

SEND Policy 2025-2026

At Berridge Primary and Nursery school we believe that all children have an equal right of access to a broad and balanced curriculum, which enables them to achieve educational access and reach their full potential. All children, regardless of their level of ability and any medical needs, physical needs or learning difficulties they may experience during their school life, are valued for their individual contributions and enabled to participate fully in the life of the school.

We make every effort to identify and provide for children's individual needs within a caring, supportive and stimulating school environment. When a child is experiencing difficulties, we are committed to understanding the child's needs and working to create the supporting environment that the child needs to thrive and succeed. We take account the views of the child and are firmly committed to partnership with parents in all areas of school life and recognise this as being of particular importance for children with special educational needs/and or disability.

Definition of SEND and aims for children at school

The Special Educational Needs and Disability Code of Practice (0-25 years) defines a child as having a special educational need and disability (SEND) if they have a learning difficulty which calls for special education provision to be made.

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

- have a significant greater difficulty in learning than the majority of children of the same age.
- has a disability which prevents or hinders them from using the educational facilities provided by the school for children of the same age.
- A child under 5 has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special education provision was not made.

Many children and young people who have SEND may have a disability under the Equality Act 2010. The Equality Act (2010) defines a disabled person as someone who has: *'a physical or mental impairment which has a substantial and long-term (more than 12 months) adverse effect on their ability to carry out normal day to day activities.'*

This definition includes children and young people with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND 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.

Special educational provision should be matched to the child's identified need. Children's special educational needs are generally thought of in the following broad areas and a child's special educational needs/and or disability may include one or a combination of the following:

Communication and Interaction

Children with speech, language and communication needs (SCLN) have difficulty in communicating with others. They may have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with autistic spectrum condition (ASC) are likely to have particular difficulties with social interaction.

Cognition and Learning

Children may require support if they learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties cover a range of needs, including moderate learning difficulties (MLD) severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific areas of learning such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

These types of difficulties may manifest themselves in many ways such as becoming withdrawn or isolated, displaying challenging behaviour, disruptive or disturbing behaviour. Children may be diagnosed with disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.

Aims of Berridge Primary and Nursery School

Berridge primary and nursery school is a mainstream primary school. We are a school who is committed to supporting inclusion.

At Berridge Primary and Nursery school we aim to:

- Identify and assess children's special needs and/or disabilities, whether short or long term. At the earliest stage possible after a child's entry into school and as and when they may arise during the course of their school life.
- Encourage participation of parents and children themselves from the earliest stage possible in the provision of information, decision making and reviewing of progress.
- Provide appropriately and promptly for children with special educational needs/and or disability through careful adaptations of the curriculum which enable them to have access to the whole curriculum.
- Use external advice and support as necessary to make appropriate provision and to support effective strategies and make efficient use of resources.
- Value all pupils equally as members of the school community.
- Promote caring cooperative attitudes at every level of school life
- Provide children with a secure, safe and supportive environment
- Meet the needs of all children within the limitations of the school's physical environment
- Train and support the staff to meet the children's needs
- Ensure the school is as accessible as possible for children with varying needs.

How we identify pupils with SEND

At Berridge we recognise the importance of early identification of difficulties which may require special education provision. These difficulties may present themselves in any stage of a child's schooling, and procedures are in place to ensure that all children's needs and progress are carefully monitored.

The process of identification is on-going through the school's carefully monitored tracking system and pupil progress meetings. Special education needs and disabilities may be identified from any of the following sources, either at the time of the child's entry to school or at any time after:

- Submission of admission forms and medical records on a child's entry to school
- Submission of records on a child joining the school from nurseries or other schools
- Interviews with parents prior to admission
- Parent consultation meetings
- Medical examinations including hearing and vision tests
- Sharing of information from outside agencies, such as health services and social services
- Recordings of on-going teacher observations and assessments
- Termly reviews of attainment and progress
- Monitoring of general behaviour
- Concerns raised by the child themselves which alerts teachers, parents or adults to a possible need.

If parents have any concerns about their child's development, then parents should initially speak to their **child's class teacher**.

How we support pupils with SEND

As stated in the SEND code of practice: 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

All children are provided with quality first teaching through our universal provision, however some children with special educational needs/and or who have a disability will require support that is additional to and different from that provided within the schools adapted curriculum that further support the four areas of learning identified in the code of practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory impairment and/or physical disability.

For pupils who have been identified as having SEND, Class teachers are asked to complete a provision map each term which outlines their additional support, interventions and individual targets. The school will then monitor using the graduated approach of assess. plan, do, review. By continually assessing and monitoring whether their support is effective.

In some circumstances if a child has still not made progress then it may be necessary to co-ordinate additional support from external agencies or bespoke training. Assessments or observations made by other agencies will only be done with parents' consent (This may be verbal or written).

EHC assessment and EHCP's

If a child's progress continues to be unsatisfactory despite intervention and support, or when external agencies advise that further action is required, the SENDCO or parents may apply for a statutory assessment. If the assessment application is successful, the child then has a multi-professional assessment from the Local authority (LA) and if deemed appropriate, the

LA will issue and Education Health Care Plan (EHCP), previously known as a statement of educational needs.

If an EHCP is issued the school will be asked if it can meet the needs of the child. The school will try and accommodate the needs of the child at Berridge. The school will consider the needs of the child, the wishes of the parents, the support offered by the LA and the impact on the other children in school. There may be cases where it is not possible in the short term to make provision. For instance, the layout of our Brushfield site over three floors might mean that it is impossible to provide for a child immediately. Berridge is committed to improving access.

Once Berridge is named as the child's education provision the SENDCO will ensure that:

- The child's records are maintained
- The child's individual provision map is in place
- Teachers monitor and review the child's progress on a continual basis. This will also include an EHCP annual review, reporting results and recommendations to the LA.

Any changes in the child's special educational needs will result in a review meeting being held at the earliest opportunity.

Routes to Inclusion (R2i)

Routes to inclusion is a city-wide early intervention strategy for Nottingham City Schools that has been developed by members of the Education Psychology service, behaviour support service and Nottingham City Primary SENDCOs. It aims to promote inclusion and helps to identify the children who most need targeted support. R2i uses research-based resources and interventions that support teachers to use early intervention strategies for identified children. It supports teachers to adapt their teaching, classroom environment and strategies as part of the school's universal provision. When children do need additional support as part of their graduated response, R2i supports schools in choosing the most appropriate intervention to address the child's needs and remove barriers to their learning.

Allocation of resources

All pupils with SEND have access to devolved funding within the school budget. For those with more complex needs and those who require specialist intervention, additional funding (Higher Level Needs HLN) can be applied for from the local authority by the school SENDCO. An application will be made to the local authority, who arrange a multi-agency panel, who will then decide whether the level and complexity of needs meets the threshold for this funding. It is the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.

Enhanced provision sessions

We aim to teach all our children within a mainstream classroom alongside their peers. In addition to this we have an enhanced provision class at each site, for children with the most complex needs. Each of these children has their own Individual provision map and are supported by specialist teachers and speech and language therapists and the development of early communication and interaction skills has a high priority. These teaching and targeted intervention sessions are overseen by the school SEND teacher and the school SENDCO.

Assessment

Most pupils with SEND will be assessed through the school's assessment system. However, for some children with SEND in year group assessments will not be achievable and the children will need to be assessed using smaller steps.

At Berridge Primary school we use an assessment system called B squared. B squared has been designed for children who are engaged in subject specific learning but who are working significantly below age related expectations in some or all areas. There may be a small number of children who are not yet ready to engage in subject specific learning and who are working below the level of B squared. These children are likely to have severe or profound and multiple learning needs and these children will be assessed through the engagement model.

Children in Early years foundation stage will usually have their progress monitored against the early learning goal trackers. There may be some children with SEND where it is appropriate to use B squared early steps in order to evidence smaller steps of progression.

Special educational needs and disability training

Berridge primary and nursery school is committed to ensuring that all teachers and teaching assistants have training in SEND as part of their on-going professional development and in order to meet the needs of the children with SEND. The SENDCO attends regular SENDCO network meetings within the local authority and attends relevant SEND courses.

The SENDCO and senior leadership team maintain an overview of the school's INSET needs with regard to SEND. The need for whole staff, phase or other school-based inset is assessed and training is arranged in areas identified as priorities under the School Development Plan.

Partnership with Parents

At Berridge we recognise the vital role that parents, including all those with parental responsibility, have as partners in the education process with their key knowledge of their children as individuals. We are committed to involving parents from the earliest stage of a concern being identified and recognise that they are able to give particular insight into their child's special educational needs and/or disability. Parents are invited to discuss their child's individual needs and progress and to take an active role in their child's education. We also encourage them to initiate discussions with the school to voice any concerns that they may have. Parents are welcome and invited to make an appointment with their child's class teachers and the SENDCO if they have any concerns or wish to discuss their child's progress within the class.

Should parents have a concern about their child, they should, in the first instance, approach their child's class teacher who will involve the SENDCO or senior leadership team as appropriate. If the child is already on the special educational needs register and there is a concern regarding the way their child's needs are being addressed the parent should make an appointment directly with the SENDCO.

Pupil participation

At Berridge we encourage children to be actively involved in their education. As the children develop through the school, they have increasing responsibility for their own learning and monitoring their progress against success criteria. Pupils have their opportunity to 'have a say' in class, through pupil voice questionnaires. Children with special educational needs

and/or disability and where possible have an input to the provision in place to meet their own needs. The level of involvement increases through the school as pupils mature and are able to reflect on their own difficulties.

The views of children with an EHCP are gathered before an annual review and where appropriate some children may attend the meetings.

Transition

A successful transition is important for all pupils including those with SEND. We work with staff, parent/carers and children to ensure a smooth transition when starting school and when moving to a new year group or school. Information is transferred to the new class, phase or school. For children with SEND extra transition support may be necessary and planned for, including extra transition visits.

Complaints

Parents should initially discuss any concerns or complaints with the class teacher and SENDCO. If they then wish to take the matter further then they should approach the Head Teacher. Any official complaints should follow the school's complaints procedure available from the school office or the website.

If parents have complaints regarding their child's EHCP they should refer these complaints to Nottingham City SEND department. Contact details are included in EHCP letters and available from school on request.

The role of the governing body

All governors are aware of their responsibilities to SEND and we have a nominated governor with responsibility for SEND.

The duty of the governing body is to:

- Determine, in cooperation with the headteacher, the school's general policy and approach to provision for children with special educational needs and/or disability.
- Establish the appropriate staffing and funding arrangements to do their best to secure that the necessary provision is made for any pupil with SEND
- Nominate a governor with special responsibility for SEND who will work with the headteacher and SENDCO
- Ensure that teachers in school are aware of the importance of identifying, and providing for those pupils who have SEND
- Follow the code of practice when carrying out its duties.
- Ensuring school is implementing agreed policies

Local offer

Our SEND local offer is designed to support children and young people with special educational needs and/or disabilities. It details the services and information that are available to those that have or may have a special educational need and/or disability.

The local offer can be accessed by visiting the Nottingham City Website:

[Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#)