



# A guide to SEND at St Nicholas

DECEMBER 2025

# What is SEND?

**SEN** or **SEND** stands for **Special Educational Needs and Disabilities**. All children have different learning needs and different abilities. There is a wide breadth of SEND needs and we work hard to ensure we support **every child to thrive**.

**The SEN Code of Practice states that** 'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely **'provision different from or additional to that normally available to pupils of the same age'**.

# Working Together

We know the SEND journey can feel overwhelming which is why we have produced this PowerPoint for you.

It hopefully details clearly and concisely all aspects of SEND which parents and carers may find useful.

Our team is here to support you every step of the way—from initial concerns to navigating assessments and reviews. If you have questions or think your child may benefit from additional support or an EHCP, please reach out.

Together, we can ensure your child receives the care, understanding, and opportunities they deserve.

# Four Broad Areas of SEND

**There are four key areas of SEN:**

- **Cognition and Learning** (e.g. with reading, writing or maths)
- **Communication and Interaction** (e.g. they have processing issues, find it hard to focus, find it hard to socialise)
- **Social, Emotional and Mental Health** (e.g. they seem very anxious, withdrawn or angry)
- **Sensory and/or Physical Needs** (e.g. balance and coordination, gross and fine motor skills, disabilities)

# Four Broad Areas of SEND

Definition from the SEND Code of Practice

- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

# Four Broad Areas of SEND

Definition from the SEND Code of Practice

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.



# Four Broad Areas of SEND

Definition from the SEND Code of Practice

- **Social, Emotional and Mental Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

# Four Broad Areas of SEND

Definition from the SEND Code of Practice

- **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



## Provision at St Nicholas Church School

These are the steps to ensure every child accesses a broad and balanced curriculum.



Step 1 : Universal Provision



Step 2a: Individual Learning Plan (APDR)



Step 2b: Individual Learning Plan (APDR) and External Support



Step 3: SEN Support Plan and External Support



Step 4: EHCPNA



Step 5: EHCP

## Step 1 : Universal Provision

All pupils at St Nicholas are provided with **Quality First Teaching** in an inclusive classroom that is adapted to meet the diverse needs of all learners. Teachers are continually assessing, planning and reviewing children's learning to allow every child to achieve their full potential. This is the starting point for identifying whether a child requires '**additional or different**' teaching provision and what kind of provision is needed.

If a child, despite Quality First Teaching is still not making expected progress, additional, personalised support will be put in place eg extra 1:1 reading sessions, adaptations to the classroom environment, additional resources.

Universal Provision is outlined in this BWMAT document.

## All our learners will benefit from high-quality teaching

Term:

Core Principles to build on pupils' strengths by listening to and acting on feedback from our learners		Class:		We act on advice from appropriate external agencies on teaching approaches and recommendations are followed. <ul style="list-style-type: none"> <li>Using flexible groupings we plan evidenced based, targeted and structured individual / small group work to develop learning skills, build resilience and support positive outcomes.</li> <li>Acting on information from formative assessment we plan universal and targeted provision.</li> <li>We work in partnership with parents and pupils to make sure we know children well and can plan the best provision.</li> </ul>		
Planning Inclusive Lessons	Every school has access to <b>Wellbeing – an essential CPD tool</b> to develop adaptive teaching <a href="https://www.wellbeing.co.uk/ebw-tool">https://www.wellbeing.co.uk/ebw-tool</a> <ul style="list-style-type: none"> <li>Begin a lesson with a short review of previous learning</li> <li>Present new material in small steps with pupil practice after each step</li> <li>Ask many questions and check the responses of all pupils*</li> <li>Provide models</li> <li>Guide pupil practice*</li> <li>Check for pupil understanding*</li> <li>Provide scaffolds for difficult tasks</li> <li>Require and monitor independent practice*</li> <li>Engage pupils in weekly and monthly review</li> <li>Obtain a high success rate</li> </ul>	<b>Adaptive teaching is likely to be...</b> <ul style="list-style-type: none"> <li><b>Less successful</b> when it focuses on differentiation (distinct tasks) and tailoring lessons to 'learning styles'.</li> <li><b>More successful</b> when it focuses on:                             <ul style="list-style-type: none"> <li>Targeted/individual support</li> <li>Additional practice</li> <li>Breaking down content into smaller component</li> <li>Acting on information from formative assessment</li> <li>Teaching carefully selected groups</li> <li>Well chosen resources</li> </ul> </li> </ul>		Insert your class SEND in a Nutsell Pie Chart here		
Universal Provision (Inclusive pedagogy)	Cognition and Learning	Communication and Interaction		Social, emotional and mental health		Sensory and/or Physical
Learning Environment Toolkit	<ul style="list-style-type: none"> <li>Ensure displayed print is large enough to be read</li> <li>Access to lego/print for dot-marker/interactive reader</li> <li>Phonics/letter/sound cards on display</li> <li>Access to core English resources</li> <li>Access to core Maths resources, e.g. base 10 grid, 100 square / number line, Base 10, Counters, Numicon, Vocabulary matchbooks</li> </ul>	<ul style="list-style-type: none"> <li>Calm, structured environment with clear, visual information about what is happening and what is expected, e.g. visual timetables, visual symbols</li> <li>Speech and Language rich environment developing receptive and expressive language skills</li> <li>Communication in English and British and symbols</li> <li>Consider seating position and orientation</li> <li>Reduce visual, auditory and other sensory distractions</li> </ul>		<ul style="list-style-type: none"> <li>'Normal' Magic' strategies for whole-class mental wellbeing</li> <li>Class agreements/charter</li> <li>Social and emotional development e.g. buddy systems, friendship strategies, 5 point scale / feelings diary, Worry box or worry roller</li> <li>Social seating and proximity to the teacher</li> <li>Identified safe spaces for calming down – regulation station/zone</li> </ul>		<ul style="list-style-type: none"> <li>Classroom de-cluttered and not visually overwhelming</li> <li>Alternative environment/specific strategies to reduce sensory overload/allowing sensory regulation (Sensory Box, Calm Space)</li> <li>Range of writing implements available (writing slope) and alternative methods of recording (including IT)</li> <li>Manage screen-time (including interactive whiteboards/TV)</li> </ul>
Teacher Toolkit	<ul style="list-style-type: none"> <li>Evaluate the 'teaching load' of lessons. Can instructions be broken down? <a href="http://www.teachingwithaheart.co.uk/teachingload/">http://www.teachingwithaheart.co.uk/teachingload/</a></li> <li>Pre-teaching of vocabulary or concepts</li> <li>Support to develop core skills to enable successful learning (e.g. attention, listening skills)</li> <li>Alternative ways of recording learning (e.g. interactive reader, video) Oak Learning <a href="https://www.thefirstschoolacademy.co.uk/">https://www.thefirstschoolacademy.co.uk/</a></li> <li>Extra time given to complete tasks which have a focus on prolonged writing and/or listening engagement</li> <li>Teach spelling 'tricks', e.g. mnemonics, rhymes</li> <li>Provide daily opportunities to experience success, praise effort and be positive about mistakes</li> <li>Precision teaching of reading, spelling and number facts</li> <li>Writing / planning frames (including Colourful Sentences)</li> </ul>	<ul style="list-style-type: none"> <li>Pre-teaching of vocabulary or concepts</li> <li>Clear instructions given with visual and auditory clues to back up what is being said</li> <li>Time to complete steps of instructions – for child to process what they have heard and then thoughts</li> <li>Give instructions clearly and check understanding</li> <li>Allow thinking time when answering questions</li> <li>Consider reducing dictations and copying from the board</li> <li>Short and direct language</li> <li>Introduce real objects and kinesthetic means of teaching to maintain attention and support understanding</li> <li>Allow time for repetition (using the same language)</li> <li>Allow additional time for processing, accepting and checking</li> <li>Increase use of visual support, such as sand trays and whiteboards, to maintain attention and support understanding</li> <li>Model how to extend sentences</li> </ul>		<ul style="list-style-type: none"> <li>Opportunities to develop social development, interaction and promote positive peer relationships</li> <li>Be explicit about the behaviours you expect to see and model them</li> <li>Structured routines, including regular whole class circle time</li> <li>Use of choice and motivation</li> <li>Calm strategies – ask what the child finds calming</li> <li>Time in to steps of de-escalation – offering movement breaks, pre-empt difficult situations and plan accordingly e.g. action mats</li> <li>Reduce noticeable conversation prompts</li> <li>Comic strip conversations</li> <li>Sample 5 point scale</li> <li>2 zones of regulation</li> </ul>		<ul style="list-style-type: none"> <li>Carefully sequenced curriculum which includes access to key vocabulary, visual approach to phonics and reading</li> <li>Pre-writing activities/warm up</li> <li>Letter formation and fine motor skills activities</li> <li>Gift development, e.g. dough-disco</li> <li>Pre prepared work – child not writing date and LD</li> <li>Develop note taking skills</li> <li>Movement / sensory breaks/ snacks</li> <li>Ear defenders</li> <li>Writing slopes</li> </ul>
Pupil Toolkit	<ul style="list-style-type: none"> <li>Visual task list sheets/Widget Now &amp; Next Boards / Planning templates to support organisation</li> <li>Headset with microphone (e.g. for interactive reader)</li> <li>Use of Post-it notes, numbered or ordered (1/2/3rd etc), big paperclips and highlighter pens</li> </ul>	<ul style="list-style-type: none"> <li>Prompt cards for group roles and conversation skills</li> <li>Starter stories to develop understanding of social situations</li> <li>Widget communication board</li> <li>Mini whiteboards – filling this, use a scrap of paper with a simple</li> </ul>		<ul style="list-style-type: none"> <li>Now and Next / Now, Next, Then, Then Boards</li> <li>Emotional scaling strategies/zones of regulation</li> <li>Sample 5 point scale</li> <li>Regulation space in classroom</li> <li>Gift pen</li> </ul>		<ul style="list-style-type: none"> <li>Adapted equipment (e.g. pencil grip)</li> <li>Hand heldidget toys – sensory objects</li> <li>Sensory space in classroom</li> <li>Ear defenders help learners who find auditory input difficult to process</li> </ul>

[illegible]

## Step 2a: Individual Learning Plan (APDR)

If a child is still not making progress despite adaptations, teacher to complete the Quick checker Identification of Need and meet with the SENCO.



SEND Graduated Approach for Bath schools in the Bath & Wells MAT

Before meeting with the SENCO, please complete the Quickchecker – **IDENTIFICATION OF NEED**

The Quickchecker is a tool adapted from BANES' Graduated Approach. It is designed to help teachers to collate assessment data and observations on a child in their class about whom they may have concerns.

It is important to consider other possible contributing factors such as:

- EAL, poor attendance or safeguarding issues because concerns may not be related to SEND
- Skills and knowledge of teachers and support staff in assessing and supporting the child/young person
- The environment (classroom and/or whole school adaptations)

Name		TA	
Year Group		Class Teacher	

Quickchecker for staff	Y/N
Communication and interaction, <u>There</u> are concerns about...	
Child/young person's cognitive development e.g. capacity to sustain concentration or self-direct their learning	

## Step 2a: Individual Learning Plan (APDR)

Once the identification of Need Checklist is completed an **Individual Learning Plan** is the next step.

Parents are informed of this decision prior to a plan being created.

This is completed on **TES Provision Map** and shared with parents, who will have access to the online form and can make comments. A **Pupil Passport** (Also on TES Provision Map) will be completed with the child.

It is important to know that **SEND support and provision come in many forms**—and it doesn't always mean your child will have a 1:1 teaching assistant – this is, in fact, rarely the case.

## Step 2a: Individual Learning Plan (APDR)

### Learning Plan for

Plan

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
-----------------	--------	-----------------	-------------------------	-----------

An **Individual Learning Plan** follows a four-part cycle (**Assess, Plan, Do, Review: APDR**), known as the graduated approach. This means that targets and actions are revisited, refined and revised, leading to a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

**This will require at least 2 cycles before moving to the next stage.**

Some children will remain on an Individual Learning Plan and need no additional support but will have targets reviewed and amended.

Some children will achieve their targets and no longer need an Individual learning plan.

**Individual Learning Plans are reviewed and amended at October, February and July Half terms.**



## Step 2b: Individual Learning Plan (APDR) and External Support

### Individual Learning Plan and External Support

We may, at this step, also involve outside agencies to assess the child to investigate any potential learning difficulty. This may include:

- OT
- SALT
- School Nurse
- SEND and Inclusion Support
- MHST/CAMHS
- SASS
- Neurological Pathway

We will use information from these reports to inform the Individual Learning Plan.

### Step 3: SEN Support Plan and External Support

If the child is continuing to struggle despite targeted support and outside agency support, a **SEN support plan** is the next step.

We will start this step if we feel a child may need an EHCP (Education Health Care Plan) in the future to support their needs. We will hold a meeting with parents before starting a SEN Support Plan.

It is a more in-depth document that holds all the information of how school are meeting the child's needs at SEN support level, especially if they have a range of outside agency support to support a range of needs.

The image shows the cover page of a 'SEN Support Plan' form. At the top left is the 'Bath & North East Somerset Council' logo. At the top right is the 'NHS' logo with the text 'Bath and North East Somerset Clinical Commissioning Group' below it. The title 'SEN Support Plan' is centered, with 'Version Number:' followed by a yellow box. Below this is a large square box labeled 'Picture'. Underneath the picture box is 'Child's Name:' followed by a yellow box. Further down are two lines: 'Date SEN Support Plan issued:' and 'Date SEN Support Plan reviewed:', each followed by a yellow box. At the bottom left is the date 'October 2019' and at the bottom right is a small page number '1'.

### Step 3: SEN Support Plan and External Support

**2 – 3 cycles (of between 6-12 weeks)** of this are needed before being able to apply for an EHCP (Education Health Care Plan) if appropriate. Timing of a cycle depends on the advice sought and targets given. Parents will attend a meeting at the end of each cycle to review and set new outcomes.

It needs to detail how the advice from professionals has been acted upon and the outcomes of any support given by the school.

Bath & North East Somerset Council | NHS  
Bath and North East Somerset Clinical Commissioning Group

**SEN Support Plan**  
Version Number: [redacted]

Picture  
[redacted]

Child's Name: [redacted]

Date SEN Support Plan issued: [redacted]  
Date SEN Support Plan reviewed: [redacted]

October 2019 1

## Step 4: EHCPNA

If a child continues to need additional support above the SEN Support plan an **EHCP** (Education Health Care Plan) will be considered.

The first stage of applying for an EHCP is an **EHCPNA** (Educational Health and Care Plan Needs Assessment).

During this process, the SEN Support Plan will continue to be updated, and additional information will be gathered to support the EHCPNA.

## Step 4: EHCPNA

This information may include:

- Various academic assessments
- Observation forms (Good Day, Bad Day)
- CPOMs logs
- Banding descriptors for SEND
- Costed Provision Maps detailing the cost of the support currently being provided/needed.
- Referral to professionals as detailed before.

The SENCO will meet with parents and complete the relevant paperwork in order to submit a **EHCPNA** to the Local Authority.

The **EHCPNA** request then goes to Local Authority Panel to decide if it is a 'Yes to Assess'

# EHCP Timescales

These depend on the LA and many are running over timescales

Stage	What Happens	Statutory Deadline
<b>EHCPNA submitted by SENCO</b>	LA decides whether to assess	6 weeks
<b>Needs Assessment</b>	Professionals to gather reports EP visit to school	Up to 12 weeks
<b>Draft EHCP Issued</b>	Review, parents suggest changes	By week 16 Return comments within 15 days
<b>Final EHCP Issued</b>	Plan becomes legally binding	By week 20



## Step 5: EHCP

An **EHCP** (Education Health Care Plan) is a legally binding document outlining a child's special educational, health, and social care needs.

The document details all of the child's special educational needs and the provision needed to meet each of the needs. This needs to be specific, detailed, and quantified.

The plan names the school/setting which is to provide the provision and the plan is legally enforceable.

## Step 5: EHCP

### Understanding the 12 EHCP Sections

- A.** "All About Me" – child's voice, interests, aspirations. Parents and carers views.
- B.** Special educational needs (SEN).
- C.** Health needs relating to their SEN.
- D.** Social-care needs linked to their SEN/disability.
- E.** SMART outcomes across education, health and care.
- F.** the provision required to meet their needs - type, frequency and hours
- G.** Health-care provision.
- H.** Social-care provision.
- I.** Name and type of educational placement for the child.
- J.** Personal budget (if agreed).
- K.** Evidence bank (information gathered during the assessment, advice from professionals and parents)

## Step 5: EHCP

If a child has been issued an EHCP, outcomes in Section E and the provision detailed in Section F have to be legally provided for the child.

An **Individual Learning Plan** will be completed on **TES Provision Map** using the longer-term outcomes from the EHCP as a starting point to create shorter term SMART targets. This is shared with parents.

An **Annual Review** is completed each year which parents and other professionals are invited to attend.

An emergency annual review may be called if there is a significant change in need for the child.

# Other SEND information parents and carers may find useful

24

On the next few pages, we will detail information that parents may find useful. More Information will be added in January 2026

# Referrals and Waiting Lists

We understand that accessing external services can be challenging.

In some cases, there are **long waiting lists** for specialist support such as speech and language therapy, educational psychology, or CAMHS. These services are managed by external providers and are **not within the school's control**.

To manage this fairly and effectively, the school operates a **priority system** based on:

- The level of need
- Our professional understanding of the systems and referral pathways
- Input from parents and other professionals

# Referrals and Waiting Lists

We also have a waiting list for children waiting EHCPNAs.

To manage this fairly and effectively, the school operates a **priority system** based on:

- The level of need
- Our professional understanding of the systems and referral pathways
- Input from parents and other professionals

While we always value and consider parental views, **the final decision to refer to an external service rests with the school**, in consultation with relevant staff and agencies.

This ensures that referrals are appropriate, timely, and aligned with the criteria of the service being requested.

We will always communicate clearly with families about decisions and next steps.



# Neurological Pathway

If a child has suspected ASD and/or ADHD, please speak to the SENCO.  
There are 2 ways for a child to be assessed

## Route One: Through the School - Neurological Pathway

- Agreed with parents
- Observation tables sent out to parents and teachers and then collated identifying targets.
- **Action plan 1** for home and School - reviewed at 6 weeks
- **Action plan 2** completed - reviewed at 6 weeks
- **Action plan 3** completed
- Referral for assessment to BANES HCRG if very little progress towards
- Total time before referral between 12-18 weeks.
- Once referred an assessment and diagnosis can take up to **3 years** (This is currently the waiting time in BANES)

# Neurological Pathway

If a child has suspected ASD and/or ADHD, please speak to the SENCO.  
There are 2 ways for a child to be assessed

## Route Two: Through the Doctor- Right to Choose

- Parents have a conversation with Doctor
- Choose 'Right to Choose' pathway and complete online registration
- Choose an assessment centre which they will visit with their child (countrywide)
- Questionnaires sent to staff to complete
- Assessment and diagnosis can take between **12 weeks and 18months** (at the moment!)
- We start the Neurological Pathway and advise parents to do 'Right to Choose' through their doctor.
- **Once a child has been accepted on the 'Right to Chose' Pathway, we stop the Neurological Pathway.**