



**John Blow Primary School
SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES (SEND) POLICY**

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Approved by: Governing Body

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1. Policy Statement

At John Blow Primary School, we are committed to ensuring that every child is able to attend, belong, achieve and thrive within an inclusive school community. We recognise that pupils with Special Educational Needs and Disabilities (SEND) may require additional provision, support or adaptations to access learning and participate fully in school life.

This policy reflects:

- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- The Equality Act 2010
- [Nottinghamshire County Council](#) SEND guidance and Local Offer
- The increased focus on inclusion within the current Ofsted framework, where inspectors evaluate how effectively schools identify, remove and respond to barriers to learning and wellbeing. [\[content.go...livery.com\]](#), [\[nottingham...ire.gov.uk\]](#)

At John Blow Primary School, we view SEND as an integral part of our wider inclusion strategy. We recognise that all staff are teachers of pupils with SEND and that effective inclusion is achieved through early identification, adaptive teaching, strong partnerships with families and the removal of barriers to attendance, learning and participation. This reflects [Nottinghamshire County Council](#)'s vision that children and young people should attend, belong, achieve and thrive within their local community. [\[nottingham...ire.gov.uk\]](#), [\[nottingham...ire.gov.uk\]](#)

2. Aims

The aims of this policy are to:

- Identify pupils with emerging needs as early as possible.
- Ensure high-quality teaching remains the first response to need.
- Remove barriers to learning and participation.
- Promote independence, resilience and positive outcomes.
- Work in partnership with parents, carers and external agencies.
- Ensure all pupils feel safe, valued and included.
- Provide a clear pathway from initial concern through to SEND Support and, where appropriate, Education, Health and Care (EHC) Needs Assessment.
- Monitor and support vulnerable groups, including disadvantaged pupils and those who are both disadvantaged and have SEND.

3. Definition of SEND

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

In accordance with the SEND Code of Practice, SEND is categorised into four broad areas of need:

1. Communication and Interaction

Children who may experience difficulties with:

- Speech and language development
- Understanding and processing information
- Social communication
- Autism Spectrum Condition (ASC)

2. Cognition and Learning

Children who may experience difficulties with:

- Literacy and numeracy
- Working memory
- Processing and retaining information
- Moderate, severe or specific learning difficulties

3. Social, Emotional and Mental Health (SEMH)

Children who may experience:

- Difficulties regulating emotions
- Anxiety or low mood
- Attachment-related needs
- Behavioural difficulties linked to underlying need
- Trauma-related responses

4. Sensory and/or Physical Needs

Children who may require support due to:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical needs
- Sensory processing differences

The school recognises that pupils may present with needs across multiple areas and therefore seeks to understand the individual child and their barriers to learning.

4. Assessment for Learning and Early Identification

At John Blow Primary School, assessment for learning is recognised as a fundamental component of high-quality teaching and plays a vital role in the early identification of SEND.

Teachers continually assess pupils through:

- Classroom observation
- Questioning and discussion
- Feedback and marking
- Work scrutiny
- Formal assessments
- Pupil progress meetings

Assessment information is used to:

- Identify pupils at risk of falling behind their peers.
- Establish gaps in learning and understanding.
- Determine whether difficulties are linked to SEND, attendance, pastoral needs or other factors.
- Inform adaptive teaching strategies.
- Plan interventions and additional support.
- Evaluate the impact of provision.

The school recognises that effective assessment enables staff to identify barriers at the earliest opportunity and provide support before difficulties become entrenched.

5. The Graduated Approach at John Blow Primary School

The school follows the graduated approach outlined within the SEND Code of Practice:

Assess → Plan → Do → Review

Stage 1: Initial Concern

Where concerns emerge regarding a pupil's learning, behaviour, communication, physical development or emotional wellbeing:

- A Cause for Concern Form is completed.
- Parents are informed and involved at an early stage.
- The concern is reviewed by the SENDCo.
- Initial support strategies are agreed.

Stage 2: Monitoring

The pupil is recorded on Arbor as **Monitoring**.

This stage lasts for a **minimum of six weeks** and may include:

- Adaptive classroom provision
- Targeted intervention
- Teacher observation
- Parent consultation
- Assessment and evidence gathering

Where SEMH concerns are identified, support may be sought through the **Bassetlaw Primary Behaviour Partnership (BPBP)**.

Stage 3: SEND Support

Where concerns remain following monitoring and evidence indicates that provision additional to or different from that ordinarily available is required, the pupil may be placed on the SEND Register.

At this stage:

- Parents are formally consulted.
- A Pupil on a Page Profile is created.
- Outcomes and provision are agreed.
- Progress is reviewed regularly.

Stage 4: Specialist Support

Where required, the school may involve:

- Educational Psychology
- Specialist Teaching Services
- Speech and Language Therapy
- CAMHS
- Occupational Therapy
- Health Professionals
- Early Help Services
- Other relevant external agencies

Stage 5: Education, Health and Care Needs Assessment

Where a pupil's needs remain significant despite appropriate SEND Support and specialist involvement, the school may request an Education, Health and Care Needs Assessment.

6. Pupil on a Page Profiles

Every pupil receiving SEND Support has a Pupil on a Page Profile which outlines:

- Strengths and interests
- Areas of need
- Pupil voice
- Parent voice
- Successful strategies
- Reasonable adjustments

- Desired outcomes

Profiles are reviewed regularly and shared with appropriate staff.

7. Assessment and Tracking

The school uses a range of assessment methods to evaluate progress and identify additional needs.

These include:

- Teacher assessment
- National Curriculum assessment
- Standardised assessment where appropriate
- Intervention tracking
- SEND reviews
- Progress meetings
- B Squared Assessment Frameworks

B Squared is used to support the assessment of pupils requiring personalised learning pathways and enables staff to track small-step progress, identify next steps and evidence the impact of provision.

8. Reviewing Progress with Families

Partnership working with parents and carers is central to the school's approach to SEND.

Families of pupils receiving SEND Support are invited to attend **termly SEND review meetings**.

These meetings provide opportunities to:

- Review outcomes and targets
- Evaluate provision
- Discuss progress
- Gather parent voice
- Gather pupil voice
- Agree future actions

For pupils with an EHCP, these meetings are held in addition to the statutory Annual Review process.

The school believes that strong communication with families leads to improved outcomes for pupils.

9. Multi-Agency Working and Springboard Meetings

The SENDCo attends termly **Springboard Meetings** hosted by Stewart Philpott, Family SENDCo.

Following parental consent, pupils can be discussed within this forum to:

- Seek specialist advice
- Explore pathways for support
- Identify opportunities for intervention
- Coordinate professional involvement
- Discuss complex cases

This collaborative approach helps to ensure that children receive the right support at the right time and reflects [Nottinghamshire County Council](https://www.nottinghamshire.gov.uk)'s emphasis on early intervention and partnership working. [\[nottingham...ire.gov.uk\]](https://www.nottinghamshire.gov.uk), [\[nottingham...ire.gov.uk\]](https://www.nottinghamshire.gov.uk)

10. SEMH Provision

The school recognises that social, emotional and mental health needs can significantly impact upon attendance, behaviour, wellbeing and academic achievement.

To support pupils effectively, John Blow Primary School works with the **Bassetlaw Primary Behaviour Partnership (BPBP)**.

This may include:

- Staff consultation
- Observation and assessment
- Behaviour support planning
- Emotional regulation strategies
- Advice for staff and families
- Multi-agency working

Support through BPBP forms part of the school's graduated approach to SEND and inclusion.

11. Additional Family Needs (AFN) Funding

John Blow Primary School participates in moderation processes relating to Additional Family Needs (AFN) funding requests.

Participation in moderation supports:

- Consistency across schools
- Fair allocation of resources
- Evidence-based decision making
- Collaborative professional challenge and support

Where appropriate, evidence from the graduated approach, reviews, assessments and external professional involvement may contribute to AFN applications.

12. The Inclusion Team

The SENDCo forms part of the school's Inclusion Team.

The Inclusion Team consists of:

- Headteacher
- SENDCo
- Pupil Premium Lead

The team meets regularly to:

- Review provision
- Monitor vulnerable groups
- Analyse attendance and engagement
- Evaluate intervention impact
- Remove barriers to learning
- Coordinate support across the school

This structure reflects the school's commitment to ensuring that all children receive the support required to succeed.

13. Monitoring Double Disadvantage

The school recognises that some pupils are both disadvantaged and identified as having SEND. These pupils are considered to be double disadvantaged and are a key priority within the school's inclusion strategy.

The Inclusion Team maintains an **Inclusion Tracking System**, which is reviewed regularly to:

- Monitor attainment and progress

- Review attendance
- Identify barriers to learning
- Evaluate intervention effectiveness
- Monitor participation in wider opportunities
- Ensure swift responses to emerging concerns

The school places particular emphasis on ensuring that double disadvantaged pupils are fully included in all aspects of school life and have equitable access to support and opportunities.

14. SEND Provision Mapping and Strategic Oversight

The SENDCo maintains a comprehensive SEND tracking system and provision map.

This enables leaders to:

- Monitor needs across the school
- Track interventions and support programmes
- Identify emerging trends
- Evaluate provision effectiveness
- Deploy resources efficiently
- Inform strategic planning

The provision map ensures that support remains responsive, targeted and evidence-informed.

15. Inclusive Provision

John Blow Primary School recognises that effective inclusion begins with high-quality adaptive teaching and a culture where every pupil feels valued and belongs.

Provision may include:

- Adaptive teaching
- Scaffolding and modelling
- Visual supports
- Communication aids
- Precision teaching
- Small group intervention
- Pre-teaching and over-learning
- Personalised timetables
- Sensory adaptations
- Assistive technology
- SEMH support
- Specialist agency involvement

The school is committed to identifying and removing barriers to learning so that all pupils can access an ambitious curriculum and achieve their potential. The current Ofsted framework places a strong emphasis on identifying barriers, adapting provision and demonstrating impact for vulnerable learners and those with SEND. [\[content.go...livery.com\]](#), [\[skillsoffi...work.co.uk\]](#)

16. Accessibility and Inclusion

The school is committed to ensuring that all pupils:

- Feel safe and valued.
- Access a broad and balanced curriculum.
- Participate in trips, visits and enrichment activities.
- Develop independence and confidence.
- Have their views heard and respected.

Inclusion is the responsibility of all staff and is embedded throughout leadership, teaching and wider school life. [\[content.go...livery.com\]](#), [\[brownejacobson.com\]](#)

17. Complaints

Concerns relating to SEND should initially be discussed with:

1. Class Teacher
2. SENDCo
3. Headteacher
4. Governing Body

Parents may also seek independent advice through Ask Us Nottinghamshire SENDIASS.

[\[askusnotts.org.uk\]](#)

Governing Body Statement

At John Blow Primary School, we believe that every child should be known, understood and supported. Through rigorous assessment for learning, a graduated approach to SEND, termly reviews with families, robust tracking systems, meaningful pupil profiles, effective provision mapping and strong multi-agency collaboration, we strive to identify barriers early and ensure that every child is supported to attend, belong, achieve and thrive.

Particular attention is given to pupils who are disadvantaged, have SEND or face multiple barriers to learning. Through the work of the Inclusion Team, partnership with families and collaboration with external professionals, we are committed to ensuring that all pupils receive ambitious, inclusive and effective support that enables them to achieve their full potential.