



# Stanhope Primary School and Nursery

## SEND Policy 2025-2026

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At Stanhope Primary and Nursery School, we follow The SEN Code of Practice. This was first published on the 11th June 2014 and came into force in September 2014. The Code of Practice was last updated on the 30th April 2020 due to the Coronavirus Pandemic. It can be viewed here:

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

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov/schools/pupilsupport/sen](http://www.education.gov/schools/pupilsupport/sen)

On significant change arising from the reforms is that the Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new, Education Health Care Plan (EHCP). These plans are being supported by an Education, Health and Care Plan Pathway.

You can view an animation describing the new pathway on Nottinghamshire's Local SEND Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

This information is also available by putting the above web browser into your mobile smart phone or tablet.

### **The SEND Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and / or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those that do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **Stanhope Primary and Nursery School Vision**

*“Creating a love of learning for LIFE!”*

At Stanhope Primary and Nursery School, we believe that every child is unique and deserves the opportunity to flourish. Our vision for Special Educational Needs and Disabilities (SEND) is rooted in the belief that all children should be empowered to develop a lifelong love of learning, regardless of their starting point or individual challenges. Together, we foster a community where difference is celebrated and every child is encouraged to grow with confidence, compassion, and a passion for learning that lasts a lifetime.

At Stanhope Primary and Nursery School, our curriculum vision is to develop independent learners that are resilient and are prepared to tackle any challenge that they may face. The curriculum is language rich and develops knowledge and understanding and promotes high aspirations for all children.

All staff work together to ensure that these principles are driven throughout the curriculum and are evident in teaching and learning approaches. This ensures that our teaching and learning approach is personalised to meet the needs of all children including those with SEND. These principles are also thought about and referred to when creating SEND support plans.

All of our children follow ‘The Stanhope Way’ by always being their best selves, being kind and being safe. These values are embedded throughout our school day and experiences that are offered to our children.

We ensure that all children are included in all aspects of learning and school experiences throughout their time at our school.

## **Aims and Objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

- To provide an environment in which all children feel safe, cared for and supported.
- To promote and encourage independent learning, resilience and the confidence to take risks. We recognise that everyone learns differently and that positivity, resilience, goal setting, self-awareness, cooperation and making mistakes are all part of learning.
- To encourage children to appreciate and understand the wider world in which we live.
- To provide a broad and balanced curriculum which ensures equality for all, enabling all children to achieve their full potential. We recognise and celebrate the diversity of achievement for each child.
- To establish a sound working partnership between home, school and the wider community.

### **Objectives**

- Identify the needs of children with SEND as early as possible This is most effectively done by gathering information from parents, education, health and care services (and feeding schools) prior to the child's entry into school.
- Monitor the progress of all children This is done to aid the identification of children with SEND. Continuous monitoring of those children with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the National Curriculum This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all children's needs are catered for.
- Work with parents This is essential to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information (annually) on the provisions for children within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- Work with outside agencies When the child's needs cannot be met by the school alone.
- Create a school environment where children feel safe to voice their opinions of their own needs. Child participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

- Provide a broad and balanced curriculum Delivered by skilled professionals, so that children are enriched, understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalised (with reference to the Government Prevent Strategy: see also the schools Child Protection Policy with regards to Preventing Extremism and Radicalisation).

# Our Graduated Response

## SEND | Inclusion School Graduated Approach



### Concerns are Identified

- Parental concerns
- Limited progress evidenced
- Previous setting
- Other professionals raise concerns
- Pupil progress meetings
- Staff concerns
- Child exhibits challenging behaviour
- Pupil struggles to access whole class learning

### Assess, plan, do, review 1

#### **Class teacher to follow the assess, plan, do, review cycle:**

Class teacher to monitor and assess the child

Use AFL to assess the broad area of need and teacher to make adaptations to learning (using the QFT document and curriculum adaptations and the toolkit)

If EAL, consult the Bell Foundation for strategies and ask parents about home language

Plan for and use appropriate scaffolds in lessons

Talk to the child and family about their needs and support

Inform the SEND team of the actions that you are taking

### Assess progress & effectiveness of the adaptations

Child is making good progress  
Behaviour/engagement improves

Child's progress/engagement/behaviour  
continues to be a cause for concern

#### **Class teacher to continue with assess, plan, do review 2/3**

Class teacher to complete a formal 'concern' form and child is added to MaC register

Class teacher to speak to parents (with SENDCo if needed)

Discussion with child around strategies in place and what works for them

Provision mapping used to plan appropriate intervention and/or support

SEND team to complete an observation to offer further strategies if required

Review the effectiveness of the provision.

Child is making expected progress  
and/or behaviour improves  
No longer a cause for concern  
(remove from MaC after 2 terms)

Limited or no  
progress seen  
towards targets.

Child is making some  
progress but further  
adaptation needed  
(max 2 terms)

Continue to monitor the child in  
class and adapt teaching and  
learning using appropriate  
scaffolds, HQFT strategies and  
curriculum adaptations

Child is entered on to the SEND register (parents informed)  
Teacher completes a SEND support plan based around primary  
area of need which is quality assured by the SENDCo  
Provision is reviewed and targets set with parents at least termly  
SENDCo to refer to outside agencies as appropriate

**NB:** A child's movement through the graduated approach may be escalated if needs are significant or if there is a sudden change.

## **1. Identification of Concerns**

Concerns about a child's progress or access to learning can arise from various sources, including parental feedback, evidence of limited progress, information from previous settings, or observations from other professionals. Staff concerns may also be raised during pupil progress meetings, particularly if a child exhibits challenging behaviour or struggles to engage with whole-class learning. These concerns trigger the graduated approach process.

## **2. Initial Response – Assess, Plan, Do, Review (Cycle 1)**

The class teacher initiates the first cycle of the Assess, Plan, Do, Review process. This involves monitoring and assessing the child's needs using Assessment for Learning (AFL) strategies to identify the broad area of need. Teachers should make adaptations to teaching and learning using the Quality First Teaching (QFT) document, curriculum adaptations, and the school's toolkit. For pupils with English as an Additional Language (EAL), strategies from the Bell Foundation should be consulted, and parents should be asked about home language use. Teachers plan and implement appropriate scaffolds in lessons, engage with the child and family to understand their needs, and inform the SEND team of actions taken. Progress and the effectiveness of adaptations are reviewed regularly.

## **3. Continued Concern – Further Cycles (2/3)**

If concerns persist, the class teacher continues with additional cycles of the graduated approach. At this stage, a formal 'concern' form is completed, and the child is added to the Monitoring and Concern (MaC) register. The teacher meets with parents (with the SENDCo if necessary) and discusses strategies with the child to identify what works best. Provision mapping is used to plan targeted interventions or support. The SEND team may conduct observations to provide further strategies. The effectiveness of these provisions is reviewed to determine next steps.

## **4. Outcomes and Next Steps**

- If progress is evident and behaviour or engagement improves, the child remains monitored in class with continued use of scaffolds, high-quality teaching strategies, and curriculum adaptations. If sustained progress is achieved, the child is removed from the MaC register after two terms.
- If concerns remain, and progress towards targets is limited or inconsistent, the child may be entered onto the SEND register. Parents are informed, and the teacher completes a SEND Support Plan based on the child's primary area of need. This plan is quality assured by the SENDCo, and targets are reviewed termly with parents. Where appropriate, the SENDCo will refer to external agencies for additional support.

## **5. Escalation**

A child's movement through the graduated approach may be accelerated if needs are significant or if there is a sudden change in circumstances. This ensures timely and appropriate intervention to meet the child's needs effectively.

## **6. Criteria for exiting the SEND register**

The SEND register is a flexible register. If children, when having received appropriate identified support, begin to make good progress and close the gap with their peers, they can, in consultation with parents, come off the SEND register. If the child's needs are being managed successfully within the classroom with no different from or additional to support then the child no longer needs to be classed a SEND Support. Notes of these changes will be recorded on CPOMS

# **S U P P O R T Framework for Stanhope**

## **Specialist Support**

We are committed to delivering a comprehensive programme of CPD across Stanhope for all educational staff. All teachers understand how to meet the needs of SEND pupils, and specialists are trained to support children with individual needs.

## **Universal Offer**

Ordinary classroom provision at Stanhope ensures a strong inclusive offer for all pupils. We implement strategies that focus on supporting SEBD pupils and benefit all learners.

## **Personalised Pathways**

We have developed tailored pathways for pupils based on their individual needs. These pathways ensure every pupil receives a bespoke learning experience.

## **Parent Partnership**

We believe pupils thrive when strong partnerships exist with parents and carers. At Stanhope, we make sure parents feel part of the process and are well informed about SEND provision and procedures.

## **Opportunities**

At Stanhope, SEND pupils benefit from wider opportunities, including access to after-school clubs and residential experiences.

## **Raising Attainment**

We are committed to ensuring ALL pupils make progress during their time at Stanhope. Our effective systems allow us to assess progress and meet individual needs.

## **Therapeutic Environment**

We pride ourselves on creating environments across Stanhope where pupils feel safe, secure, and ready to learn. Our approach is trauma-responsive and focused on reducing cognitive load.

## **Supporting Children and Families**

At Stanhope Primary and Nursery School, we place a strong emphasis on working in partnership with families to ensure the best outcomes for children with SEND. Our SEND Information Report (Local Offer) is available on the school website and provides clear details about the support and provision available. In addition, parents can access key policies online, including the Accessibility Policy, Auxiliary Aids Policy, Admissions Policy, Medicines Policy, Safeguarding Policy, and Intimate Care Policy.

We maintain close links with external agencies to provide holistic support for both the child and their family. Transition arrangements are carefully planned for pupils joining Stanhope, moving between classes, and transferring to secondary school. For children with SEND, these arrangements are personalised and adapted to meet individual needs, ensuring a smooth and positive experience.

Parents and carers can also access support through Nottinghamshire's Parent Partnership Service, which offers advice and guidance on SEND matters, and WESAIL, which provides additional resources and assistance. We actively signpost families to these services to ensure they feel informed and supported throughout their child's educational journey.

## **Supporting Children with Medical Needs**

Stanhope Primary and Nursery School recognises that children with medical conditions must be fully supported so they can access all aspects of education, including school trips and physical education. Where a child's medical condition meets the definition of disability, we comply with our duties under the Equality Act 2010.

Some children with medical conditions may also have SEND and an Education, Health and Care Plan (EHCP), which brings together health, social care, and educational needs. In these cases, we follow the SEND Code of Practice (2014) to ensure that provision is coordinated and effective.

Personalised care plans are developed in collaboration with parents and health professionals to meet each child's specific needs. These plans are reviewed regularly to ensure they remain appropriate and effective. Staff receive training to implement these plans confidently, ensuring that pupils are safe, included, and able to thrive in all aspects of school life.

## **Monitoring and Assessment**

At Stanhope Primary and Nursery School, we rigorously monitor the progress of all pupils to ensure high-quality provision and early identification of needs. Class teachers, supported by the Senior Leadership Team (SLT), assess pupil progress termly using a range of formative and summative assessments. The SLT regularly reviews the quality of teaching through lesson observations, book scrutiny, and pupil voice activities, ensuring that teaching strategies meet the needs of all learners, including those at risk of underachievement.

For children with SEND, assessments are personalised wherever possible to reflect individual learning profiles. We recognise that progress for some pupils may be measured in smaller steps rather than age-related expectations. To capture this progress accurately, Stanhope uses the Wakefield Progression Steps for pupils working significantly below Year 2 expectations. This approach enables us to identify next steps and celebrate incremental achievements.

## **Training and Resources**

Stanhope is committed to equipping staff with the knowledge and skills required to meet the diverse needs of our pupils. All staff receive ongoing professional development in Quality First Teaching, inclusive strategies, and specific areas of SEND such as autism, dyslexia, and SEMH. The SENDCo proactively identifies training needs and ensures staff have access to relevant CPD opportunities.

We maintain detailed records of staff qualifications and training to match expertise with pupil needs effectively. Good practice is shared across the school, and where appropriate, external specialists provide targeted training. This ensures that our provision remains current, evidence-based, and responsive to emerging needs.

## **Roles and Responsibilities**

### **Governing Body**

The Governing Body works in partnership with the Headteacher to ensure statutory compliance and effective SEND provision. Governors receive termly updates on SEND progress through the Headteacher's report and are actively involved in reviewing the SEND Policy. They ensure:

- Appropriate provision for all pupils with SEND.
- Annual reporting to parents on SEND policy and provision.
- Access to a broad, balanced, and differentiated curriculum for all pupils.
- Inclusion of pupils with SEND in all school activities.
- Engagement with parents on SEND matters.

### **Headteacher**

The Headteacher at Stanhope Primary and Nursery School has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher ensures that the Governing Body is kept informed of developments regarding SEND and communicates with parents when SEND provision is made for their child.

### **SENDCo**

Our SENDCo, named on the school website, plays a pivotal role in implementing the SEND Code of Practice. Key responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND and advising on the graduated approach.
- Liaising with the Designated Teacher for looked-after children with SEND.
- Advising on deployment of resources and budget to meet needs effectively.
- Maintaining strong communication with parents and external agencies, including health, social care, and voluntary bodies.
- Ensuring smooth transitions for pupils moving to new settings.
- Working with the Headteacher and governors to meet Equality Act (2010) duties regarding reasonable adjustments and access arrangements.
- Keeping accurate and up-to-date records for all pupils with SEND.

The SENDCo must be a qualified teacher. Newly appointed SENDCos who have not previously held the role for more than 12 months must achieve the National Professional Qualification for SENCO (NPQ) within three years of appointment.

### **Class Teachers**

Class teachers are responsible for delivering Quality First Teaching to all pupils and for implementing SEND Support Plans. Their duties include:

- Identifying and assessing SEND needs in line with school procedures.
- Working with the SENDCo to plan and review provision.
- Developing and reviewing personalised plans with parents and pupils.
- Maintaining strong relationships with families and encouraging pupil participation in decision-making.
- Monitoring progress and sharing updates with parents.
- Identifying their own training needs related to SEND.

### **Teaching Assistants**

Teaching Assistants provide targeted support to pupils with SEND and help them develop independence. Responsibilities include:

- Supporting learning and promoting independence.
- Assisting with monitoring progress and preparing resources.
- Collaborating with teachers, SENDCo, parents, and pupils.
- Attending training and contributing to meetings to ensure effective provision.

### **Storing and Managing Information**

All SEND-related information is stored and shared in line with the school's Confidentiality Policy and GDPR requirements. Records are retained for a minimum of 25 years after the child's date of birth, unless legal proceedings require extended retention. External agencies provide parents with their GDPR policies before support is requested, ensuring transparency about data handling.

### **Monitoring, Evaluation and Review**

The SEND Policy is reviewed annually by the Headteacher and SENDCo, with input from governors, staff, and parents. Updates may occur sooner if significant reforms are introduced. The current policy is always available on the school website or by request from the school office.

Stanhope aims to resolve any concerns collaboratively; however, if disagreements arise, parents will be signposted to additional support such as the Parent Partnership Service or the Local Authority. The school's Complaints Policy is available on request. The SEND Code of Practice outlines further measures for preventing and resolving disagreements, and parents will be provided with relevant information when needed.