Dalestorth Primary and Nursery School

Special Educational Needs and Inclusion Policy

September 2026

There are other formats of this policy available upon request from the office. This policy is also available online at https://www.dalestorth.notts.sch.uk

Special Educational Needs and Inclusion Policy
This policy incorporates policies previously named as: SEND, Disability, Inclusion and Discrimination Policies.

Contents:

Intent 4

1. Aims and objectives 4-5

2. Responsibility for the coordination of SEN provision 5

3. Arrangements for coordinating SEN provision 5

4. Admission arrangements 5-6

5. Specialist SEN provision 6

6. Facilities for pupils with SEN 6

7. Allocation of resources for pupils with SEN 6-7

8. Identification of pupils' needs 7-9

9. Access to the curriculum, information and associated services 10

10. Inclusion of pupils with SEN 11

11. Evaluating the success of provision 11

12. Complaints procedure 11

13. In service training (CPD) 11-12

14. Links to support services 13

15. Working in partnership with parents 13

16. Links with other schools 13

17. Links with other agencies and voluntary organisations 14

18. Alignment with "Every Child Achieving & Thriving", published February 2026.....14

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has 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 post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) 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 will be taught.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, by making reasonable adjustments to enable access and removing barriers to inclusion for all pupils and staff with disabilities.

Reforms were made to the way provision and support is made for children and young people with special educational needs and/or disabilities in England through The Children and Families Act 2014, which came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation in 2014. The Code of Practice was most recently reviewed in September 2024.

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

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource 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 who 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.

Intent

At Dalestorth Primary and Nursery School, we value every individual child equally. We strive to ensure that our children with SEND (diagnosed, suspected or vulnerable) are able to access every aspect of the curriculum due to effective quality first teaching. We operate under and meet the requirement of the Code of Practice and other relevant government legislation.

Teaching is designed to take into account the individual starting points of our children and build upon these accordingly. Targets for children with SEND are broken down into small steps so that we can see and celebrate progress. Intervention groups may be used to help children make additional progress.

Our children with SEND are always offered equal opportunity to participate in school enrichment, such as attending school trips and after school clubs. We teach the importance of uniqueness, compassion and respect to all our children and model these values consistently as a staff team.

We want our children with SEND to be happy, confident and independent young people that feel as though they are valued at school and that they belong to the school community.

1. **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 2014*.

Our aims are:

- Make sure that the arrangements made for children with SEND are in line with the requirements of the SEN Code of Practice 2014, Disability Discrimination Act (DDA) 1995, the SEN and Disability Act (SENDA) 2001 and The Equality Act 2010.
- Ensure that parents are notified when SEND provision is being made for their child.
- Make sure that children with SEND are able to participate in all aspects of school life (including those out of school hours).
- Make sure that all pupils are involved in decisions made about them and their education.
- Make sure that children with SEND are identified early.
- Ensure that the individuality of all our children is promoted, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

Objectives:

- **Identify the needs of pupils with SEND as early as possible.** We will do this by gathering information from parents/carers, education, health and care services, early years settings previously attended by pupils and other agencies who know the child.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND and ensure continued and appropriate progress for children with SEND**. Continuous monitoring of those pupils with SEND by their teachers will ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum**. This will be co-ordinated by the SENCO and all staff responsible for coordinating the curriculum. This will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents/carers** 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 termly reports on their child's progress through review meetings and parents/carers evening meetings, and providing information on the provisions for pupils within the school as a whole.

- **Work with, and in support of, outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular opportunities for children to express their feelings about how their needs are met and will be supported by the careful monitoring of the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for all children within school, including children with SEND, is the Head Teacher. The Governing Body, in particular the governor responsible for SEND, also play a role in overseeing SEND provision.

- The person co-ordinating the day-to-day provision of education for pupils with SEND is the SENCO. At present, this is Mrs Plumb.

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND support records such as provision maps, pupil profiles, reports from outside agencies, review meetings, minutes of structured conversations, targets etc.
All staff can access:

- Dalestorth Primary and Nursery School's SEND Policy;
- A copy of the full SEND Register;
- Guidance from the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including review meeting minutes with any action plans/Pupil Profiles/targets set/outcome monitoring;
- Practical advice, teaching strategies and information about types of special educational needs and disabilities;
- Information on the staff IT system on individual pupils and their special needs and requirements where applicable;
- Information on current legislation, SEND provision and SEND-related training on staffroom notice boards;
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and appropriate information is available to parents/carers in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have access to complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide effectively for the individual needs of all pupils.

4. Admission arrangements

Dalestorth Primary and Nursery School aims to meet the needs of any pupil whose parent/carer wishes to register at our school, as long as a place is available and the admissions criteria fulfilled. No pupil will be refused admission solely on the grounds that he or she has SEND, except for where he

or she is the subject of an EHCP and the Local Authority has indicated that the provision required is incompatible with that available at our school.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to our school's Admissions Policy for further detail.

Transitions
Careful planning for the transfer of children with SEND between phases will be made.

For children joining Dalestorth Primary School, the following identification and planning process will take place:

- Pupils already receiving additional funding will be identified.
- Parents of children with SEND can contact our school directly and request a visit.
- For pupils already accessing support from other agencies, the SENCO will liaise with and seek recommendations regarding the provision that the child will require.
- Additional visits can be arranged for pupils with SEND as appropriate.
- Our SENCO will liaise with the SENCO at the feeder school. For pupils moving from KS2 to KS3, our SENCO will liaise with the SENCO at the receiving school and arrange for visits/joint attendance at meetings during your child's final term in Year 6.

5. Specialist SEN provision

Around 15% pupils at Dalestorth Primary School are on the SEND register, meaning they receive varying levels of highly individualised provision. A further 20% of children are on the monitoring list, meaning they receive additional support within lessons or longer-term targeted interventions.

All teaching staff regularly train in aspects of SEND provision and are confident to effectively support children with various needs (please see section **13**).

We are committed to whole school inclusion. For more information on our provision for inclusion, please see section **10.**

6. Facilities for pupils with SEN

Dalestorth Primary School complies with all relevant accessibility requirements including the following aspects:

- Physical environment (single level, wheelchair accessible, disabled toilets, changing plinth)
- Assistive technology
- Increased access to the curriculum
- The 'Hive' – our Enhanced Provision Unit (EPU) within main school for a small number of pupils with significant needs that find the mainstream classroom environment overwhelming.

Please refer to our school's Accessibility Plan for more details.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget (Additional School Needs - ASN) which roughly equates to around £6,000. Some pupils with SEND may access additional funding (Additional Funding Needs - AFN). This additional funding is from a budget devolved to and moderated by our Family of Schools, which comprises of Quarrydale and feeder primary schools.

For those with the most complex needs, additional funding (High Level Needs - HLN) is retained by the Local Authority. This is accessed through our Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The responsibility for allocating school-based funding (ASN) ultimately lies with the Head Teacher in consultation with the SENCO. Once identified, needs are initially met through additional support from the ASN budget, for provision either in or outside the classroom. This follows discussions between the Head Teacher, SENCO, class teachers, parents/carers, the pupil and any other relevant professionals.

Where needs additional to school-based (ASN) funding are identified, the Family of Schools operate a process of moderation across its schools, using the funding available from the Local Authority (AFN). All SENCOs in the Family and The Family SENCO are involved in this process and this funding is in addition to, not instead of the school-based funding (ASN).

Children in Early Years Foundation Stage (EYFS) may be eligible for different funding streams. If a child in Foundation Stage 1 is in receipt of Disability Living Allowance, school can apply for a small one-off payment called Disability Access Fund (DAF) to help with their support needs. Please let the school office/SENCO know if your F1 child receives DLA so we can convert their funding and provide appropriate support.

Other Funding

- Pupil Premium – Dalestorth Primary and Nursery School receives a Pupil Premium grant for each child who is entitled to or has been entitled to free school meals within the last 6 years. Please see the website to see how this is allocated to children with SEND who are eligible for Pupil Premium.
- Pupil Premium Plus – This funding is provided for children who are looked after, who have residency or special guardianship. Please see our website to see how children with SEND may access this funding stream where eligible.
- Sports Premium Grant – This funding is spent on improving our provision for PE and sport and will be used where appropriate to support children with SEND in these areas. Please see our website to see how children with SEND may access this funding stream.

8. Identification of pupils needs

A graduated approach:

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will be monitored.
b) Once a pupil has been identified as *possibly* having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide scaffolded learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
f) If a pupil has recently been removed from the SEND register, they may also fall into this category, as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
h) The child is formally recorded by the school as being monitored due to concern by parent or teacher but this does not necessarily place the child on the school's SEND register - it is recorded by the school as an aid to further progression and for future reference.
i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four–part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing pupil needs using the class teacher's experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents/carers. The pupil's views and advice from external support services, where relevant, will also be considered. Any parental/carer concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support required, the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with school staff and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process. This is usually requested by the school or a GP but can be requested by a parent. It is always advisable for parents to let the SENCO know if they are initiating an EHCP request so that school can meet the statutory timeframes triggered by initiating this process. The need for an EHCP will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.

The decision to make a referral for an EHCP can be made at a progress review. It is important to note that as of the new Government white paper (February 2026), EHCPs will be reserved for the children with the highest level of need. Other children will also have their own statutory target documents called ISPs (Individual Support Plans) on a single central system within the next few years as part of the Government's SEND reforms.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:
www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:
0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:
0115 948 2888

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

*Please note that in Nottinghamshire, an EHC plan is **not required** for a child to be eligible for additional funding through the AFN or HLN routes described above.*

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school if necessary, in line with the wishes of their parents as much as possible and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. "The Hive" is our school's Enhanced Provision Unit (EPU), however it only has a small number of places.

The appropriateness of the school curriculum for children with SEND is reviewed regularly following discussions regarding progress and attainment.

For more information about the school curriculum, please see our school website.

Specific group and individual interventions are reviewed regularly to monitor effectiveness and adapted or changed as necessary, or alternative interventions provided as required.

Consideration is also given to:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom may involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice as appropriate around individual pupils from external support services through the termly 'Springboard meetings' including SEND Inclusion Service (SIS – previously SFSS), Educational Psychology Team (EPS) and North Ashfield SEMH Team (NAP). We may also seek advice at any time from the Multi-Agency Safeguarding Hub, Early Help Unit or Health Professionals.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year, for example, through parents' evening meetings, review meetings and annual questionnaires.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Parents will be invited to an additional target setting and review meeting three times per year (once per term) with their child's class teacher if their child is on the SEND register. These meetings will take place with the SENCO if the child is in receipt of AFN or HLN funding.

Formal evaluation of the effectiveness of the school SEND provision and policy is regularly undertaken by the SENCO, Head Teacher and SEND Governor. Information is gathered from different sources and the analysis of this is collated and published by the governing body of the school on an annual basis, in accordance with section 69 of the Children and Families Act 2014.

Evidence collected helps inform school development and improvement planning. An improvement plan for SEND is produced annually by the SENCO and targets are worked on throughout the year.

12. Complaints procedure

Please refer to our school's Complaints Procedure.

If a parent or carer has any concerns or complaints regarding the SEND provision for their child, an appointment can be made to speak to the SENCO, who will be able to advise on formal procedures for complaint.

For complaints about the statutory assessment of SEND, contact the Local Authority.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we have funding available to support this professional development. The SENCO ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Training and CPD in relation to SEND undertaken within the past few years is as follows:

- EHCP Training
- Pre-Key Stage Standards Training
- Supporting Children with Comprehension Difficulties Training
- InPrint (Widgit) Training
- Mr Men Emotions Intervention Training
- SEND Conference Attendance
- Supporting Pupils with ASC to Access the Curriculum Training
- Supporting Pre-Verbal Children in the Mainstream Setting Training
- Lego Therapy Intervention Training
- BSquared Assessment Tool Training
- A SEND Provision Audit undertaken by the Family SENCO
- Funding Bid Writing Training
- CRB Handling Training
- Precision Teaching Intervention Training
- Manual Handling Training (safely moving children with physical disabilities)
- Attachment & Trauma Training
- Quality First Teaching Training
- Autism, Sensory Processing & Understanding ADHD Training
- Loss, Bereavement & Change Training
- Identifying SLCN (Speech, Language & Communication) Needs Training
- Auditory Memory & Processing Training
- Receptive Language Training
- Understanding Dyslexia Training
- Pragmatics & Social Communication Training
- Blank Levels Training
- Emotion Coaching & Restorative Justice Training
- Supporting Children's Mental Health Training
- Relational Schools Project
- Global Development Delay and Graphic Facilitation Training
- Drawing & Talking Intervention Training
- Inclusion Training
- SEN Support Plans & Register Training
- Identifying & Supporting Children at Risk of Dyslexia in Early Years Settings Training
- Metacognition as a Way of Moving the Learner with Dyslexia Forward Training
- Initial Sign Language/Makaton Training
- Clicker iPad Software Training
- Interoception Training
- EAL & SEND Training
- Speech & Language Training via ChatterSLT (a private SALT organisation)
- School has a trained ELSA that attends termly supervision sessions
- TAs attend termly SEND 'networks' led by SFSS
- Pupil Voice Training
- Mrs Plumb attends the annual SEND conference each year.
- Mrs Plumb undertook her NASENCO Award through Nottingham Trent University in the 2019-2020 academic year and gained full qualification in January 2021.
- Trauma Informed Schools training
- Whole school ADHD training

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information

with our support services is key to the effective and successful SEND provision within our school. This is a two-way process and all agencies and parents/carers will be kept informed.

External Support Services, including the following, will be involved as and when is necessary:

- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Education, Safeguarding, Health and Well-Being Hub (ESHAWH)
- Educational Psychology Service (EPS)
- SEND Inclusion Service (SIS) including Early Years Specialist Team (EYSIS): Cognition and Learning Team, Autism Team and Communication and Interaction Team (previously SFSS)
- Physical Disability Support Services (PDSS) including Hearing and Visual Impairment Team
- Child Protection and Social Services
- Bereavement Services
- Healthy Families Team (HFT)
- Health professionals including Occupational Health (OT) and Physiotherapy
- North Ashfield Partnership (NAP)
- Social Care, Children's Centres and Family Support Workers
- Personal, Social and Emotional Development Team (PSED)
- Neurodevelopmental Support Team (NST) (previously NBS and Small Steps) (Autism and ADHD referrals and support)

15. Working in partnerships with parents

Dalestorth Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND, leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

Dalestorth Primary School operates an open-door policy for parents/carers to make contact if they have a particular concern about their child with SEND and/or the provision made for their child. Parents are kept up to date with their child's progress through review meetings and parents' evening meetings. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date with any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

16. Links with other schools

Dalestorth Primary and Nursery School is a member of The Quarrydale Family of Schools, which enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Dalestorth Primary and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is usually the designated person responsible for liaising with other agencies and organisations.

Representatives from our Family SENCO, voluntary organisations and other external agencies may be invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

18. Alignment with "Every Child Achieving & Thriving", published February 2026

Dalestorth recognises the Government's ongoing reforms to the special educational needs and disabilities (SEND) system, including the proposals set out in *Every child achieving and thriving* and *SEND reform: putting children and young people first* (2026).

While these reforms currently remain subject to consultation, the development of new legislation, statutory guidance and an updated SEND Code of Practice, we are committed to developing our SEND provision in accordance with the principles underpinning the reforms.

In particular, the school is committed to:

- Strengthening inclusive practice within mainstream education;
- Identifying and responding to SEND at the earliest opportunity;
- Ensuring that high-quality teaching and ordinarily available provision form the foundation of SEND support;
- Using targeted and specialist support where appropriate and where a pupil's needs require it;
- Using evidence-informed approaches and monitoring the impact of interventions;
- Working collaboratively with pupils, parents and carers when identifying needs, planning provision and reviewing progress;
- Ensuring that staff have the knowledge, skills and confidence to support pupils with SEND effectively via CPD paid for from the IMF (Inclusive Mainstream Fund) – a policy for the spending of this funding is required to be in place by December 31st, 2026.
- Developing consistent approaches to recording and reviewing SEND provision;
- Promoting high expectations, participation, belonging and positive outcomes for pupils with SEND;
- Working collaboratively with external agencies and the local authority to secure appropriate support;
- The future introduction of statutory ISPs (Individual Support Plans) on a single central system.

We continue to monitor national SEND reforms and will review and amend this policy as new legislation, statutory guidance and the revised SEND Code of Practice are formally introduced.

POLICY REVIEW

This policy is to be reviewed every year.

Policy written: September 2021 by E Plumb

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Next review: September 2027