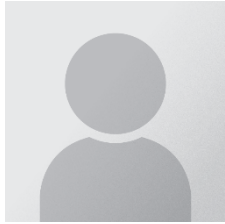
The staff and governors of Nettleham CE Aided Junior School are committed to being an inclusive school that provides equal opportunities for all children. We recognise that every pupil has unique strengths and needs. Our aim is to ensure that each individual can achieve their full potential, develop confidence and independence, be fully included in our school community, and experience success.

We believe that **all teachers are teachers of pupils with special educational needs and/or disabilities (SEND).**

In fulfilling our commitment, we will:

- Work in accordance with the principles and guidance of the SEND Code of Practice (2015).
- Identify and provide for pupils who have SEND at the earliest opportunity.
- Operate a *whole-pupil, whole-school* approach to the management and delivery of SEND support.
- Provide high-quality support, advice, and training for all staff to ensure inclusive practice across the curriculum.
- Involve pupils and parents as partners in planning, reviewing, and evaluating provision, alongside external agencies where appropriate.
- Ensure that all pupils have equitable access to a broad, balanced, and ambitious curriculum that promotes achievement, well-being, and participation.

SENDCO



The school's Special Educational Needs and Disabilities Coordinator (SENDCo) is **Mr Leo Spowage**.

The SENDCo plays a central role in the strategic development and day-to-day coordination of SEND provision across the school. Working closely with the headteacher, senior leadership team, teaching staff, and governors, the SENDCo ensures that the school meets its statutory responsibilities under the *SEND Code of Practice (2015)*.

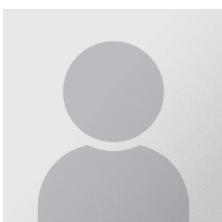
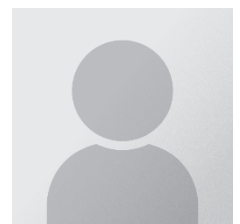
In line with the Code of Practice (section 6.90), the key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for pupils with SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents and carers of pupils with SEND to enable meaningful co-production and support;
- Liaising with other schools, including infant and secondary settings, to support smooth transitions;
- Liaising with educational psychologists, health and social care professionals, and other external agencies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Working with the headteacher and governors to ensure that the school meets its responsibilities under the *Equality Act (2010)* with regard to reasonable adjustments and access arrangements;
- Ensuring that accurate and up-to-date records are maintained for all pupils with SEND.

In addition, at Nettleham CE Aided Junior School, the SENDCo will:

- Support with the day-to-day management and deployment of teaching assistants;
- Lead on the early identification of children with SEND and coordinate appropriate interventions;
- Monitor the progress of all pupils with SEND and evaluate the impact of support and interventions;
- Coordinate and chair review meetings for pupils receiving SEND support and those with Education, Health and Care (EHC) Plans;
- Support colleagues in developing and reviewing Pupil Profiles;
- Coordinate, complete and manage referrals for EHC needs assessments in collaboration with parents, staff, and external professionals.

The school's SEND Governor is Reverend Michelle Webb, who can be contacted via the school office. The headteacher has overall responsibility for ensuring that the needs of pupils with SEND are met and that statutory duties are fulfilled.



Mrs Vaughan supports the SENDCo in the administration and organisation of SEND provision. Her role includes assisting with record keeping, conducting screening assessments and pupil observations, and carrying out other duties that contribute to the effective identification and support of pupils with additional needs.

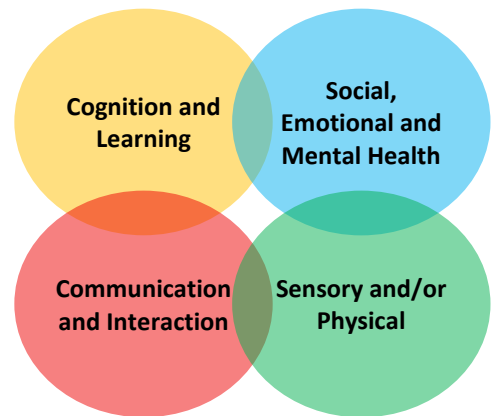
Definition of Special Educational Needs

The *SEND Code of Practice (2015)* states that:

“A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. At compulsory school age, this means they have a significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.”

The *Code of Practice* identifies **four broad areas of need**:

- **Communication and Interaction (C&I):**
Difficulties with speech, language and communication, including conditions such as Autism Spectrum Disorder (ASD).
- **Cognition and Learning (C&L):** Learning difficulties ranging from moderate to severe, including specific learning difficulties such as dyslexia, dyscalculia, and dyspraxia.
- **Social, Emotional and Mental Health (SEMH):** Difficulties that may include attention deficit hyperactivity disorder (ADHD – combined, hyperactive or inattentive subtype), attachment difficulties, and a range of emotional or mental health needs.
- **Sensory and/or Physical Needs (S/P):** Needs relating to vision, hearing, multi-sensory impairment, or physical disabilities that may require specialist support or equipment.



Medical Conditions

The school recognises its duty to make appropriate arrangements to support pupils with medical conditions, in line with the *Children and Families Act (2014)*. Individual healthcare plans are developed, where necessary, to outline the type and level of support required to meet each pupil's medical needs.

For pupils whose medical needs also require SEND support, the school ensures close coordination between healthcare plans and SEND provision. This includes regular liaison with healthcare professionals and targeted staff training to ensure medical and educational needs are met effectively and safely.

Identifying and Understanding Barriers to Learning

Early identification of SEND is a key priority at Nettleham CE Aided Junior School. We recognise that timely identification and appropriate intervention are essential to supporting pupils in achieving their full potential.

While the four broad areas of need (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical) provide a framework for identification, we always consider the whole child and their wider context. We acknowledge that certain factors can affect progress and attainment without necessarily constituting a special educational need. These may include:

- Attendance and punctuality;
- Health and welfare;
- Childhood trauma and life experiences;
- English as an additional language (EAL);
- Being in receipt of Pupil Premium funding;
- Being a child of service personnel;
- Being a looked-after or previously looked-after child.

Our Approach

To ensure early and accurate identification of needs, we will:

- Liaise with parents and feeder schools before pupils transfer to Nettleham CE Aided Junior School;
- Ensure all pupils receive high-quality, inclusive teaching (“quality-first teaching”) and monitor its impact on progress;
- Listen to and take account of pupils’ own views and concerns;
- Review progress collaboratively with all adults involved with the pupil;
- Use appropriate standardised assessments to inform identification — including early screening in Year 3 for reading and spelling ages, and a non-reading intelligence assessment;
- Review pupil progress at least half-termly during Pupil Progress Meetings, updating year group provision maps and class SEND registers as required;
- Involve external agencies for advice and assessment where appropriate;
- Monitor and evaluate the effectiveness of all interventions implemented.

Placement on the SEND Register

A pupil will only be added to the SEND Register if, after a period of targeted intervention and high-quality personalised teaching, they continue to make less than expected progress given their age, starting point, and individual circumstances.

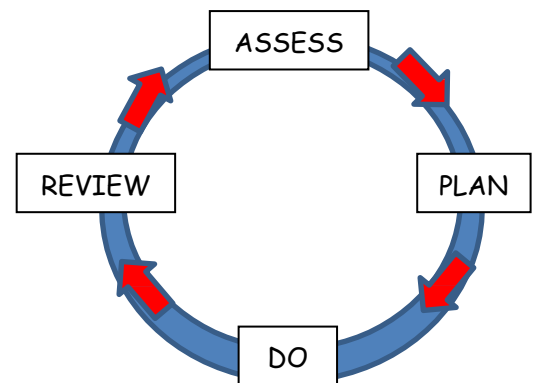
This decision will be made in partnership with parents/carers, at a meeting with the class teacher and, where appropriate, the SENDCo.

Children with English as an Additional Language (EAL) may face temporary barriers to learning related to language acquisition but will not be identified as having SEND unless additional, specific learning difficulties are identified.

The Graduated Approach

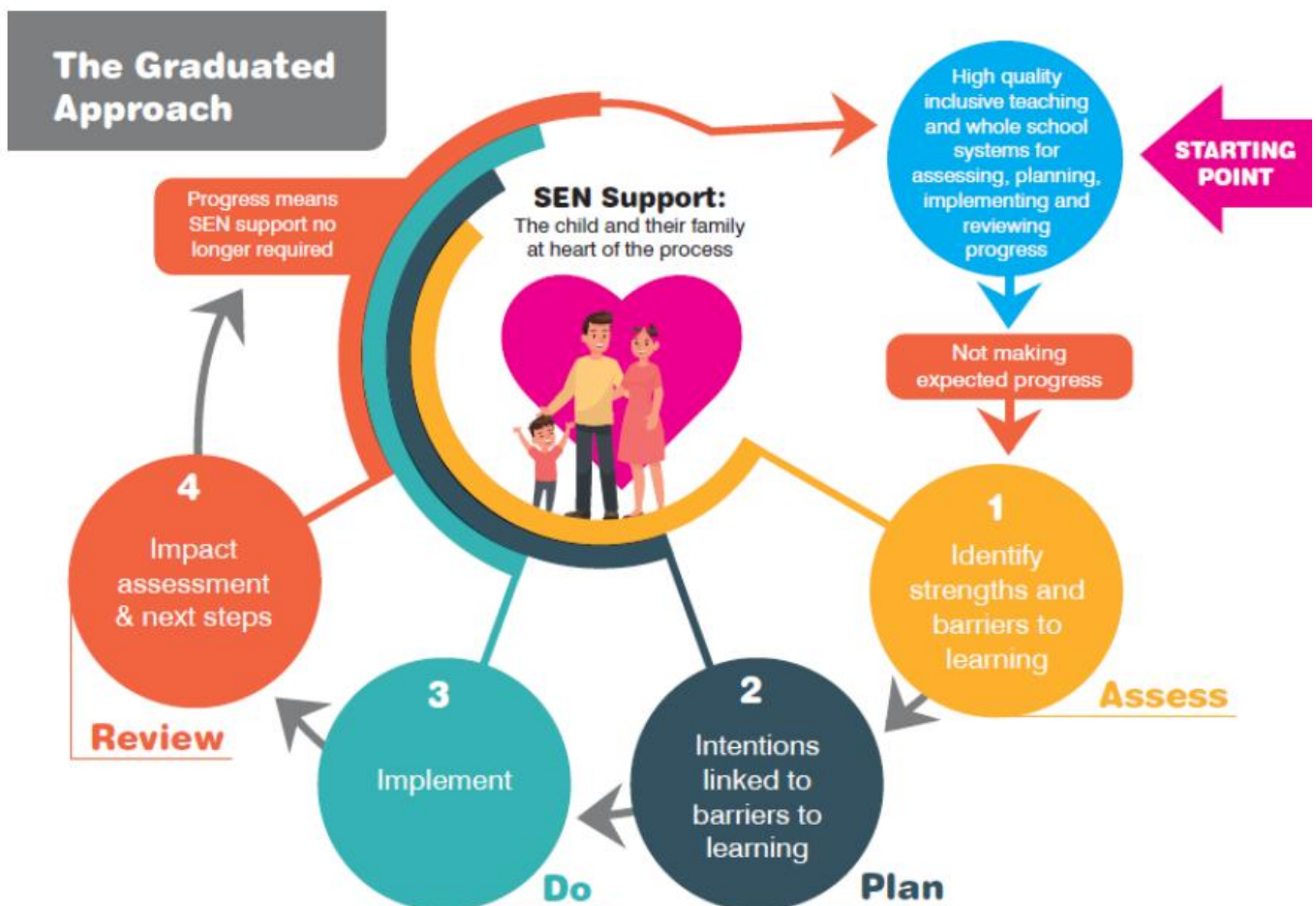
At Nettleham CE Aided Junior School, we use a **graduated approach** to supporting pupils with SEND, as outlined in the *SEND Code of Practice (2015)*. This is a cyclical process of Assess – Plan – Do – Review:

- **Assess:** Teachers and the SENDCo gather information about the pupil's strengths, needs, and barriers to learning, using observations, assessments, and input from parents and pupils themselves.
- **Plan:** Targets and support strategies are agreed, documented in a Pupil Profile or provision plan, and shared with all staff involved in supporting the pupil.
- **Do:** Planned interventions and support are implemented, either within the classroom or through targeted small-group or one-to-one work.
- **Review:** Progress is monitored and evaluated regularly. Outcomes are discussed with the pupil, parents, and staff to inform next steps, and adjustments are made to ensure support remains effective and relevant.



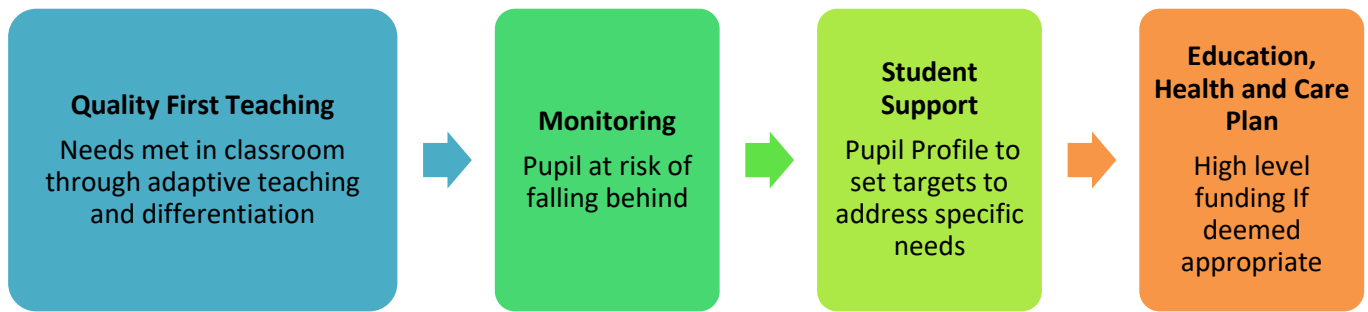
This approach ensures that support is tailored, evidence-based, and responsive to each pupil's changing needs, promoting independence, progress, and full access to the curriculum. It can be used as a one off or multiple stage cycle to address a child's needs.

An expanded version of the Graduated Approach would look like this:



Levels of Support

If a child is not making expected progress through Quality First Teaching, are three levels of support which a pupil may move between whilst at Nettleham CE Junior School. Depending on their level of need:



Monitoring

This stage is for pupils where a concern has been identified but it is not yet necessary to provide support that is “different from or additional to that normally available to pupils of the same age” (*SEND Code of Practice, 2015, 6.15*).

Pupils at the **Monitoring** stage:

- Are tracked by the class teacher, with oversight from the SENDCo;
- Are recorded on the Class SEND Register at the Monitoring stage and, where appropriate, on the Class Provision Map;
- Have their progress reviewed regularly, typically every term, to assess whether the strategies and quality-first teaching are sufficient to meet their needs.

If progress remains below expectations despite targeted teaching and classroom adjustments, the pupil may be moved to SEN Support in consultation with parents.

SEN Support

When a pupil is identified as having additional needs requiring targeted support, a structured four-stage process begins:

1. Assessment and Target Setting:
 - The class teacher, in collaboration with the pupil, parents, and the SENDCo (if required), identifies specific targets and develops a Pupil Profile.
 - Targets are based on the pupil's strengths, areas for development, and desired outcomes.
2. Planning and Delivery of Support:
 - Appropriate work is planned and delivered by the class teacher, year group teaching assistants, or other specialist staff.
 - Support may include in-class assistance, small group work, or 1:1 programmes tailored to the pupil's needs.
3. Monitoring and Review:
 - Progress is monitored continuously by teachers and discussed at half-termly or termly Pupil Progress meetings with the headteacher and SENDCo.
 - Formal review meetings with parents are usually held termly, but additional meetings can be arranged if needed.
4. Pupil Involvement:
 - Pupils actively review their own targets with their teacher or teaching assistant before each review meeting.
 - They are encouraged to reflect on progress, suggest future targets, and indicate the types of support they find most helpful.

The SENDCo oversees the implementation of targets and ensures that interventions are

effective, in line with the graduated approach (Assess–Plan–Do–Review) outlined in the *SEND Code of Practice (2015)*.

Outside Agencies may be involved at this stage, through observations, assessments or providing advice for teachers. Outside Agencies can include: Educational Psychology, STT (Learning Support Service); WTT (Working Together Team); Speech and Language Therapy; Physiotherapy, Occupational Therapy; Community Paediatricians; Visual and Hearing Impaired Services; Child and Mental Health Service (CAMHS); Healthy Minds. Advice and recommendations from outside agencies will be documented and integrated into Pupil Profiles and provision plans. Staff will receive relevant training or briefings to implement strategies effectively

The SENDCO oversees support by means of year group Provision Maps, detailing types of support being provided for different children. These will be updated after every Pupil Progress meeting. Teaching Assistant deployment will be reviewed in light of the analysis of Provision Maps.

If sufficient progress is not evident after the Assess-Plan-Do-Review cycle has been completed several times, and advice/assessment from Outside Agencies has been sought and implemented, it may be decided to apply for additional support through an Education, Health and Care Plan.

Education, Health and Care Plans (EHCPs)

For a small number of pupils with more complex or higher-level needs, the school may request an Education, Health and Care Plan (EHCP) from the Local Authority. EHCPs have replaced Statements of Special Educational Needs and provide a statutory framework for the provision of personalised support.

An EHCP is only considered when a pupil's needs cannot be fully met through the school's own resources and SEN Support. Having a diagnosis, such as Autism or dyslexia, does not automatically qualify a pupil for an EHCP. Applications require detailed evidence of the support and interventions already provided, the outcomes achieved, and the involvement of any external agencies. The application must also demonstrate that the cost of the additional support required is significant, typically at least £6,000 per year.

Applications are usually completed by the SENDCo, with input from class teachers, adults in school, parents and external professionals if required. Parents may also submit their own application if they wish. If the Local Authority approves the request for assessment, they will convene a meeting with all relevant parties to gather further information and discuss a draft EHCP.

Once issued, EHCPs are reviewed at least annually to ensure that the provision continues to meet the pupil's needs effectively. The school works closely with parents, pupils, and external agencies throughout the process to ensure that support is personalised, appropriate, and consistent. Further details can be found on the Local Authority's website under the Local Offer.

Funding

Funding for pupils with SEND is allocated by the Local Authority (LA) through a funding formula. This funding is used to support targeted interventions, small-group work, and the deployment of teaching assistants, as well as to provide specialist resources where required. The school carefully prioritises the use of SEND funding to ensure that it has the greatest impact on pupil outcomes. Decisions about spending are based on evidence of need, effectiveness of interventions, and the requirements outlined in individual Pupil Profiles or EHCPs.

The use of funding is regularly reviewed by the SENDCo, Headteacher and senior leadership team to ensure that provision is effective, sustainable, and represents good value for money.

Resources

Most pupil targets can be met using the high-quality, inclusive teaching and resources routinely available in classrooms. Where additional resources or specialist equipment are required, these are provided through the school's SEND budget and can be accessed from the SEND resource area. The SENDCo oversees the allocation and monitoring of these resources to ensure they are used effectively to meet individual needs.

Resources are regularly reviewed to ensure they reflect current pupil needs and best practice. Staff are encouraged to discuss any additional resource requirements with the SENDCo as part of the assess–plan–do–review cycle.

Training

The school is committed to ensuring that all staff have the knowledge and skills to meet the needs of pupils with SEND. Training opportunities are provided for teachers and teaching assistants through a combination of in-house sessions, guidance from the SENDCo, and external providers.

Training needs are identified through the school's self-evaluation processes, staff appraisals, and the changing needs of the pupils. Provision is made for individual staff members to attend external training events where these will enhance their ability to support specific SEND needs within our school community. Recent and ongoing training areas include supporting communication and interaction differences, developing literacy and numeracy interventions, and promoting positive social, emotional, and mental health.

Where appropriate, the Specialist Teaching Team or other external specialists may provide bespoke training or coaching for individual staff members or small groups to strengthen specific areas of practice. The impact of training is reviewed regularly to ensure that it contributes to improved provision and outcomes for pupils with SEND.

Monitoring and evaluation of SEND provision

The SENDCo and senior leadership team regularly review and analyse data from assessments, pupil progress meetings, provision maps, and intervention outcomes to evaluate the effectiveness and impact of SEND provision. This evaluation process is part of the school's ongoing Assess–Plan–Do–Review cycle and informs improvement planning at both individual and whole-school levels.

Monitoring our provision includes:

- Tracking pupil progress against individual targets and national expectations;
- Reviewing the effectiveness of interventions and classroom strategies;
- Gathering feedback from teachers, teaching assistants, pupils, and parents;
- Evaluating the deployment and impact of resources and support staff.

Findings from monitoring activities are shared with staff and governors to support strategic development and ensure the curriculum remains inclusive, ambitious, and responsive to the needs of all pupils.

SEND provision contributes directly to our school improvement priorities by ensuring targeted support improves writing skills, including handwriting and spelling, and by providing appropriate challenge and enrichment for more able pupils with SEND.

Transitions from Infant Schools to Nettleham Junior School

The SENDCo will attend Year 2 SEN review meetings where invited and, wherever possible, liaise with parents and infant feeder schools to ensure a smooth transition. For pupils who may benefit from additional support, extra visits to the Junior School can be arranged. Teaching Assistants who will work 1:1 with pupils may visit their Infant schools during the preceding Summer term to support familiarity and continuity.

Transition booklets, including photographs of key locations and staff, may be prepared to help pupils feel confident and secure in their new environment.

Transitions to Secondary School

The Year 6 staff and SENDCo will meet with secondary school staff during the Summer term, and earlier if required, to discuss pupils with SEND. Information is shared both face to face and, in most cases, electronically on a pupil transition portal. Additional visits and support can be arranged for children who may benefit from them. Transition profile booklets may be used to share important information about the pupil, including strategies that support learning and well-being. Any documents relating to a pupils SEND will be transferred to the receiving school upon their transfer.

Internal Transitions within Nettleham Junior School

Transitions between year groups within the school are carefully planned and may include:

- Meetings between current and receiving staff, parents, and, where appropriate, the pupil, during the Summer term review;
- The receiving class teacher attending the Summer Pupil Profile Review meeting alongside parents. For those children with an EHCP, receiving teachers will sometimes be asked to also attend these meetings to gain a deeper understanding of their needs.
- Additional visits to new classes or year group areas for pupils who would benefit;
- Whole-class induction mornings to support familiarity with new classrooms and staff.

These arrangements ensure that transitions are well-managed, personalised, and supportive, helping pupils with SEND to settle successfully and continue making progress.

Equal Opportunities

Our school is committed to ensuring that all pupils have equal access to a broad, balanced, and inclusive curriculum. Where necessary, arrangements will be made to provide appropriate support, guidance, or supervision for pupils who wish to participate in extra-curricular activities, ensuring that every child can take part fully and safely.

Parents

At Nettleham CE Aided Junior School, we believe that the best way to support every child is through co-production and a strong partnership with parents and carers. We aim to maintain an open, positive, and collaborative dialogue throughout a child's time at school.

Parents will be informed as soon as a concern arises, and staff will be open and honest at all stages of the SEND process. Parents are invited to attend SEN review meetings via email or letter, and class teachers, the SENDCo, and headteacher are always happy to discuss SEND matters at a mutually convenient time.

During review meetings, ways in which parents can support their child's learning and development will be discussed. Staff are also available to provide additional guidance and advice as needed.

The school will always seek parental permission before referring a child to any external agency for assessment or support.

Concerns

If parents have any concerns, they should contact the class teacher in the first instance. If the issue requires further attention, parents can contact the SENDCO or headteacher. If a complaint is not resolved, parents have the right to refer the matter to the Governing Body.

The LEA has a support service for parents called LIAISE (<https://www.lincolnshire.gov.uk/send-local-offer/liaise>), whose role is to inform and support parents: free telephone 0800 195 1635 available 8am-6pm. Alternatively you can email Liaise@lincolnshire.gov.uk.

If you disagree with your local authority's decisions about your child's special educational needs, contact the First-tier Tribunal (Special Educational Needs and Disability)

Special Educational Needs and Disability Tribunal

sendistquiries@hmcts.gsi.gov.uk

Telephone: 01325 289 350

Fax: 0870 739 4017