# Pinxton Village Academies

# SEND Policy

September 2026

To be reviewed: September 2027

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# SEND Policy

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## Key Information:

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

A child or young person has SEND 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.

**The SEND Code of Practice**

At Pinxton Village Academies we follow the national SEND Code of Practice, this can be found on the Department for Education's website:www.education.gov.uk/schools/pupilsupport/SEND

**Education, Health and Care plan pathway**

Children with the most complex needs, have an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

**The 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 Derbyshire 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.

**SEND Local Offer website:**

https://www.localoffer.derbyshire.gov.uk/home.aspx

## Mission statement

Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision.

Special Educational Needs and Inclusion is always a priority at Pinxton Village Academies. All staff and the Governing Body are highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Our commitment to this is outlined in this policy.

## Purpose

This document sets out the expected principles and practices set by Pinxton Village Academies in relation to Children with Special Educational Needs and Disabilities.

## 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*.

We aim to:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services [and feeding schools or early years settings – where applicable] prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils 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 pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and 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** 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 pupils 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 pupils' needs cannot be met by the school alone.
- **Promote good attendance for pupils with SEND** by identifying and addressing barriers to attendance, working collaboratively with families and external agencies where appropriate, and ensuring that pupils can access education successfully.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil 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 our pupils are enriched, understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalized. (With reference to the Government Prevent Strategy: see also the academies' policy for **Preventing Extremism and Radicalisation Policy**)

## Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This applies to all children, including those with any level of Special Educational Needs and Disabilities (SEND), whether or not they have an Education, Health and Care Plan (EHCP). Information about the academies' Admissions Policy can be found on the Pinxton Village Academies website.

The SENDCo is responsible for coordinating and overseeing transitions into different educational settings, ensuring that provision is appropriate to each child's individual needs. The SENDCo will also facilitate effective communication between staff members to ensure that support is personalised where necessary. This may include:

- Transition planning meetings involving staff from the current school, future placement, and parents/carers
- Additional visits to the new setting
- A personalised transition plan
- Sharing of relevant information to support the child's needs

## Responsibilities

- The person responsible for overseeing and co-ordinating the day-to-day provision of education for pupils with SEND is Sarah Clarke the SENDCo.
- Individual target setting progress meetings will be held with the class teacher.
- The academies' governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.

**Coordinating SEND provision**

The SENDCo will hold details of all SEND support records such as SEND Support Plans and provision maps. All staff can access:

- Pinxton Village Academies SEND Policy
- A copy of the full SEND register
- A copy of the monitoring and concerns (MAC) register
- Guidance on identification in the Code of Practice
- Information on individual children's special educational needs
- Practical advice, teaching strategies, and information about types of special needs and requirements
- Staff meetings and professional learning sessions include updates on current legislation, SEND provision, inclusive practice and the relevant Local Authority SEND Local Offer.

This information is made accessible to staff and parents/carers to support the effective coordination of the school's SEND provision. All relevant adults should have up-to-date information about children's needs, strengths, provision and reasonable adjustments so that provision is consistent, purposeful and responsive.

SEND provision is coordinated through the FHP graduated tiered model of Universal, Targeted and Bespoke support. Universal provision describes the inclusive classroom practice, curriculum design, routines, relationships and reasonable adjustments available to all children. Targeted provision describes additional, time-limited support for children who require more than the universal offer. Bespoke provision describes highly individualised support for children with the most complex needs, including those who may require specialist advice, enhanced provision, alternative provision or an Education, Health and Care Plan.

**The Four Areas of Special Educational Need**

*Communication and Interaction (C&I)*

This area includes children and young people who have difficulty communicating with others. They may struggle to understand or use language, find it hard to make sense of social rules, or have difficulties with non-verbal communication. This includes Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).

*Cognition and Learning (C&L)*

These pupils learn at a slower pace than their peers, even with appropriate differentiation. Needs may include Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), or Profound and Multiple Learning Difficulties (PMLD). It also includes Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia, and dyspraxia.

*Social, Emotional and Mental Health Difficulties (SEMH)*

This area covers a wide range of needs that can manifest in many ways, such as becoming withdrawn, isolated, or displaying challenging behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, eating disorders, or attention deficit disorders (e.g., ADHD). School's focus is on understanding the underlying causes and providing supportive, inclusive approaches.

*Sensory and/or Physical Needs (S/PN)*

Some children and young people have a disability that prevents or hinders them from accessing education in the same way as others. This includes vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), and physical disability (PD). Schools should make reasonable adjustments, including use of specialist equipment or support.

## Identification of pupils needs

It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning. This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background, or area of need. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

All teachers are responsible for identifying pupils with SEND and, working with the SENDCo, will ensure those pupils needing different and additional support are identified as early as possible. Assessment is a process by which pupils with SEND can be identified. The progress a pupil makes is seen as an indicator in considering need for SEND provision.

**A graduated approach:**




***Quality First Teaching***

High Quality First Teaching is the foundation of support for all pupils, including those with SEND. Teachers are responsible for adapting teaching, scaffolding learning and removing barriers to participation before considering additional interventions

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.

a) 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.
b) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to understand the provision and teaching style that needs to be applied.
c) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
d) If a need has been identified it can then be determined which level of provision the child will need going forward.
e) If a pupil has recently been removed from the SEND register they may also fall into this category, as continued monitoring will be necessary.
f) Parents/carers 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.
g) The child is formally recorded as being under observation due to concern by parent or teacher, but this does not place the child on the SEND register. It is recorded as an aid to further progression and for future reference.
h) 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.

**SEND 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 child's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so they remove barriers to learning. Where a pupil is identified as having SEND, it is important to recognise which of the four broad areas of need fits their needs. The four broad areas of need are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory and Physical needs. The purpose of identifying the area(s) of need is to identify the next actions the school needs to make, not to fit a pupil into a category. Pupil's needs often fit into different areas and their needs can change over time. It is important to review this alongside the review of their current needs. Children on the SEND support register have a SEND Support Plan, which outlines their strengths, areas of need and strategies to support access to the curriculum. The plan also identifies termly SMART targets that are developed with the pupils and parents/carers, these are also reviewed by the class teacher on a half-termly basis.

The support provided in school 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 the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with 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/carers.

***Plan***

Planning will involve consultation between the teacher, SENDCo, support staff, parents and pupils (where appropriate) to agree the adjustments, interventions and support that are 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 teacher. They will work closely with teaching assistants 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 SENDCo.

***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/carers. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Parents/carers 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**
If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer or young person, or in some instances by professionals from health and social care. This 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, to planning provision and identifying resources, is required.

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

- Parents/Carers
- Teachers
- SENDCo
- Social Care
- Health professionals

**Requesting an EHCP Plan**
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/carers 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 Derbyshire's Local Offer:

https://www.localoffer.derbyshire.gov.uk/home.aspx

or by contacting 'Derbyshire Information, Advice & Support Service for SEND at:

https://www.derbyshireiass.co.uk/parents-and-carers/contact-us/contact-us.aspx

Tel: 01629 533668 or email ias.service@derbyshire.gov.uk

Their helpline operates Monday to Friday from 9:30am to 3pm.

***Education, Health and Care Plans [EHC Plan]***

a. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire 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.

## Facilities for pupils with SEND

Pinxton Village Academies endeavours to comply with accessibility requirements regarding the physical environment and access to the curriculum.

Our current arrangements and identified adjustments are outlined in our accessibility plan and we recognise that modifications may need to be put in place to meet the needs of all pupils.

Pinxton Village Academies is the shared name for Longwood Infant Academy, John King Infant Academy, and Kirkstead Junior Academy. Together, the academies provide education for pupils aged 5 to 11, across three distinct sites.

Each site offers a safe, inclusive, and well-equipped learning environment. All buildings include purpose-built classrooms, breakout spaces for small group work, disabled toilets, and secure playgrounds surrounded by fencing to ensure pupil safety.

Pupils across the academies also benefit from access to The PASS Centre, located at Kirkstead Junior Academy. This dedicated facility includes a versatile sports hall, a kitchen, and changing rooms, supporting both physical education and wider enrichment activities.

All three schools operate within secure, fenced campuses, ensuring a safe and controlled environment for pupils, staff, and visitors. Pinxton Village Academies are committed to accessibility, inclusion, and providing high-quality spaces for learning and development.

## Inclusion of pupils with SEND:

**Allocation of resources for pupils with SEND**

All pupils with Special Educational Needs and Disabilities (SEND) will have access to the SEND element of the school's budget, which equates to £6,000. In addition, some pupils may access additional funding to support their individual needs. This may come in the form of Inclusion Funding, which can be applied for through the Local Authority, or it may be allocated as part of the provision outlined in a pupil's Education, Health and Care Plan (EHCP).

**Access to the curriculum, information and associated services**

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. This will be carried out through the following:

- Keeping staff fully informed of the special educational needs of any pupils 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.
- 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.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

**Alternative Provision and Off-Site Provision**

Where Alternative Provision is being considered, the school will ensure that this is purposeful, suitable,

safe, time-limited where appropriate and in the child's best interests. Alternative Provision must not be used as an informal exclusion, as a substitute for unmet SEND provision or as a reason to remove a child from the school roll. The commissioning school retains responsibility for safeguarding, attendance, SEND provision, curriculum, educational progress, quality assurance, review and planned reintegration or next steps.

Before a placement begins, the school will complete the FHP Alternative Provision Checklist through a visit to the provider and complete an Alternative Provision Transition Plan with the Team Around the Child/Family. The plan will capture the child's needs, voice, curriculum adaptations, safeguarding arrangements, attendance expectations, intended outcomes, review dates, quality-assurance visits and reintegration planning.

**Enhanced Provision**
Where the school has, or is developing, enhanced provision, this will strengthen whole-school inclusion and not replace access to mainstream learning. Access will be based on assessed need, planned pathways, child and family voice and regular review. Provision will include a clear rationale, curriculum offer, staffing model, safeguarding arrangements, assessment approach, links with mainstream classes, partnership working and evaluation of impact.

**Special Dietary Needs**
If a pupil has a medical reason such as a food allergy, we can make adjustments to meals provided. For this to happen, a form must be completed and evidence such as a letter from a doctor provided to school.

**Working in partnerships with parents/carers**
Pinxton Village Academies believes that a close working relationship with parents/carers is vital to ensure:

a) Early and accurate identification and assessment of SEND needs leading to the correct intervention and provision
b) Continuing social and academic progress of children with SEND
c) Personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress meetings, parent's evenings and annual reports.

In cases where more frequent regular contact with parents/carers 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/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Where attendance is affected by a pupil's special educational needs or disabilities, the school will work closely with parents/carers to identify appropriate support and reasonable adjustments to promote successful attendance and engagement in school life.

**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. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher or the SENDCo who will then inform the child's parents.

The following services will be involved as and when is necessary:

- ISAS (Inclusion Support and Advisory Service)
- EP (Educational Psychologist)
- Targeted Support
- CAMHS
- Speech and Language Therapist
- Occupational Therapist
- School Nurse
- Hearing and Visual Impairment Support services
- Education Welfare Service
- Social Services
- Additional services/professionals can be contacted to support individual needs

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and consent will be gained from parents for external support.

**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 SENDCo attends relevant SEND courses, SENDCo Network meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff around SEND and Inclusion. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school improvement priorities.

Training can be made available for whole staff or specific groups, such as governors, midday staff, and support staff. This can be accessed through the Local Authority, the Academies chain or through in-house training.

Pinxton Village Academies is part of the Flying High Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

## Evaluating progress of children with SEND

To make consistent continuous progress in relation of SEND provision the school encourages feedback from staff, parents, and children throughout the year.

This may be through:
- Data analysis
- Child progress meetings
- Discussions at parents/carers meetings
- Review meetings with the child and any other professionals working with the child
- Appraisal meetings with teachers and support staff

Children's progress will be monitored at least termly as part of the graduated approach. Evaluation will consider academic progress, wider outcomes, participation, attendance, wellbeing, behaviour, safeguarding context, child and family voice and the extent to which provision is reducing barriers to learning and increasing independence.

The Governing Body delegates responsibility to the Headteacher for the evaluation of the success of the educational provision. This is done in the following ways: -
- The PVA Curriculum Framework ensures that the requirements of the Foundation Curriculum and the National Curriculum are planned for and fulfilled
- Short-term plans state the differentiated/ scaffolded approach which will be used to provide for effectively meeting individual needs
- Each child's SEND Support Plan identifies SMART targets which are reviewed on an ongoing basis

and amendments are made. A formal review and evaluation takes place termly and a new plan is formulated. The evaluation of the Support Plan provides information on a child's rate of progress, current strengths and future needs
- At SEND support and above the views from parents/carers and external agencies are also considered as part of the SEND Support Plan review process
- Other potential barriers are also considered including safeguarding, behaviour/ suspension, and attendance as part of the evaluation process
-Attendance for pupils with SEND is monitored regularly by the SENDCo and senior leaders. Where attendance concerns are identified, the school will work with families and relevant professionals to understand and address barriers to attendance. Strategies and support put in place will be reviewed regularly to ensure pupils are able to engage fully with their education.

Information derived from the above is also used by staff and leaders to guide future planning and to highlight successful teaching strategies.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:
- Consideration of each child's success in meeting personal SMART targets
- Use of standardised tests
- Evidence generated from review meetings
- Through personalised assessments measuring area of need such as B Squared

In evaluating the success of this policy, the school will consider the views of children, parents, and teachers.

Every year Pinxton Village Academies will publish a School Information Report on SEND. Information for this is gathered from different sources such as child and parent views, teacher and staff feedback and parents/carers evenings, alongside careful tracking of data. Recognition and value will also be given to all forms of achievement including personal development and wellbeing. This will be 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.

**Complaints procedure**
If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they can make an appointment to speak with Anne Ingle (Head Teacher), who will be able to advise on the formal complaints procedure.

The Pinxton Village Academies Complaints Procedure is available on the academies' website. In addition, the SEND Code of Practice outlines further measures that the Local Authority must have in place to help prevent and resolve disagreements. These procedures will be explained to parents and carers as needed.

A full copy of the complaints procedure can also be obtained directly from the academies upon request.

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**Next review: September 2027**