



SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

Our Special Educational Needs and Disability Policy includes all of the information required by the SEN Information Report which is a requirement of the SEN Code of Practice 2014 and the update in 2015.

October 2025

Next Review: October 2026

Approved by: Governing Body

Aims and Objectives

This policy explains how **Glade Hill Primary and Nursery School** makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014 and update 2015, Equality Act 2010).

Glade Hill Primary and Nursery School is a mainstream school with a strong ethos of including children with SEND. We are very proud of our reputation for inclusion, with parents of children with Special Educational Needs or a disability from out of the area requesting places. We aim to ensure that every child has equal access to the curriculum enabling them to reach their highest standards.

If you require further information about the provision for SEND in our school, or if you are concerned that your child may have Special Educational Needs, please talk to your **child's class teacher or contact the school's Assistant Headteacher and Inclusion Leader: Miss Sam Wardle or Our Special Educational Needs Co-ordinator (SENCO) Mrs Anita Bennett.**

A Graduated Response to SEND

All staff have a responsibility for identifying students with SEND (see Appendix One). Class teachers have the overall responsibility of ensuring that the curriculum will be adapted, differentiated and delivered in an inclusive way.

The aim of our SEND Policy is to ensure that:

- We identify and assess children with SEND as early as possible.
- All procedures for identifying children with SEND are known and understood by everyone.
- We aim to meet the needs of all learners including through adaptive teaching and a balanced and broadly-based curriculum in a way that supports children with SEND.
- Records relating to SEND, which are clear, accurate and up to date, follow the child through the school.
- We raise staff awareness of and expertise with SEND through INSET, in-school CPD, external courses and signposting to online self-study.
- We work in partnership with parents.
- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and each child's learning and achievements are maximised at every stage of their primary school career.

- There is adequate resourcing for SEND.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 and the 2015 update states that:

“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 him or her.”

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The revised code of practice focuses on meeting these needs in the classroom, and therefore as staff, we must accept that the responsibility for meeting the educational needs of all students in our classroom lies with us,

‘All teachers are teachers of children with special educational needs’ (SEN Code of Practice p.44).

It is important to note that all staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern from staff, a referral to the Inclusion Leader should accompany a structured and adaptive teaching programme.

Roles and Responsibilities

Glade Hill Primary and Nursery School recognises that provision for children with SEND is a matter for the school as a whole. Roles and responsibilities with regard to SEND are designated in the following way:

Headteacher

- To allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, Inclusion Leader/ SENCO, support services, parents and pupils.
- To report to governors on the needs of the SEND children in their care.
- To delegate the organisation of review meetings to the SENCO or Inclusion Leader.
- To ensure that the needs of children with SEND are met within the school.

Inclusion Leader and SENCO

- To play a key role in delivering the strategic development of the SEND policy and provision.
- To oversee the day-to-day operation of the school's SEND policy.
- To monitor the needs of SEND and other vulnerable children together with the Headteacher and class teachers.
- To assist with and advise on the teaching and assessment of children with SEND.
- To organise annual and other reviews as required.
- To ensure Provision Maps are written and reviewed termly.
- To ensure that provision for pupils with SEND is mapped.
- To ensure that the impact of SEND interventions is assessed for each pupil.
- To meet regularly with the Headteacher to discuss individual children, resources and use of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's SEND register is updated regularly.
- To lead the annual review of the SEND policy.
- To contact the Educational Psychologist and other support services in consultation with the Headteacher and class teachers.
- To meet with parents and pupils to discuss and support needs and progress.
- To report to governors as requested by the Headteacher.
- To work in conjunction with the class teachers.
- To manage Teaching Assistants, Learning Support Assistants and Learning Mentors.
- To lead INSET on SEND in school as appropriate.
- To keep their own skills updated by reading, research and attending INSET on SEND and appropriate related external courses.

Class Teachers

- To identify the special education needs of individual children in their class in partnership with the Inclusion Leader/ SENCO.
- To know which pupils in their class are on the SEND Register and at what stage.
- To maintain records for the children with SEND in their class as part of their assessment for learning records.
- To complete records of provision each term for the pupils in their class and individual provision maps for those with an Education Health and Care Plan or who are in receipt of Higher-Level Needs (HLN) funding.
- To ensure that these Provision Maps are reviewed with the parents (and child if appropriate) at least three times a year at parents' evenings.
- To provide a detailed record of the Provision Map targets and the strategies adopted and their relative success for each child with special needs.
- To ensure TAs are supporting pupils in their class, as directed.
- To ensure that the Headteacher and other colleagues are aware of children's needs.
- To provide 'Quality First' teaching and learning experiences which are appropriate to the needs of the child and adapted according to their children's needs.
- To attend appropriate INSET and courses.

Teaching Assistants (under the guidance of the class teacher)

- Carry out activities and learning programmes planned by the class teacher and the Inclusion Leader/ SENCO.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To adapt Quality First teaching and learning experiences according to their children's needs.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

Governors

- Governors to have responsibility for the implementation of the SEND policy.
- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEND provision is an integral part of the School Development Plan.
- To ensure that financial resources are available to carry out the SEND policy.
- To ensure the quality of SEND provision is continually monitored.
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Headteacher, Inclusion Leader, SENCO and staff.

- To report annually to parents on the implementation of the SEND policy and any changes during the school last year.

Training in SEND

Glade Hill Primary and Nursery school has a commitment that all staff supporting children with SEND will be appropriately trained. This training may be provided in school by members of the school team or by outside providers. Staff may be signposted to recommended on-line training and course for self-study. The need for training in SEND will be monitored by the Inclusion Leader, SENCO and Headteacher.

Glade Hill works closely with Nottingham City Inclusive Education Services (IES), Educational Psychologist Service (EPS), Behaviour Support Team (BST)/ Nottingham Include Service, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapists (SALT), Family Help and Early Help Services and Health Professionals to ensure the needs of its children are met. In the autumn term the Inclusion Leader/ SENCO will liaise with all relevant outside agencies. During these meetings the provision and progress of children with SEND will be discussed and support for the school and children planned for the year.

Outside professionals are available to support school staff in specific areas of SEND provision. Reports are provided on individual children that outline specific strategies for that individual. These are shared by the Inclusion Leader/ SENCO with appropriate staff and the Inclusion Leader and leadership team monitor that the recommendations are being followed.

Training on understanding different aspects of SEND and particular needs, and how to best deliver provision for these groups, is regularly timetabled as part of school Staff Meetings. Further staff training will be identified and delivered as necessary depending on the needs of the children. For example, we currently have staff who are trained in Moving and Handling for children with physical disabilities, Positive Intervention for children with behavioural challenges, supporting children with Autism and ADHD and Physiotherapy exercises. We also have members of staff whose role involves supporting any intimate care or the medical needs of the children they work with. For example: support with intimate care including using the toilet, monitoring epilepsy, gastrostomy training and epi-pen training. The Inclusion Leader, SENCO and other school staff are able to sign post parents to relevant support groups in the local area.

The support available will form part of the Local Offer offered by Nottingham City Council, which is available at:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

Identification and Assessment of SEN

Concern:

We aim to identify children with special educational needs as early as possible in their school career. When a class teacher identifies a child who may have SEND they should inform the Inclusion Leader or SENCO using the referral form (see Appendix 2).

If a class teacher has concerns about a child, these concerns will be discussed in the first instance with the Inclusion Leader or SENCO, who may suggest that the class teacher should monitor the child's progress or behaviour for a period of time. Once this concern has been registered, the class teacher will work closely with the child in the normal classroom context; observing the child's progress and behaviour, adapting provision and ensuring any extra help available will be targeted for the child, e.g. additional support from the Teacher or Teaching Assistant. The triggers for intervention could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving quality first teaching, adaptive teaching and differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted specifically towards a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural needs.
- Has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty or delay.

Stage 1:

If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the Inclusion Leader, about whether the child needs to go on the SEND register at the level of **SEN Support**. The Inclusion Leader/ SENCO will then contact the parents about the child's needs, offering them a meeting if required. A decision may be reached at that meeting to begin SEN Support, in which case the child's name must be entered on the SEND Register and the class teacher must include the pupil in their SEND records and provision mapping for that class. Children at this stage should be offered extra support from within the school's resources (eg. Interactive Music, Social Skills groups, Precision Teaching, Fluency Project for Reading, Lexia or Mastering Number Intervention Maths) and this will be recorded on the class provision records.

Stage 2:

If the class teacher is still concerned after a further period of monitoring, a decision will be made by the Inclusion Leader/ SENCO and Headteacher about whether outside

agency support needs to be sought from the school's Educational Psychologist (EP) and any other assessing professionals, (e.g. Inclusive Education Service, CAMHS). A meeting will be arranged with parents to discuss the concerns and for consent to be given to involve the appropriate assessing professionals. The Inclusion Leader/ SENCO, in conjunction with the class teacher, will provide them with up to date information about the pupil, including all previous interventions. It is likely that this decision may come after it becomes clear that, despite appropriate interventions, the pupil is failing to access the curriculum at an appropriate level. At this stage external support services, both those provided by the LA and by outside agencies, will usually see the child. This will occur in school if that is appropriate and practicable, so that they can advise teachers on Provision Map targets and accompanying strategies.

The triggers for involving specialist agencies are:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels significantly below that expected of children of a similar age.
- Continues to have difficulty in developing English and mathematics skills.
- Has emotional or social challenges, which result in behaviour that substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour support programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place by the school have had little or no impact on learning or progress.

Progression to Education Health and Care Plans (EHCPs)

If after advice from the EP or other professionals, the school and parents consider that help is needed from outside the school's resources, the Inclusion Leader will advise the parent of the process of applying for an EHCP from the relevant Local Authority. For children living in Nottingham City or Nottinghamshire, the first stage is for school staff to meet with parents to jointly complete the EHCP assessment request paperwork. This paperwork is then submitted to the Nottingham City Council SEN team or Nottinghamshire ICDS who will decide whether a formal assessment will take place. If a decision is made to assess, all professionals involved in supporting a child will be asked to submit reports. A decision is then made at a panel, after a review of all this evidence, about whether an EHCP will be issued.

The EHCP replaced the Statement of Special Needs in Sept 2014. It provides the same statutory protection as the Statement of SEN. However, because it covers children and

young people from birth to the age of 25, it will extend the rights and protections to young people in further education and training. The EHCP will be reviewed at least annually to maintain its relevance to the child/young person.

Provision Maps and Records

Provision maps and records detail the interventions that a child is included in that are “additional to” and “different from” the quality first teaching and adaptive curriculum strategies that is available to all children. The provision we make at Glade Hill Primary and Nursery School is based on the good practice detailed in the Nottingham City Council Provision Maps, a guidance framework for each identified area of need. For example: children with ASD, children who are Visually Impaired (VI) etc.

These detail the Curriculum and Teaching, Assessment and Pastoral support that children with particular needs may benefit from access to. These maps are not an “all encompassing” exhaustive list. They are a guide to support the inclusion of children with special educational needs or a disability. Therefore, children will not receive all of the interventions or support listed at any one time, but they may also receive additional interventions not included on the list. A copy of the Nottingham City Provision Maps can be found on our school website in the Inclusion section.

All pupils on the SEND register at SEN Support must be included on class provision records. Any child with an Education Health and Care Plan (EHCP) or who are in receipt of Higher-Level Needs (HLN) funding must have an individual Provision Map. These provision maps must be reviewed at least three times a year, with the parent and the child if it is appropriate to include the child. This should ideally be done at Parents Evenings; if not a separate time will need to be made.

If a pupil is making sustained good progress, review meetings can be used to consider removing the child from the SEND Register. Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next step on the register. E.g. from SEN Support – Stage 1 to involving other professional at SEN Support – Stage 2, or from SEN Support Stage 2 to starting the EHCP process. There must be clear evidence of when targets have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to beginning the EHCP process.

Reviews of Education Health and Care Plans (EHCPs)

If a child has an Education Health and Care Plan these must be reviewed annually. The review will be chaired by the Inclusion Leader/ SENCO. Reports will be submitted by the Class Teacher, Teaching Assistant and anyone else working with the child, e.g. the

Speech Therapist, Educational Psychologist. If there are concerns about the progress or behaviour of a pupil with an EHCP then an EHCP Review can be held at any time during the year and more than one can be held in the course of a year. The EHCP Review can be used to request additional support or changes to the EHCP. In the unfortunate event of a pupil with an EHCP facing Permanent Exclusion an EHCP Review MUST be held at the earliest opportunity prior to the exclusion meeting.

HLN Funding

HLN funding is allocated to pupils receiving SEND support, or with an EHCP, who experience the most significant barriers to learning and participation. These pupils will have on-going involvement from external support services in planning and reviewing the provision they require that is additional to and different from quality first teaching. This funding comes from the High-Level Needs block of funding allocated to the Local Authority, in order to meet the needs of pupils for whom the overall cost of provision is greater than £10,000. The Inclusion Leader/ SENCO will request HLN funding for any children the school feel meets these criteria.

Effectiveness of SEND Provision

The effectiveness of the SEND provision at Glade Hill Primary and Nursery School is analysed and reflected upon as part of the school monitoring and evaluation cycle by the Headteacher and Senior Leadership Team, which includes the school's Inclusion Leader and SENCO.

We use a variety of indicators to measure the progress that children with SEND make including teacher assessments, evidence in books, standardised assessments such as National Tests, B-Squared tracking and also progress against provision map or other individual targets. The progress of children will be regularly shared with parents through informal discussions, parents' evenings and school reports.

Interventions are aimed at being short term to allow a child to 'catch up' or 'keep up'. Interventions are closely monitored by the Inclusion Leader, SENCO and the Senior Leadership Team under the direction of the Headteacher to ensure they are appropriately delivered. This will also identify any further training required. Interventions may be delivered by Teachers, members of the SLT, Teaching Assistants or the Pastoral Team. Interventions are assessed and monitored for their effectiveness and impact on the child. The person running the intervention will keep a running record of progress which will identify specific targets within an intervention and the progress of individuals linked to these specific targets.

The Inclusion Leader and SENCO will have the responsibility of ensuring the intervention is able to be carried out as timetabled. Alongside the Assessment Leader,

they will collect data and evidence to determine impact on individuals which will then be shared in an annual report on SEND provision and impact across the whole school. The effectiveness of SEND provision, together with statistical analysis of SEND, will be published in an end of academic year annual report on the school website, shared with Governors and parents of children with SEND. This is in line with the requirement of The Children and Families Act 2014. Changes will be updated annually and any changes occurring during the year will be updated as soon as possible.

Transition

Transition arrangements are provided for children with SEND on admission to the school, when they are moving on to the next class or key stage, and in preparation for a new school or setting. These are managed by the Inclusion Leader/ SENCO under direction of the Headteacher.

On admission to the school...

The Inclusion Leader/ SENCO manages the admission of pupils with SEND to the school through liaison with parents, external agencies and if applicable previous schools/ settings. e.g. nurseries, pre-schools, child-minders. Information is shared about the needs of the child and the support that will be required. For children with complex needs this may involve the Inclusion Leader and/or SENCO attending a Multi-Agency Meeting (MAM), Team Around Child (TAC) or Team Around the Family (TAF) Meeting prior to the child starting school where all agencies will be present to discuss and support transition. The Inclusion Leader/ SENCO may also need to apply in advance for additional HLN funding to support the school in meeting the child's needs or to the Disabled Access Group (DAG) Panel to ensure the school is accessible for the child. The Inclusion Leader will then support the class teacher and other support staff in preparing for the child's admission. This will include ensuring any relevant training needs are met. e.g. Moving and Handling, Positive Intervention. Additional visits to school may be offered for the parents and child, to supplement any other admissions arrangements for new children to the school.

For some children, a staggered transition to full-time school may be suggested by school and outside agencies to ensure that a child's needs can be fully met, appropriate support can be put into place, the child can develop positive relationships with the adults they will be working with, and school are positively supporting a child's well-being in a time of great change and possible stress. This will be discussed and agreed with parents/ carers prior to them starting school wherever possible, and there will be a clear plan on how the child's hours will be increased to the level of other children their age that will be regularly shared with parents/ carers.

On moving to a new class or key stage...

Information is shared about the needs of the child and the support that will be required by the current class teacher with the next class teacher and any support staff during a transition meeting. Prior to the transition meeting, the current class teacher makes sure that any records about the child are up-to-date and that the class Provision Map is shared with the new teacher to ensure continuity of provision for the child's needs. Support staff who work with the child may also carry out a transition programme involving preparing the child for the changes that are going to take place. This may also involve support from the school's Pastoral Team. The Inclusion Leader/ SENCO will also support the new class teacher and support staff in preparing for the child's admission, including ensuring any relevant training needs are met and that the classroom is accessible.

Preparation for a new school or setting...

As pupils on the SEND register progress from our school to a secondary school or from our school to another Primary school, the Inclusion Leader will liaise with the various receiving schools. Information about the needs of the child and the support they require will be passed onto the next school by the Inclusion Leader/ SENCO. e.g. current provision maps, recent reports from professionals. In the case of transition to secondary, this will include inviting the SENCO from the potential secondary schools to Y6 Reviews and arranging visits for pupils and parents to look at prospective schools. This may include transition for some children with EHCPs to specialist provision. Support staff who work with the child may also carry out a transition programme involving preparing the child for the changes that are going to take place. This may also involve support from the school's Pastoral Team or specialist transition support from outside professionals.

Accessibility

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

Glade Hill Primary and Nursery school endeavours to meet the requirements of this act by striving to make 'reasonable adjustments' to provide access and support for pupils and adults who are disabled including: 2 disabled toilets/ changing areas, some ramped access to buildings and access for taxis and other types of transport. We will provide written information in different formats when required for individual purposes. We access any additional equipment required to enable pupils to access the school/curriculum by liaising with the appropriate departments at the Local Authority.

Some outside areas and routes into our buildings are wheelchair accessible but due to the age of the building some are not. Once inside our buildings nearly all areas are wheelchair accessible. Our Accessibility Plan includes an action plan to improve physical, curriculum and information access at our school that is updated yearly. A copy

of this is available on our school website. We will also continue to work with the Disabled Access Group (DAG) when required to improve access to the entire site.

Social and emotional well-being

Glade Hill Primary and Nursery School has a very supportive and nurturing ethos, with a clear commitment to supporting and developing children's social and emotional needs. All staff are offered additional training on emotion coaching, attachment and trauma informed practice as relevant. They are also provided with training on Special Educational Needs that may impact on a child's social and emotional well-being such as Autism and ADHD. All of the children at Glade Hill are provided with support and guidance in terms of their social and emotional well-being through Personal Social and Health Education (PSHE) sessions in their classes. We also plan themed weeks throughout the school year aimed to support their social and emotional well-being. For example, All Together Against Bullying week, Cyber safety, Drug Aware, RSHE week. We also often have visitors into school with a PSHE focus. For example, First aid for children, Epilepsy awareness, NSPCC & Childline. We aim for all of the children in our school, including those with SEN or a disability, to fully participate in all of these activities and will adapt them as required to promote inclusion.

For children with additional social and emotional needs we can provide individual or group sessions with our ELSA (Emotional Literacy Support Assistant), our Mental Health First Aiders (MHFAs), our pastoral team, one of our teaching assistants or our Senior Mental Health and Well-being Lead. These sessions may include specialist interventions to help support the social and emotional needs of children. For example, circle of friends, feelings focus, interactive music, positive play, time to talk, social stories, nurture group, bereavement counselling. This is not a definitive list of provision, as the sessions will be planned and based on the needs of the children.

Children with social and emotional challenges or support needs will be referred to the Pastoral Team by their class teacher or by the Inclusion Leader. They may be given a key member of staff to talk to and may have contact with this person throughout the week. Children with significant difficulties who are unable to follow the school behaviour policy will have an individual behaviour plan written for them. They may also have an individual handling policy and risk assessment. When it is identified that a pupil finds a certain time of the school day difficult, interventions will be put into place to support at these times. For example, if a child finds lunch times difficult, they will be allocated support by a member of staff during that time. Provision will be addressed on an individual basis to ensure a child's social and emotional needs are met. For further details, please see the school's behaviour policy.

Children with SEND will be entitled to access all available extra-curricular activities, including those outside of the classroom, including school trips. Staffing for these

activities will be addressed to provide support as and when necessary. However, if an individual risk assessment completed by Mrs Stapleton (Headteacher), Miss Wardle (Inclusion Leader), Mrs Bennett (SENCO) or another Senior Leader deems it unsafe for a child to take part in an activity, despite reasonable adjustments, they will make the decision that the child is unable to access the trip and share the reasons why with the parents and pupil.

Involvement of Parents

If you require further information about the provision for SEND in our school, or if you are concerned that your child may have Special Educational Needs, please talk to your child's class teacher in the first instance or contact the school's Inclusion Leader Miss Sam Wardle or our Special Educational Needs Co-ordinator (SENCO) Mrs Anita Bennett via the school office. We will inform parents of any concerns we may have through a direct meeting, phone call or letter, as detailed in the previous sections of this policy. For a summary, please see appendix 1.

We also aim to support parents in engaging with all aspects of the life of the school and promoting positive parenting by working with parents. This may include training opportunities for parents of children with SEND or drop in coffee mornings. Further details can be found on our school website or will be communicated to parents via email/ post from the school office.

Involvement of Pupils

At Glade Hill Primary and Nursery school there are a range of opportunities for children, including those with SEND, to contribute their views and discuss how well they are doing. These opportunities include classroom discussions, individual discussions with teachers (pupil conferencing), our class ambassadors, Pupil Council, pupil questionnaires, pupil interviews and through involvement with staff recruitment. If pupils have any concerns they are encouraged to raise this issue with their class teacher, their support worker or via the Pupil Council.

If we have any concerns about a pupil's learning or behaviour, then if appropriate the child will be involved in any discussions and have their views recorded. However, the child's needs will be considered when considering how involved they can be in the process. Children will also be involved as much as possible in any decision-making including target setting, intervention provision and reviews.

Safeguarding of children with SEND

Our school Designated Safeguarding Leads (DSLs) offer training and support to ensure that all staff recognise the additional risks that children with SEN and disabilities (SEND) face and that we consider the safeguarding needs of these children. Our school approach and procedures, including those for children with SEND, are outlined in our Safeguarding and Child Protection Policy which takes account of the requirements of Keeping Child Safe in Education (KCSIE) 2025.

Any child may benefit from safeguarding 'early help' in which a DSL will liaise with other agencies and if appropriate make a referral for an early help assessment to ensure appropriate support is offered, following the procedures in our local areas. As a school we recognise and train staff to appreciate, that we need to be particularly alert to the potential need for early help for a child who is disabled and has specific additional needs or has special educational needs (whether or not they have an Education, Health and Care Plan or EHCP).

We recognise that sometimes, for children with SEN and disabilities, their SEN or disability needs could be seen first, and the potential for abuse second. If children are behaving in particular ways, they're looking distressed or their behaviour or demeanour is different from in the past, we consider that this may be a sign of the potential for abuse, and may not be simply part of their disability or their special educational needs.

We also recognise that children with SEND have a higher risk of being isolated from their peers, and they can be disproportionately affected by bullying. As a school we ensure that we consider this and that our children with SEN and disabilities have greater access to mentoring and support.

This includes the risk children with SEN and disabilities face online (for example, from online bullying, grooming and radicalisation) and we ensure through training that all staff have the capability and training to support SEND children to stay safe online through our digital-safety teaching.

Complaints

If a parent is worried and wishes to discuss any concerns relating to their child, the first point of contact should be the child's class teacher. Most concerns can usually be addressed by a meeting between the class teacher and parents to discuss any issues and identify actions to address them. Our school usually resolves concerns in this way.

However, if there are on-going concerns, specifically relating to a child's special educational needs or disability, a meeting should be requested with the school's Inclusion Leader or SENCO via the school office. The Inclusion Leader or SENCO will then usually arrange a meeting with parents, the class teacher, the child, and other support staff or other professionals if appropriate.

We endeavour to communicate with parents 'face-to-face' to address concerns, however if this is not suitable telephone conversations with the Class Teacher or Inclusion Leader/ SENCO can be arranged.

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher. The chair of governors may be involved if necessary. In case of an unresolved complaint the LA may be involved. Please see the complaints policy on the school website or request a copy from the office for specific details.

Local Offer

The interventions and support offered at Glade Hill Primary and Nursery School feeds into the Local Authority local offer. In line with the Children and Families Act (2014) the Local Authority have brought together all of the information on services that support children and young people with SEND in one place. In Nottingham City, this can be accessed using www.asklion.co.uk.

It is a one-stop shop for everything you need to know and every service you might need to access, including:

- Health, such as doctors, nurses and therapists
- Education, such as schools, colleges, nurseries, playgroups and support services
- Social Care

It also covers all of the support groups in the voluntary sector, as well as leisure activities. The aim is to provide all the information families need to make decisions about the best provision required. As part of this Local Offer we at Glade Hill Primary and Nursery School provide, as much as feasibly possible, graduated provision as outlined in the Nottingham City Schools Provision Maps for the current needs of pupils in the school. These can be found on the school website and the Nottingham City schools' website.

Additional information

For a glossary of terms and a guide to the common acronyms used in relation to SEND, please see Appendix 3.

Date: October 2025

Review date: October 2026

A Graduated Response to SEND

Action	Who is involved?	What is involved?	Next Steps
Adaptive Teaching	The class teacher is responsible for using adaptive teaching strategies for all the pupils.	The teacher plans for adaptations to the curriculum, adult support, the learning environment and resources which are appropriate to a pupils level of need for success and so progress can be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEND register at SEN Support. The teacher responsible for the child informs the Inclusion Leader of the concern using the 'SEND Cause for Concern' form (see Appendix 2).
SEN Support – Stage 1	The child is placed on the SEND register at SEN Support. Appropriate interventions are identified and parents/carers are informed.	Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/carers. These are recorded termly on the class Provision Map which is reviewed regularly.	Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.
SEN Support – Stage 2	The Inclusion Leader requests advice from an external agency. The class provision map is adapted with parents/carers based on the additional guidance given. The teacher involved delivers the plan of action.	The Provision Map is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. The Provision Map is reviewed regularly.	The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for EHCP.



Appendix 2

SEND Cause for Concern Referral Form (Please complete this form with as much detail as possible and pass to the Inclusion Leader)

Name of Pupil

Class

1. Please tick which area(s) of SEN/D is/are of concern for this pupil.
 - Cognition and Learning
 - Social, Emotional and Mental health development
 - Communication and Interaction
 - Sensory and/or Physical Needs

2. Briefly explain how you have adapted the work for this pupil.

3. Briefly explain what difficulties this pupil is experiencing in accessing the curriculum.

4. Please detail any other factors which might be relevant, i.e. recent conversations with parents.

Glossary of terms

A guide to the common acronyms used in relation to SEND

SEND – Special Educational Needs and Disability

SENCO – Special Educational Needs Co-ordinator

ASD – Autistic Spectrum Disorder/ Condition

SEMHD – Social, Emotional or Mental Health Difficulty

VI – Visually impaired

HI – Hearing impaired

MSI – Multi-Sensory Impairment

MLD – Moderate Learning Difficulties

SLD – Severe Learning Difficulties

PMLD – Profound and Multiple Learning Difficulties

PD – Physical Difficulties

SpLD – Specific Learning Difficulty

SLCN – Speech, Language or Communication Need

EHCP – Education Health and Care Plan