



The Acorns

Primary and Nursery School

Mutual respect

Equity

Inclusivity

Love

Special Educational Needs and/or Disabilities (SEND) Policy

July 2025

Policy Document Version Control

Responsibility for Policy:	<i>Karene Bentley</i>
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Related Policies:	<i>Storing of information relating to SEND complies with the school's Data Protection Policy. RLT complaints Policy / Procedure Behaviour and Relationships Policy</i>
Minor Revisions:	<i>Page 8 – removal of practices Page 10 – change of staff and governor's who hold certain responsibilities</i>
Major changes	
Full re-write	

Mission: Be The Best You Can Be

Vision: Providing A World-Class Start to Life

At The Acorns Primary & Nursery School, we are a Rights Respecting School where everyone is welcome - we have No Outsiders. We equip our pupils with the skills and knowledge they need to become positive, global citizens. During their time here, children develop into intrinsically motivated, life-long learners: they understand the value of working hard and they aspire to achieve.

Our pupils leave us with a strong, moral compass, comfortable in their own skin, and knowing their own minds. They are brimming with self-belief and self-worth and are capable of being in respectful, trusting relationships with others in their community.

Throughout their time at The Acorns, we instil the characteristics of effective learning. These allow our pupils to develop into confident, resilient, and independent adults, prepared to succeed in the modern world.

We achieve this vision through our daily mission - Be the Best You Can Be - and by remaining true to our core values of Mutual respect, Equity, Inclusivity and Love.

Values:

Mutual respect



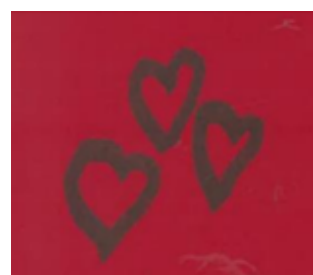
Equity



Inclusivity



Love



We are a Rights Respecting School with No Outsiders

The Acorns Primary and Nursery School Special Educational Needs and/or Disabilities (SEND) Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Educational Authority and other policies in school.

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Details of Inclusion Manager and SEND Governor

The Acorns Primary and Nursery School have a named Inclusion Manager who is a member of the senior management team and is currently studying for the Government NASENCO qualification. The school has a named Governor for SEND. (Clause 64, Children's and Families Bill, 2014) (SEND Code of Practice, 6:89)

Inclusion Manager:
Karene Bentley [NASENCO]
Tel: 0151 355 1546
Email: K.Bentley@theacornsprimary.co.uk

SEND Governor:
Chrystal Rees-White
Email: c.reesewhite@acornswitley.co.uk
(regulation 3a for schools)

Article 2: The convention applies to all children without discrimination.

Introduction

At the Acorns Primary and Nursery School we value our pupils, and our intention is that they will all reach their full potential. We believe each student is entitled to a broad and balanced curriculum that is relevant to their educational needs. As a fully inclusive school, it is our intention to ensure that all pupils have their needs met within a caring and supportive environment.

The Acorns Primary and Nursery school is a Trauma Informed Organisation fully supporting the “Our Ways of Working’ program and ensuring that all staff understand the effect of trauma on young people and their families.

Parents and carers of children with special educational needs and / or disabilities often want a mainstream education for their child. We believe that many children are best educated in mainstream schools alongside their peers.

As an inclusive school, ALL our staff have built up a plethora of skills and strategies in meeting the needs of our children with Special Educational Needs and / or Disabilities (SEND). Every teacher is a teacher of every child, including those with special educational needs and/or disabilities.

The Acorns Primary and Nursery School is an Inclusive school.

The school has published a SEND information report, which can be found at:

www.theacornsprimary.co.uk

which includes a link to the Local Offer (in accordance with section 65(3) of The Children and Families Act 2014).

How our Policy was developed

Our policy has been developed through consultation with children, parents, staff and governors. A child friendly policy has been created to share with our children. The policy has been written in line with the following school policies:

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding/Child Protection Policy
- Accessibility Plan
- SEND Code of Practice 0-25 July 2015
- Equality Act 2010: advice for schools DfE February 2014
- SEND Code of Practice, 0-25 guidance
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Article 28: Every child has the right to an education

Aims

Our aim is for all our young people to be as independent as possible with aspirations and ambitions to match their individual ability and potential. We aim to prepare our children with social, emotional and learning skills that will equip them for adulthood. We understand the importance of identifying areas of need early and adapting our teaching / provision to enable children to access the curriculum.

We recognise the importance of working together and having a supportive ethos, working closely with children, parents, colleagues and other professions in providing the best possible provision for every child.

Objectives

- To identify and provide for pupils who may have SEND through a graduated approach
- To work within the guidance provided in the SEND Code of Practice 2014
- To provide an Inclusion Manager who will work with children, parents, colleagues and outside agencies with the SEND and Inclusion policies.
- To ensure staff are trained in providing support for all pupils with SEND and seek advice and additional training / resources.
- To develop and maintain high levels of engagement and partnership with parents.
- To ensure that all staff are trained and supported to deliver Trauma Informed Practice.

Definition of Special Educational Needs

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she: (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’ (Children and Families Act 2014 Part Three)

Identification of Special Educational Needs

- Our open-door policies ensure that discussions with parents / carers who express concern leads to further investigations
- All children are closely monitored by class teachers and other staff members through observations, analysis of data and / or emotional /social concerns. These are relayed to the schools Inclusion Manager who will make further investigations / analysis.
- Referrals may be made through outside agencies such as GP's, Speech and Language etc. (permission will always be sought from parents first).
- The school uses several diagnostic assessment tests for reading, writing, spelling, comprehension, mathematics and emotional needs.
- Regular meetings are held with all class teachers and the Inclusion Manager to discuss any concerns.

The four key areas of SEN as stipulated in the Special Educational Needs and Disability Code of Practice: 0 – 25 (2014) are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and / or physical needs.

A Graduated Approach to SEN Support

- Quality First teaching
- The school have adopted the - ASSESS - PLAN - DO - REVIEW model as recommended by the DfE and Nasen.
- The class teacher closely monitors the effectiveness of the support / provision your child receives.
- The class teacher monitors the progress your child is making and plans next steps in relation to your individual child's needs.
- The Inclusion Manager meets with all class teachers a minimum of three times a year to monitor the impact of the provision for your child.
- SMT regularly monitor progress across the whole school.
- A decision is made using several different assessments, observations and by the level/ rate of progress a child is making, with the class teacher and Inclusion Manager to place a child on the SEND register.
- School will assess children throughout the year. Parents will be informed about the outcomes of these assessments if further input / investigation is needed.
- Parents will be contacted by the class teacher and / or Inclusion Manager and the child's needs discussed.
- With input from children, parents / carers and professionals, class teachers will create a one-page profile for your child showing both areas of strength and difficulty and how these needs can be met.

Managing Pupils with SEND on the Register

Movement on and off the SEND register will depend on several factors. Discussions with children, parents / carers and professionals will consider the child's progress, attainment, social emotional and / or diagnosis. If a child requires further support the school will discuss with parents, the need to complete referral documentation for top-up funding or an Educational Health Care Plan (EHCP). Parents and children will be part of this process. The Inclusion Manager and Deputy Head teacher hold pupil progress meetings a minimum of three times a year with all class teachers. Teachers are expected to keep all SEN files and one-page profiles up to date and these are expected to be working documents. The Inclusion Manager ensures that the SEND register is up to date.

Supporting Pupils and Families

- Parents are encouraged to be involved in their child's education through informal discussions; telephone conversations; home-school diaries; parent's evenings. Parents can phone or pop into school to make an appointment any time.
- Parents are involved in the identification of SEND from the beginning and will be approached by the class teacher or Inclusion Manager regarding any concerns.
- Parents and children can contribute to their child's SEN One Page Profile.
- If your child receives top-up funding or has an EHC plan, then both the parent and child will be involved in the application / review process.
- Parent's permission will always be sought if outside agency support is needed. This may mean that your child will need to attend an appointment outside school, or an outside agency may visit your child in school. Agencies can be found on the school website.
- The school has a 'managing the medical conditions of pupils policy'.
- Parents can access our SEN Information Report on the school's website where there are also links to the Local offer and other support agencies for parents and carers (Regulation 53, Part4; Regulation 51, Part 3, section 69(3)(a) of the Act.

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, inclusion school trips and physical education. Some students with medical conditions may be disabled and when this is the case the school complies with its duties under the Equality Act 2010.
- Some pupil's may also have special educational needs and may have an Education Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. In these circumstances the SEND Code of Practice (2014) is followed.
- Please refer to the school's policy, 'Administration of medicine, First Aid, Medical and Intimate care for supporting pupils at school with medical conditions'.

Monitoring and Evaluation of SEND

The Acorns Primary and Nursery School will continually monitor and evaluate the provision for children with SEND using several practices:

- Report to Governors
- Pupil Progress meeting
- Reflective and evaluative practice
- Intervention Trackers
- ~~One Page Profiles~~
- Annual Review
- Observations
- ~~Performance management~~

Training and Resources

SEN is funded through the schools nominal SEN budget. Any additional funding is applied for through the graduated approach paperwork.

The school has numerous resources available and will source new resources to meet individual children's needs as and when required within the limitations of the SEN budget. All staff are encouraged to highlight areas of need in training in relation to the children they are supporting.

The Inclusion Manager regularly attends the Rowan Learning Trust and Local Authority SEND network meetings to keep up to date with local and national SEND issues / reforms. The school is a member of Nasen, and the SEND governor and Inclusion Manager attend conferences and training as appropriate. Information received from these events is fed back to staff in staff meetings and 1:1 with staff.

Termly SEND staff meetings take place where current issues/ concerns are addressed. Staff audits are circulated to identify areas of need in relation to training and skills.

Roles and Responsibilities

Teachers:

- All teachers are teachers of children with additional needs and or disabilities.
- 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. (Special Educational Needs Code of practice: 0– 5 years: 6:36)
- All teachers' roles and responsibilities fall within the teachers' standards.

Teaching Assistants:

- Line manager – Inclusion Manager and Team Leaders
- Work under the direction of the class teacher, Inclusion Manager, SMT
- Training relating to SEND

SEND Governor:

- Supporting Inclusion Manager
- Feeding back to governing body
- Acting on behalf of governing body

Pupil's progress not affected by SEND

Some pupil's progress may be affected by other factors, which are not linked to special educational needs:

- Disability - The Code of Practice outlines that, 'reasonable adjustment' should be made by the school under the current Disability Equalities legislation
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC).
- Being a child of a Serviceman/woman

Inclusion

Inclusivity is at the forefront of everything we do at The Acorns Primary and Nursery School. All children regardless of gender, minority ethnic or faith groups, EAL and children with SEND are all given the same opportunities wherever possible. We aim to remove any barriers to learning / participation, which may hinder or exclude an individual. Any racist incidents are recorded and reported to Governors and the Head teacher and the parents of the pupils involved are informed.

Designated Teacher for Safeguarding

Mr Nathan Painter - Headteacher
Mrs Dawn Sanders - Safeguarding Governor
Mr Gareth Blunden - Safeguarding Governor

Other relevant policies

Storing Information

The storing of information relating to SEND complies with the school's Data Protection Policy.

Accessibility

An accessibility audit is completed each year (unless circumstances change e.g. building work / a new pupil with need etc.) Following the audit an accessibility plan is written.

Dealing with complaints

A copy of the RLT complaints policy / procedure can be found on the school website.

A copy of all the above policies can be obtained from the school office.

Reviewing the policy

This policy will be reviewed annually, and the views of children, parents and staff will be considered.

The Acorns Primary and Nursery School Child's Policy

If you are upset or worried adults in school can help you.



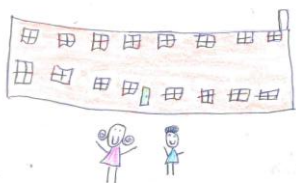
You may need help with your work?

You may need help making friends?



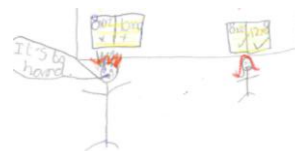
You may need help letting others know how you feel?





The Acorns Primary and Nursery School Child's Policy

Everybody - including both adults and children - can sometimes find things difficult or have a problem. If you have any problems or are finding some of your work difficult, all the adults in school are here to help you.

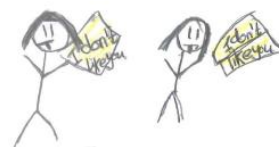


Mrs. Bentley is the teacher responsible for making sure you get help and support when you are finding something difficult at school or at home. We want you to feel included and enjoy school.



If you need some help, we want all the teachers to understand how to support you. This means that you may be asked to fill out a 'One Page profile' with your teacher. You will be able to say things you like, what you are good at, what you find difficult and what a teacher can do to help you.

You, your parent/carers or your teacher may see that you are finding something difficult at school or at home. This may be your learning, making friends or managing your emotions. The teachers may ask you to complete some activities, or you may see another adult who is not always in school. You may also be asked to go and see an adult outside school with your parents/carers.



The teachers will give extra support, change the lessons or give you something to help you. They will keep checking to see if it is making a difference to you. You can talk to any of the teachers or teaching assistants if you are worried about your learning or anything else. We want you to feel happy, safe and continue to learn at school so you can be the best you can be.

