



SEND Policy and SEND Information Report

Date policy last reviewed: July 2026

Date of next full review: July 2027

Signed by:

A Martin

Principal

Date: July 2026

M O'Connell

Chair of Governors

Date: July 2026

Vision

Developing people of good character who achieve excellence and make a positive contribution to their communities.

Mission

Our mission is to ensure that:

- students develop the knowledge, skills and character to live happy, healthy and successful lives
- all are included and work hard to fulfil their potential regardless of background or starting point
- student choices are not limited by self-belief, opportunity or circumstance.

This can be achieved at Magnus through world class learning, high expectations and through encouraging personal, moral and spiritual development within a Christian framework.

Our Core Values...

All our work will be underpinned and driven by the following core values:

• Determination

- Have the courage to work hard and keep going with a relentless drive to achieve excellence.

“Run in such a way that you may win” 1 Corin 9 v 24

• Integrity

- Have the strength of character to choose honesty and truth at all times and be accountable for our actions.

“ We are taking pains to do what is right not only in the eyes of the Lord but also in the eyes of man” 2 Corin 8 v21

• Ambition

- Have the belief and drive to succeed, placing no limits on what can be achieved

“ I can do all things through Christ who strengthens me” Phillips 4 v 13

• Humility

- Recognise and respect the value of everyone and celebrate success together.

“Be completely humble and gentle; be patient, bearing with one another in love” Ephesians 4v2

• Compassion

- Comfort and support all those in need and offer grace to all in our community.

“Be like minded, be sympathetic, love one another, be compassionate and humble” 1 Peter 3 v 8

Policy:	SEND policy and SEND information report
Approved by:	Magnus Academy Board of Governors
Date:	July 2026
Review cycle:	Annual (with 3-year comprehensive audit)

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
2	July 2026	MGM	Single approval date, single review date, current footer year.
			Uses “SEND Policy and SEND Information Report”, while retaining statutory SEN definitions in the body.
			Adds Equality Act, medical conditions guidance, current SENCO qualification guidance and data-protection guidance.
			Adds clarifiers that behaviour, low attainment or EAL alone do not automatically amount to SEN.
			Adds current post-September 2024 mandatory qualification wording.
			States clearly that all teachers are responsible and accountable for progress and provision in their classes.
			Tightens evidence base, outcome-setting, recording, review dates and formal parental notification.

			Adds entry, phase transition, post-16 planning, adulthood focus and EHC movement support.
			Corrects to “JCQ”.
			Replaces with assessed-need wording.
			Replaces with accurate notional SEN budget and top-up wording.
			Adds secure record-keeping, special category data awareness, retention and SAR signposting.
			Updates wording to the current Nottinghamshire local offer structure and uses a placeholder for the live hyperlink on the website.

Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEND information report
6. Monitoring arrangements
7. Links with other policies and documents

1. Aims

Our SEND policy and information report aims to:

- set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- explain the roles and responsibilities of everyone involved in providing for students with SEND
- support a consistently inclusive, ambitious and legally compliant whole-school approach to SEND
- explain clearly to parents, carers, students, staff and governors how SEND provision is identified, delivered, reviewed and improved. [\[29\]](#)

Our mission is to ensure that:

- students develop the knowledge, skills and character to live happy, healthy and successful lives
- all are included and work hard to fulfil their potential regardless of background or starting point
- student choices are not limited by self-belief, opportunity or circumstance.

This is achieved through high-quality teaching, high expectations and an inclusive culture in which students with SEND learn alongside their peers wherever this is compatible with their needs and the efficient education of other pupils. [\[30\]](#)

2. Legislation and guidance

This policy and information report is based on:

- Part 3 of the Children and Families Act 2014
- the SEND Code of Practice: 0 to 25 years, January 2015
- the Special Educational Needs and Disability Regulations 2014
- the Equality Act 2010 and DfE guidance for schools
- DfE statutory guidance on supporting pupils with medical conditions at school
- DfE guidance on mandatory qualifications for SENCOs

- DfE guidance on data protection in schools
- current local authority SEND and local offer arrangements for Nottinghamshire. [31]

This policy also operates alongside our funding agreement, articles of association, admissions arrangements, accessibility planning and related safeguarding, behaviour and inclusion policies. [32]

3. Definitions

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

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. [33]

Disability does not automatically mean SEN. Slow progress and low attainment do not automatically mean SEN. Persistent disruptive or withdrawn behaviour does not automatically mean SEN, and difficulties related solely to English as an additional language are not SEN. Where concerns arise, the school will assess carefully before identifying SEND. [19]

For practical purposes in this document, we use the term **SEND** in its broad, everyday sense, while recognising that the statutory definition of **SEN** remains central in the legal framework. [34]

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Mr M MacGregor**. work with the Principal and the named SEND governor to determine the strategic development of the SEND policy and provision in the school

- have day-to-day responsibility for the operation of this policy and for coordinating specific provision to support individual students with SEN, including those with EHC plans
- provide professional guidance to colleagues and work with staff, parents, students and external agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEN support

- advise on the deployment of delegated resources and, where appropriate, requests for additional funding
- be the point of contact for external agencies, especially the local authority and support services
- liaise with potential next providers of education to support smooth transitions
- oversee secure and accurate record-keeping relating to students with SEND
- support monitoring, evaluation and reporting to leaders and governors
- where required by law, hold or work towards the mandatory SENCO qualification within the statutory timescale. [\[35\]](#)

4.2 The SEND governor

The governing board will identify a governor, trustee or committee with specific oversight of SEND and disability. That person will:

- help raise awareness of SEND issues at governing board level
- monitor the quality and effectiveness of SEND and disability provision
- support scrutiny of SEND policy, funding, outcomes and accessibility
- work with the Principal and SENCO on the strategic development of the policy and provision. [\[30\]](#)

4.3 The Principal

The Principal will:

- work with the SENCO and SEND governor on the strategic development of the policy and provision
- have overall responsibility for the provision and progress of learners with SEN and/or a disability
- ensure the SENCO has sufficient authority, time and administrative support to carry out the role effectively
- ensure that SEND is a whole-school responsibility and that staff development addresses pupils' needs effectively. [\[24\]](#)

4.4 Class and subject teachers

All teachers are teachers of pupils with SEND. Each class or subject teacher is responsible for:

- the progress and development of every student in their class
- delivering high-quality teaching and adaptive practice as the first response
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions
- working with the SENCO to review progress, identify barriers and agree any changes to provision

- implementing agreed strategies, adjustments and support consistently. [\[36\]](#)

4.5 Assistant SENCO

The Assistant SENCO is **Mrs A Mellers**.

The Assistant SENCO supports the SENCO through:

- being an operational first point of contact for routine parent enquiries where appropriate
- maintaining or updating records and correspondence
- helping coordinate reviews, documentation and day-to-day organisation
- supporting the SEN Hub and Learning Support Assistant deployment
- representing the SENCO at meetings where appropriate and authorised.

4.6 Learning Support Assistants and specialist support staff

Learning Support Assistants and specialist support staff will:

- provide support in lessons and at other agreed times
- deliver interventions under appropriate direction and monitoring
- record and contribute to evidence of progress
- promote independence and avoid unnecessary over-reliance on adult support
- contribute to reviews and the implementation of strategies. [\[37\]](#)

5. SEND information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs. [\[28\]](#)

Examples may include, but are not limited to, speech and language needs, dyslexia, dyspraxia, autism, ADHD, sensory impairment, medical/physical needs and difficulties linked to emotional regulation or mental health. These examples are not used as a checklist or gatekeeping device. Provision is based on assessed need, not diagnosis alone. [\[38\]](#)

5.2 Identifying students with SEN and assessing their needs

We assess each student's current skills and attainment on entry, building where appropriate on previous schools, settings and key stages. Teachers make regular assessments of progress for all students and identify those whose progress:

- is significantly slower than that of their peers from the same baseline
- fails to match or better previous rates of progress
- fails to close the attainment gap or begins to widen it
- indicates barriers in areas beyond attainment, such as communication, social or emotional development. [39]

Slow progress and low attainment do not automatically mean that a student has SEN. When deciding whether special educational provision is required, we start with the desired outcomes, the views and wishes of the student and their parents or carers, and whether needs can be met through high-quality adaptive teaching and the school's ordinarily available provision. [39]

In identifying whether a student needs SEN support, the class or subject teacher, working with the SENCO, will carry out a clear analysis of needs drawing on:

- teacher assessment and experience of the student
- previous progress and attainment
- the student's development in comparison with peers and national data where relevant
- the views and experience of parents or carers
- the student's own views
- relevant assessments and advice from internal or external specialists. [18]

If we decide that a student will receive SEN support, the decision will be recorded in school records and parents or carers will be formally informed. [18]

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents or carers when identifying whether they need special educational provision. These conversations will help to ensure that:

- everyone develops a good understanding of the student's strengths and difficulties
- parental concerns are taken seriously
- agreed outcomes are understood
- everyone is clear on the next steps. [18]

Where a student is receiving SEN support, we will normally meet parents or carers at least three times each academic year to review progress, discuss outcomes, consider strategies and agree next steps. Students will be involved in a way that is appropriate to their age, stage and communication profile. [40]

5.4 Assessing and reviewing students' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. [41]

Assess

The class or subject teacher and SENCO carry out a clear analysis of need, using the information set out above.

Plan

We agree the outcomes sought, the support to be put in place, the expected impact, the review date, and the responsibilities of staff, parents or carers, and the student.

Do

The class or subject teacher remains responsible for working with the student on a daily basis, even where interventions involve support staff or specialist input.

Review

We review the effectiveness of the support and interventions, and their impact on the student's progress, in discussion with parents or carers and the student. Provision is adapted, continued, reduced or replaced according to need and impact. [25]

Where, despite relevant and purposeful action to identify, assess and meet need, a student does not make expected progress, the school and/or parents may consider requesting an EHC needs assessment from the local authority. [40]

5.5 Supporting students moving between phases and preparing for adulthood

We support students moving into school, between year groups, between key stages and onwards to post-16 education, training or employment pathways. Transition planning may include:

- liaison with previous or receiving settings
- learning plans, SEND records and exam access arrangement information where relevant
- risk assessments and medical information where relevant
- enhanced transition visits or meetings
- planning for independence, wellbeing and aspiration
- for students with EHC plans, planning linked to annual reviews and preparation for adulthood. [20]

From Year 9 onwards, planning will increasingly reflect preparing-for-adulthood outcomes, including further education, employment, independent living and participation in society, where appropriate to the student. [42]

When a student with an EHC plan moves local authority area, we will share information promptly and work with the family, the previous setting and relevant authorities so that support is transferred as smoothly as possible. [43]

SEND records will be kept securely and shared on a need-to-know basis in line with data protection law, the school's privacy notice, record-retention arrangements, subject access procedures and breach-management processes. [12]

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching and adaptive teaching for all pupils is our first response to students who have or may have SEN. Interventions are used where they are evidence-informed, time-limited where appropriate, and linked to agreed outcomes and classroom practice. [\[36\]](#)

Examples of provision may include:

- classroom strategies and teacher guidance
- targeted small-group or one-to-one interventions
- pre-teaching, overlearning or repetition
- literacy, numeracy, communication or social development support
- emotional regulation support
- use of assistive technologies or specific equipment
- specialist advice integrated into classroom practice. [\[40\]](#)

5.7 Adaptations to the curriculum and learning environment

We make reasonable and proportionate adaptations so that students with SEND can access learning and school life. These may include:

- adapting teaching approaches, explanations and pace
- adapting curriculum delivery
- adapting resources, staffing or grouping
- providing recommended aids such as laptops, overlays, visual timetables or enlarged print
- allowing longer processing time and explicit instruction
- making applications for examination access arrangements where students meet current JCQ criteria
- making reasonable adjustments to the physical and learning environment. [\[10\]](#)

5.8 Additional support for learning

We assess each student individually and provide access to additional support where needed. Provision is matched to assessed need and may include:

- opportunities to check in with Learning Support staff
- in-class support where appropriate
- access to the SEN Hub where identified as appropriate
- support linked to EHC plan provision
- support linked to Individual Healthcare Plans
- homework or study support

- liaison with external agencies.

Support in lessons is deployed according to assessed need, the graduated approach and the school's best endeavours duty. It is not dependent solely on whether a student has external top-up funding. [\[27\]](#)

We work with outside agencies and services including, where appropriate:

- NHS services
- Nottinghamshire local authority SEND support services
- educational psychology and specialist teaching services
- CAMHS or mental health services
- social care
- physical disability or sensory support services
- other commissioned or locality-based services relevant to the student's needs. [\[44\]](#)

5.9 Expertise and training of staff

Our SENCO is experienced in the role and holds the NASENDCo award. Staff receive SEND-related professional development according to school and student need. Learning Support Assistants receive regular training and supervision. This may include training on:

- assessment and progress measures
- intervention delivery
- communication and interaction strategies
- literacy and numeracy support
- autism-informed practice
- emotional regulation and mental health awareness
- promoting independence and resilience
- medical and physical needs where relevant. [\[45\]](#)

Where specialist expertise is required, the school will seek advice, assessment, training or direct input from appropriate professionals and services. [\[46\]](#)

5.10 Securing equipment and facilities

The school meets SEND from its delegated budget, including its notional SEN budget, and uses its best endeavours to secure the provision required by students with SEN. For mainstream pupils aged 5 to 15, the notional SEN budget is an indicative school-level amount rather than a personal allocation for each child. Where additional support costs exceed the relevant threshold, the school may seek further targeted or top-up funding through local arrangements. [\[3\]](#)

Decisions about the use of school resources are based on assessed need, likely impact, statutory duties, and the need to secure effective and inclusive provision. The school may

also use wider support arrangements, including technology, intervention staffing or targeted pastoral support, where this is appropriate. [\[47\]](#)

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEN by reviewing:

- the effectiveness of teaching and adaptive practice
- individual progress towards agreed outcomes
- intervention entry and exit information where appropriate
- provision maps and records of support
- student and parent voice
- attendance, behaviour and wellbeing indicators where relevant
- annual reviews for students with EHC plans
- benchmarking and attainment information where appropriate
- monitoring by the SENCO and senior leaders
- governor oversight. [\[45\]](#)

Parents or carers will normally receive formal review opportunities at least three times each year for students on SEN support. [\[40\]](#)

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

We are committed to inclusion. Students with SEND are supported to engage in the activities of the school alongside those who do not have SEND. This includes:

- curriculum access
- enrichment, clubs and trips
- social times and unstructured parts of the day
- school events, sports and themed days
- religious life and collective worship, with reasonable adjustments where needed
- support in identifying and reducing barriers to participation.
- Where necessary, risk assessments and accessibility arrangements will be used to support safe participation. Our accessibility plan sits alongside this information report and explains how access is improved over time. [\[32\]](#)

Admissions for students with SEND are handled in line with the school's admissions policy, the Equality Act 2010, and the law relating to pupils with EHC plans. Parents and carers are encouraged to discuss individual needs with the school at an early stage. [\[32\]](#)

5.13 Support for improving emotional and social development

We provide support for emotional and social development in a range of ways, which may include:

- pastoral check-ins and trusted adult support
- social skills or emotional regulation interventions
- structured support during social times
- access to inclusive clubs and activities
- anti-bullying work
- liaison with families and, where appropriate, external services.

We take a zero-tolerance approach to bullying. Support for emotional and social development works alongside our behaviour, safeguarding and anti-bullying policies.

5.14 Working with other agencies

The academy works with a wide range of outside agencies to meet students' needs. When working with local authority, health, social care and other agencies, the school will:

- seek and follow agreed referral procedures
- share information lawfully and securely
- work collaboratively to implement recommended strategies
- involve students and parents or carers appropriately
- review the impact of external advice or involvement. [48]

5.15 Complaints about SEN provision

If you are unhappy with SEND provision in our school, contact should initially be made with the SENCO so that concerns can be understood and, where possible, resolved promptly. If concerns remain unresolved, the complaint should be addressed through the school's complaints policy.

Where the issue relates to an EHC assessment, EHC plan, placement or statutory decision by the local authority, parents and young people may also have rights to disagreement resolution, mediation or appeal through the routes set out by the local authority and national SEND arrangements:

Newark and Sherwood Plan and Review Team

This is the team responsible for Education, Health and Care Plans (EHCPs) for children and young people living in the Newark and Sherwood district.

newarkandsherwoodsendservice@nottsgov.uk

Useful Links

- Your Notts Directory (Local Offer) – full guidance on EHCPs:
<https://www.yournottsdirectory.org.uk/send-local-offer/nottinghamshire/education/education-health-and-care-ehc-plan>

- Nottinghamshire County Council Statutory SEND Service page: <https://www.nottinghamshire.gov.uk/care/childrens-social-care/statutory-send-service>
- Notts Help Yourself Local Offer: <https://www.nottshelpyourself.org.uk>

[43]

5.16 Contact details for support services for parents and pupils

School contacts for concerns about SEND:

- New concerns / initial enquiries: **Mrs A Mellers, Assistant SENCO – amellers@magnusacademy.co.uk**
- Established cases: **Mr M MacGregor, Director of SEND – mmacgregor@magnusacademy.co.uk**
- Telephone: **01636 680066 (main reception)**
- Data protection officer or privacy queries:
- Local SEND impartial advice and support service
- [49]

5.17 Arrangements for supporting looked after and previously looked after children with SEND

Where a student with SEND is looked after or previously looked after, the school will work closely with the designated teacher, carers, the virtual school where relevant, social care and other professionals to coordinate provision, planning and review. SUPPORT will be aligned with statutory duties, safeguarding arrangements and the student's wider care and education planning.

5.18 The local authority local offer

Our contribution to the local offer is set out in this information report and on the school website. Nottinghamshire provides its SEND Local Offer through its main SEND pages and current local offer directory. The website version of this information report should contain the current live hyperlink. [4]

The school will signpost families to the local offer so that they can access information about education, health, social care, transitions, travel, short breaks, preparing for adulthood and local services. [4]

6. Monitoring arrangements

This policy and information report will be reviewed at least annually and sooner if legislation, statutory guidance, local processes or school practice changes. It will also be updated if

information on the website changes during the year. The governing board / trust committee will approve the policy. [50]

7. Links with other policies and documents

This policy should be read alongside:

- accessibility plan
- admissions policy
- behaviour policy
- anti-bullying policy
- safeguarding / child protection policy
- supporting pupils with medical conditions policy
- complaints policy
- data protection / privacy notice / record-retention arrangements
- attendance policy
- equality information and objectives. [51]

Appendix

[2] [9] [16] [17] [23] [35] [53] <https://www.gov.uk/government/publications/mandatory-qualification-for-sencos>

<https://www.gov.uk/government/publications/mandatory-qualification-for-sencos>

[3] [19] [38] [47] <https://www.gov.uk/government/publications/high-needs-funding-arrangements-2025-to-2026/high-needs-funding-2025-to-2026-operational-guide>

<https://www.gov.uk/government/publications/high-needs-funding-arrangements-2025-to-2026/high-needs-funding-2025-to-2026-operational-guide>

[4] <https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

<https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

[10] [51] <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

[11] <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

[12] [54] <https://www.gov.uk/guidance/data-protection-in-schools>

<https://www.gov.uk/guidance/data-protection-in-schools>

[13] [18] [20] [25] [39] <https://www.gov.uk/government/publications/high-needs-funding-arrangements-2025-to-2026>

<https://www.gov.uk/government/publications/high-needs-funding-arrangements-2025-to-2026>

[14] <https://www.gov.uk/government/publications/ehc-plans-when-a-child-or-young-person-moves>

<https://www.gov.uk/government/publications/ehc-plans-when-a-child-or-young-person-moves>

[15] [24] [26] [33] [36] [37] [40] [41] [44] [48] [52] [55]
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

[43] <https://www.gov.uk/government/publications/ehc-plans-when-a-child-or-young-person-moves/guidance-for-local-authorities-on-the-treatment-of-education-health-and-care-plans-when-a-child-or-young-person-moves-out-of-or-into-their-area>

<https://www.gov.uk/government/publications/ehc-plans-when-a-child-or-young-person-moves/guidance-for-local-authorities-on-the-treatment-of-education-health-and-care-plans-when-a-child-or-young-person-moves-out-of-or-into-their-area>

[49] <https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>