Misterton Primary and Nursery School

Special Educational Needs and Disabilities Policy

September 2025 - 2026

Reviewed and Agreed by Governing Body: Spring 2026
To be reviewed: Autumn 2026
SENDCo: Elizabeth Marsh

Intent

At Misterton Primary School, children are at the heart of everything we do. Through the delivery of an ambitious, vocabulary rich National Curriculum, we embed carefully sequenced skills, knowledge and understanding. Beyond this, our children contribute to shaping the curriculum we teach, fostering motivation and inspiring a lifelong love of learning.

As a Take Care School, we take care of ourselves, each other and our school. Our community ensures that every child's wellbeing is supported and strengthened, enabling them to become healthy, kind and respectful citizens of the future. Individuality is nurtured and celebrated, and barriers to learning are identified and addressed so that all children can thrive.

Our local context is valued as a key curriculum resource and provides a foundation from which pupils explore the diverse wider world, building cultural capital and broadening aspiration.

Children are encouraged to reflect on their learning and deepen their understanding, developing high aspirations for themselves. Through a growth mindset approach, resilience and independence are fostered, preparing pupils for successful transition to the next stage of education and supporting the development of the whole child.

Introduction

At Misterton Primary School, we believe that every child should be supported to reach their full potential.

We are committed to providing an inclusive learning environment in which all pupils' strengths, needs and abilities are identified and supported. Where additional needs are identified, appropriate provision is carefully planned and implemented to ensure all pupils can access a broad and balanced curriculum.

We use the SEND Code of Practice (2015) to guide the identification of pupils with special educational needs and disabilities and to ensure that effective, evidence informed provision and support are in place.

Roles and Responsibilities

The Headteacher:

- Has overall responsibility for the implementation of this policy and for ensuring that provision for pupils with SEND is effective across the school.
- Works in partnership with the SENDCo, staff and governors to monitor and review provision.
- Appoints a designated SENDCo and ensures they are appropriately trained and supported.

The SENDCo will:

- Maintain an accurate and up to date register of pupils identified as having SEND.

- Oversee the provision for pupils with SEND, ensuring support is matched to identified needs.
- Support staff in the identification of pupils with SEND and in completing referrals.
- Liaise with external agencies to access advice, support and statutory assessments where required.
- Work in partnership with parents and carers.
- Ensure staff receive appropriate and up to date training in relation to SEND.
- Apply for additional funding for pupils with significant additional needs.
- Coordinate applications for Education, Health and Care Plans (EHCPs) and lead on Annual Reviews where a plan is in place.
- Monitor the effectiveness of SEND provision through the graduated approach (Assess–Plan–Do–Review).

Class Teachers and Teaching Partners:
Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including those with SEND.
They will:

- Plan and deliver high quality, inclusive teaching that is appropriately adapted to meet the needs of all learners.
- Scaffold and adapt learning tasks where required to ensure access to the curriculum.
- Foster confidence, resilience and independence in all pupils.
- Meet with the SENDCo and external professionals when required to discuss pupil needs.
- Liaise regularly with parents and carers regarding provision and progress.
- Contribute to referral processes and documentation where appropriate.
- Monitor and track progress to ensure pupils are making expected progress in their learning and development.
- Complete and maintain Targeted Support Plans (TSPs) for pupils identified as requiring SEN Support, in collaboration with the SENDCo.
- Maintain an accurate Class Profile Plan to inform inclusive planning, reasonable adjustments and targeted provision for pupils with SEND.

Allocation of Funds linked to SEND

All pupils with SEND have access to appropriate resources, reasonable adjustments and targeted adaptations to ensure their needs are met and that they can access a broad and balanced curriculum.

The school receives delegated SEND funding as part of its core budget. Where a pupil's needs are identified as requiring provision that is additional to or different from that ordinarily available, the school may apply for additional funding. This may include Additional Family Needs (AFN) or High Level Needs (HLN) funding, depending on the level and complexity of need.

In Nottinghamshire, Education, Health and Care Plans (EHCPs) do not automatically attract additional funding. Where an EHCP is in place, provision is planned and reviewed in line with the outcomes specified in the plan, and additional funding is sought where appropriate through local authority processes.

What is a Special Educational Need?

A child or young person has a special educational need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:
a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) 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 post16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition 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 are taught.

Identification of Pupils with SEND

At Misterton Primary School, we follow a graduated response to the identification and support of pupils with SEND.

Identification begins with high quality, inclusive classroom teaching. Where a pupil is not making expected progress, concerns may be raised by class teachers, parents or carers, the pupil themselves, or external professionals.

We use the graduated approach of Assess – Plan – Do – Review to identify and respond to additional needs. This process works most effectively when information is gathered from a range of sources, including home, school assessment data, observations and, where appropriate, medical or external professional advice. Assessment is ongoing and may include:

- Teacher assessment and monitoring
- Pupil progress data
- Observations
- Discussions with parents and carers
- Input from external agencies where required
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A pupil will be identified as having SEND when their learning difficulty or disability requires provision that is additional to or different from that normally available within high quality classroom teaching.

Parents and carers are informed and actively involved at every stage of the SEND process, including identification, assessment, planning, provision and review.

SEND Support

If the school identifies that your child may have SEND, you will be informed at the earliest opportunity and invited to attend a meeting. This meeting enables school and home to work together to identify strengths and areas of need, agree desired outcomes, and plan appropriate provision and adjustments

Where a pupil is identified as requiring support that is additional to or different from high quality classroom teaching, they will receive SEND Support.

Support is planned and reviewed using the graduated approach: Assess – Plan – Do – Review.

- Assess – The child's needs are identified through assessment, observation, discussion and, where appropriate, external advice.
- Plan – Outcomes are agreed and support strategies or interventions are identified.
- Do – The agreed provision is implemented. Class teachers remain responsible for the pupil's progress.
- Review – Progress towards outcomes is reviewed termly in partnership with parents and carers, and adjustments are made where necessary.
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Meetings to review progress will take place at least termly, ensuring that provision remains appropriate and responsive to your child's needs.

The Four Areas of Need

At Misterton Primary School, we recognise that children may have different types of SEND, and we use the four areas of need outlined in the SEND Code of Practice to guide our support. Understanding these areas helps us provide the right support for each child, ensuring they can thrive academically, socially, and emotionally.

1. Communication and Interaction:
   Some children may have difficulties with speech, language, or social communication. This includes children on the autism spectrum or those who find it hard to understand and use language effectively. Support might include speech and language interventions, social skills groups, or visual communication aids.
2. Cognition and Learning:
   Children may experience difficulties with learning at the expected pace, which can affect reading, writing, maths, or other curriculum areas. This includes specific learning difficulties such as dyslexia or more general learning challenges. Support might include differentiated teaching, targeted interventions, or specialist resources.
3. Social, Emotional and Mental Health (SEMH):
   Some children may find it difficult to manage emotions, build relationships, or cope with stress and anxiety. This could include children with ADHD, anxiety, or other social or emotional challenges. Support might include pastoral support, small group work, counselling, or structured routines to promote wellbeing.
4. Sensory and/or Physical Needs:
   Children may have sensory or physical difficulties that affect their learning, including visual or hearing impairments, mobility challenges, or other sensory sensitivities. Support might include adapted resources, specialist equipment, or targeted interventions from outside professionals.

At Misterton Primary, we take care of each child's needs individually, planning provision that is additional to or different from high quality classroom teaching. By recognising these areas, we can ensure that every pupil receives the right support to succeed academically, socially, and emotionally.

Education, Health and Care Plans

Where a child has significant and/or complex needs that cannot be met through SEND Support alone, a request for an Education, Health and Care (EHC) needs

assessment may be made to the Local Authority. This request may be made by the school or by parents or carers.

An Education, Health and Care Plan (EHCP) is a statutory document issued by the Local Authority. It outlines a child's special educational needs, the outcomes sought, and the provision required to meet those needs.

If an EHCP is granted, the school will implement the provision specified within the plan and work closely with parents, carers and any involved professionals to ensure outcomes are supported effectively.

EHCPs are formally reviewed at least annually through an Annual Review meeting led by the SENDCo, with input from the class teacher, parents or carers, the pupil (where appropriate), and relevant external professionals. The purpose of the review is to:

- Evaluate progress towards agreed outcomes
- Consider the effectiveness of provision
- Set new outcomes where appropriate
- Recommend any amendments to the Local Authority

Accessing Outside Services

Misterton Primary School works closely with external services and professionals to ensure that pupils receive the most appropriate support for their individual needs. Where it is deemed necessary to involve an outside service—such as educational psychologists, speech and language therapists, or other specialist professionals—the school will always inform parents or carers beforehand and explain the purpose of the referral.

Parents and carers will be provided with feedback following any consultation or assessment, including any recommendations or outcomes. Information from outside agencies is used to inform the Assess–Plan–Do–Review process and to ensure that provision remains tailored to the child's needs.

Transition to Other Schools

When pupils move to another school, whether to secondary education or to a new school elsewhere, all relevant records, including SEND documentation and provision information, are securely transferred to the receiving school.

We aim to make transitions smooth and effective by encouraging the receiving school to attend a meeting with the current SENDCo and class teacher. This ensures that they have a clear understanding of the pupil's needs, strengths, and any strategies or adjustments that have been effective.

For pupils with SEND, transition planning begins early and may include:

- Meetings with parents, pupils, and the receiving school
- Sharing of the child's support plans, interventions, and assessment information
- Visits to the new school for pupils where appropriate
- Liaison with external professionals to ensure continuity of support
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By carefully planning transitions, we aim to minimise disruption to learning and ensure that pupils continue to receive the support they need in their new setting.

Complaints

If you have any concerns or complaints regarding SEND provision, please contact the SENDCo, Mrs Marsh, in the first instance.

If the matter is not resolved through discussion with the SENDCo, parents and carers can follow the school's formal complaints procedure. A copy of the complaints policy is available on the school website or on request.

We aim to resolve concerns promptly and collaboratively, ensuring that all pupils receive the support they need.