NETHERFIELD
PRIMARY SCHOOL

**Special Educational Needs and Disabilities (SEND) and Inclusion Policy**

Date of last review: Autumn 2026

Date of next review: Autumn 2027

## Legislative Framework

This policy has been developed in accordance with the following legislation and statutory guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 Years
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- The SEND Regulations 2014 (amended 2024)

This policy should be read alongside the school's:

- SEND Information Report and local offer.
- Inclusion Strategy (available by 31st December 2026)
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Behaviour Policy and Positive Handling Policy.
- Attendance Policy
- Complaints Policy

## Our Vision

At Netherfield Primary School, every child is valued, supported, and enabled to participate fully in all aspects of school life. We ensure that every learner's voice is heard and respected, recognising each child's unique strengths, talents, and creativity. We view SEND as an asset, not an obstacle, and nurture a culture of resilience, adaptability, empathy, and understanding.

We provide the right level of challenge for all pupils through high-quality teaching, carefully adapted provision, and a consistent graduated response. Our staff reflect on practice, monitor the impact of support and interventions, and work collaboratively with external services to secure the best outcomes.

Parents and carers are key; their insights help shape our provision, which is continually reviewed and refined to meet individual needs.

Our aim is to remove barriers so that pupils receive what they need to thrive—promoting equity over equality.

Through strong collaboration and as part of the Equals Trust, we are committed to building an inclusive and positive school culture where every child can succeed.

**Inclusion for All**

At Netherfield Primary School, inclusion is at the heart of everything we do. We recognise that barriers to learning and participation can affect any child, not only those identified with Special Educational Needs and Disabilities (SEND). These barriers may arise from social, emotional or mental health needs, disadvantage, attendance difficulties, English as an Additional Language (EAL), medical needs, family circumstances, caring responsibilities or other vulnerabilities. We are committed to identifying and removing barriers so that every pupil can thrive, participate and feel a genuine sense of belonging within our school community.

We recognise the strong link between attendance, wellbeing and inclusion and work proactively with pupils, families and external agencies to understand and address factors that may impact attendance, engagement and success at school.

We believe that true inclusion supports not only educational outcomes, but also personal development, wellbeing and emotional growth. When children feel safe, valued and included, they are better able to engage in learning, develop positive relationships, build resilience and achieve their individual potential. Our inclusive approach therefore considers the whole child and seeks to ensure that every pupil experiences success both academically and personally.

**Our Inclusion Principles**

Inclusion is everyone's responsibility and is embedded within our school's values, culture and daily practice.

**Every Child Belongs**

Every pupil is a valued and respected member of our school community. We strive to create a nurturing, welcoming environment where children feel safe, understood and celebrated for who they are. Positive relationships are at the centre of our approach, ensuring that every child feels a strong sense of belonging and connection.

**High Expectations for All**

We are ambitious for every pupil and believe that all children can achieve and make meaningful progress. We do not allow additional needs or barriers to define a child's potential. Through appropriate support, challenge and encouragement, we seek to help every pupil develop confidence, independence and success.

**Quality First Teaching is the Foundation of Inclusion**

High-quality teaching is the first and most important step in meeting the needs of all learners. Our staff use adaptive teaching approaches, clear routines, effective scaffolding and evidence-informed strategies to ensure pupils can access learning and experience success. Teachers are responsible and accountable for the progress, participation and achievement of every child in their class.

**Inclusion Through Participation**

All pupils are entitled to take a full and active part in school life. We work to remove barriers to learning, social interaction and wider participation so that children can engage in lessons, enrichment opportunities, school visits, clubs and the wider life of the school alongside their peers. We value independence, pupil voice and meaningful inclusion as key elements of positive outcomes for all children.

**Early Identification and Early Support**

At Netherfield Primary School, we recognise the importance of identifying pupils' needs as early as possible and responding promptly with appropriate support. Through strong relationships with children and families, ongoing assessment and collaboration between staff, we carefully monitor progress, wellbeing and development to ensure that emerging needs are recognised and addressed at the earliest opportunity. Early support helps children build confidence, engage successfully in learning and achieve positive educational, social and emotional outcomes.

**Partnership with Parents and Carers**

We believe that parents and carers are key partners in their child's education and wellbeing. They know their children best and provide valuable insight into their strengths, interests, needs and aspirations. At Netherfield Primary School, we work collaboratively with families, listening to their views and involving them in decision-making to ensure that support is effective, meaningful and centred around the whole child.

**Pupil Voice Matters**

At Netherfield Primary School, we place great importance on listening to and valuing the voices of our pupils. Children are encouraged and supported to share their views, feelings, aspirations and experiences in ways that are appropriate to their age and stage of development. Their views help to shape the support, provision and opportunities they receive, promoting a sense of ownership, belonging and inclusion within the school community.

**Independence and Preparation for the Future**

We are committed to developing confidence, resilience, independence and self-advocacy from the earliest years. We recognise that preparing children for their future begins in primary school and extends beyond academic achievement. Through high expectations, personalised support and opportunities to take responsibility, we help pupils develop the life skills, emotional resilience and independence needed to thrive both within school and beyond.

**Inclusion is a Continuous Journey**

At Netherfield Primary School, inclusion is an ongoing process of reflection, learning and improvement. We regularly evaluate the effectiveness of our provision and seek feedback from pupils, parents, staff and external professionals. By drawing on current research, evidence-informed practice and the experiences of our school community, we continually strengthen our inclusive culture to improve educational outcomes, personal development, wellbeing and opportunities for all pupils.

**Our Aims and Objectives**

Netherfield Primary School aims to:

- Create an inclusive school community where all children feel a sense of belonging.
- Ensure that pupils with SEND receive a high-quality education that enables them to achieve their potential.
- Identify and respond to additional needs as early as possible.
- Promote positive outcomes in learning, wellbeing, participation and preparation for future life.
- Work collaboratively with pupils, families and professionals to meet children's needs effectively.
- Ensure that pupils with SEND can participate fully in all aspects of school life.
- Promote equality, equity and inclusion.
- Build staff expertise through ongoing professional development.
- Continually evaluate and improve SEND provision.

To achieve these aims, the school will deliver high-quality adaptive teaching, implement the Graduated Approach, make reasonable adjustments where required and work collaboratively with families and external agencies to secure the best possible outcomes for pupils.

**Definition of Special Educational Needs and Disabilities (SEND)**

At Netherfield Primary School, we follow the definition of Special Educational Needs and Disabilities (SEND) set out in the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015).

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which requires special educational provision to be made for them.

We are committed to ensuring that identification, assessment and provision are driven by a thorough understanding of a child's needs rather than labels, diagnoses or categories alone.

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These areas help schools identify needs and plan appropriate provision, although many children will have needs that span more than one area.

At Netherfield Primary School, we recognise that every child is unique. While the four broad areas of need provide an important framework, in line with the direction of national SEND reform we also adopt a strengths-based approach that seeks to understand each child's individual strengths, interests, aspirations and developmental needs. This enables us to provide support that is responsive, personalised and focused on the outcomes that matter most to children and their families.

## Identification of SEND

At Netherfield Primary School, concerns about a pupil's learning, development, wellbeing, attendance or participation may be identified through ongoing assessment, day-to-day observations, discussions with parents and carers, information from external professionals or the views of the pupil themselves. We recognise that early identification is key to ensuring that children receive the right support at the right time and are able to achieve their full potential both academically and personally.

When concerns are identified, the SENCo, class teacher and relevant staff will work closely with parents/carers and the pupil to develop a clear understanding of the child's strengths, needs and any barriers they may be experiencing. Information may be gathered through classroom observations, discussions with staff and families, analysis of attainment and progress data, attendance and behaviour information, pastoral records and additional assessments where appropriate.

Where further investigation is needed, a pupil may be placed on SEND Monitoring. This does not mean that a child has Special Educational Needs, but that the school has identified an area of concern that requires closer monitoring and targeted support. During this period, staff will use the Assess-Plan-Do-Review (APDR) approach to develop, implement and review appropriate strategies, adaptations and interventions. This graduated response enables the school to understand the nature of a pupil's needs, evaluate the effectiveness of support and determine whether barriers can be successfully addressed through high-quality adaptive teaching and targeted provision.

Progress and the impact of support will be reviewed regularly, typically over one or two school terms, in partnership with parents/carers and the pupil. Where evidence demonstrates that a pupil continues to experience significant and sustained difficulties despite appropriate support and intervention, the school may determine that they meet the criteria for Special Educational Needs and be added to the SEND Register. Where concerns have reduced and the pupil is making expected progress, SEND Monitoring may be discontinued; however, the child's progress, wellbeing and participation will continue to be monitored through the school's usual assessment and pastoral systems to ensure ongoing success.

## Leadership and Governance

We recognise that creating an inclusive school is a shared responsibility. Effective leadership at all levels is essential in ensuring that every pupil, including those with SEND, experiences a high-quality education, feels a sense of belonging and achieves positive outcomes.

The Governing Body, Headteacher, Special Educational Needs Co-ordinator (SENCo) and all members of staff work collaboratively to promote a culture where inclusion is embedded within the school's values, policies and daily practice.

## The Role of the Governing Body

The Governing Body is responsible for ensuring that the school fulfils its statutory duties in relation to SEND and equality legislation.

The Governing Body will:

- Champion an inclusive ethos and culture throughout the school.
- Ensure that pupils with SEND can access a broad, balanced and ambitious curriculum.
- Monitor the effectiveness of SEND provision and its impact on pupil outcomes.

- Ensure that appropriate resources are allocated to support pupils with SEND.
- Hold school leaders to account for the progress, attendance, participation and wellbeing of pupils with SEND.
- Ensure compliance with the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010.
- Appoint a governor with specific oversight of SEND provision.
- Support continuous improvement through regular review of SEND data, stakeholder feedback and school self-evaluation.

**The Role of the Headteacher**

The Headteacher has overall responsibility for the strategic leadership of SEND and inclusion and works closely with the SENDCo, governors and staff to ensure high-quality inclusive practice across the school.

**The Role of the SENDCo**

The SENCo provides strategic leadership and operational oversight of SEND provision, including coordinating support, advising staff, working with families and professionals, monitoring outcomes and ensuring statutory responsibilities are met.

**The Role of Teachers**

Teachers are responsible and accountable for the progress, attainment and inclusion of all pupils in their class.

Teachers will:

- Deliver high-quality adaptive teaching.
- Identify and respond to emerging needs.
- Contribute to the Assess-Plan-Do-Review process.
- Collaborate with pupils, families, support staff and the SENCo.

**The Role of Support Staff**

Support staff work in partnership with teachers to:

- Facilitate access to learning and participation.
- Promote independence and confidence.
- Support the monitoring and review of pupil progress.

Support staff supplement but do not replace the teacher's responsibility for pupils with SEND.

**The Role of All Staff**

All staff are expected to contribute to an inclusive culture, maintain high aspirations for all pupils and actively remove barriers to learning and participation.

**Inclusion as a Leadership Priority**

SEND and inclusion are integral to school improvement and are not viewed as separate from the school's wider priorities. The effectiveness of SEND provision is regularly reviewed through quality assurance activities, stakeholder feedback and pupil outcomes to ensure continual improvement.

**The Role of Equals Trust**

As a member of Equals Trust, Netherfield Primary School benefits from a shared commitment to inclusion and improved outcomes for all pupils.

The Trust supports schools through leadership, quality assurance, professional development, collaboration and access to specialist expertise. This includes support from the Trust Inclusion Team, including Speech and Language Therapy (SALT) and Occupational Therapy (OT) specialists, who collaborate with school staff to strengthen inclusive practice and improve outcomes for pupils with SEND

**Ordinarily Available Provision**

We believe that effective inclusion begins with high-quality teaching and an inclusive learning environment. Many pupils will require adjustments, adaptations or additional support at different points in their education, and these should form part of our everyday practice rather than being viewed as exceptional arrangements.

Ordinarily Available Provision (OAP) refers to the range of inclusive strategies, approaches, adjustments and resources that are expected to be available for all pupils within mainstream classrooms and across school life.

Ordinarily Available Provision reflects the school's commitment to removing barriers to learning, participation and belonging and forms the foundation of support for all learners, including many pupils with SEND.

Provision will be responsive to individual needs and may include adaptations relating to learning, communication, physical access, emotional wellbeing, sensory needs and participation in wider school life.

Examples may include, but are not limited to:

- Adaptive teaching and curriculum adjustments.
- Visual supports and communication aids.
- Structured routines and clear expectations.
- Scaffolding, modelling and pre-teaching.
- Alternative methods of recording and demonstrating learning.
- Environmental adaptations and reasonable adjustments.
- Strategies to support emotional wellbeing and self-regulation.
- Sensory supports where appropriate.

- Opportunities to promote participation, independence and belonging.

**The Graduated Approach**

At Netherfield Primary School, we follow the graduated approach outlined within the SEND Code of Practice (2015).

The graduated approach is a cyclical process through which staff identify needs, implement support, evaluate impact and refine provision. It provides a structured framework for ensuring that support is tailored to individual pupils and remains responsive to their changing needs over time.

The school recognises that high-quality teaching remains the first response to meeting pupils' needs. Where a pupil continues to experience difficulties despite appropriate Ordinarily Available Provision, additional support may be considered through the graduated approach.




**Universal, Targeted and Specialist Support**

At Netherfield Primary School, we recognise that every child is unique and that their needs, strengths and circumstances may change over time. We understand that children learn at different rates and in different ways, and we are committed to providing the right level of support at the right time to help every pupil thrive.

To ensure all pupils can access learning, participate fully in school life and achieve positive educational, social and emotional outcomes, we provide support through a graduated continuum of provision. This consists of universal, targeted and specialist support, enabling us to respond flexibly and effectively to individual needs.

Our graduated approach ensures that support is proportionate, responsive and tailored to each child. Through high-quality teaching, timely intervention and collaborative working with families and external agencies, we aim to remove barriers to learning, promote inclusion and develop pupils' confidence, independence, wellbeing and long-term success within our school community.

**Universal Support**

Universal support refers to the provision that is available to all pupils as part of the school's inclusive practice and Ordinarily Available Provision.

This includes:

- High-quality adaptive teaching.
- Inclusive classroom environments.
- Clear routines and expectations.
- Evidence-informed teaching approaches.
- Well-sequenced curriculum design.
- Opportunities for participation and belonging.
- Universal wellbeing support.
- Reasonable adjustments where appropriate.
- Access to high-quality pastoral support.

Universal provision forms the foundation of support for all pupils and is designed to meet the needs of most learners. The school recognises that behaviour and attendance may sometimes be linked to unmet needs and will adopt a supportive and inclusive approach when considering barriers to engagement.

**Targeted Support**

Where a pupil requires support beyond that ordinarily available within the classroom, targeted support may be implemented through the Graduated Approach.

Targeted support may include:

- Short-term interventions linked to identified outcomes.
- Additional teaching or practice opportunities.
- Individual or small-group support.
- Enhanced communication support.
- Social and emotional support programmes.
- Support to develop independence and self-regulation.
- Targeted adaptations informed by assessment and observation.
- Advice from specialist professionals implemented by school staff.

Targeted support is regularly monitored and reviewed to evaluate its effectiveness and impact on pupil outcomes.

**Specialist Support**

Some pupils may require more specialised provision due to the complexity, frequency or intensity of their needs.

Specialist support may involve:

- Advice and recommendations from external professionals.
- Input from specialist practitioners and multi-agency working.
- Individualised bespoke programmes of support.
- Specialist equipment or resources.
- Significant environmental adaptations.
- Provision specified within an Education, Health and Care Plan (EHCP), where applicable.

Specialist support is delivered through partnership working between school staff, families and external services to ensure provision remains coherent and outcome focused.

**Adaptive Teaching**

At Netherfield Primary School, we recognise that high-quality adaptive teaching is fundamental to inclusive practice and enables all pupils to access, engage with and succeed in learning.

Adaptive teaching involves making responsive adjustments to teaching approaches, resources, support and learning environments, while maintaining high expectations and ambitious outcomes for every pupil.

For many pupils with SEND, needs can be effectively met through high-quality adaptive teaching alongside the school's Ordinarily Available Provision, ensuring that they can make good progress and participate fully in school life.

Adaptive teaching may include:

- Use of visual supports and modelling.
- Pre-teaching and explicit vocabulary instruction.
- Breaking learning into manageable steps.
- Use of practical and multi-sensory approaches.
- Adjustments to communication and presentation.
- Alternative methods of recording and demonstrating learning.
- Strategic adult support and scaffolding.
- Environmental adaptations where appropriate.

Teachers remain responsible for the progress and wellbeing of all pupils in their class and are expected to promote independence, confidence and successful participation in learning.

**Pupil Voice and Co-Production**

We believe that children should have a voice in decisions that affect them and that their thoughts, feelings and experiences are important. We take time to listen to our pupils and encourage them to share what is working well, what they find difficult and what helps them to succeed. Children's views are gathered through conversations, review meetings, SEND Support Plans, Annual Reviews and other child-centred approaches. We adapt how we gather pupil voice to ensure that every child can communicate in a way that feels comfortable and meaningful to them.

**Working with Parents and Carers**

We recognise that parents and carers know their children best and play a vital role in supporting their learning, development and wellbeing.

We are committed to building positive, respectful partnerships with families and ensuring they are actively involved in decisions relating to their child's education and support.

Partnership working may include:

- Meetings with class teachers and the SENDCo.
- Individual SEND Support Plan reviews.
- Annual Reviews for pupils with EHCPs.
- Telephone, email and face-to-face communication.
- Joint planning and review of support and outcomes.

Parents and carers are encouraged to contribute to the assessment, planning and review of provision through sharing their views, aspirations, concerns and knowledge of their child.

Where appropriate, the school will signpost families to relevant services, sources of advice and additional support.

**Education, Health and Care Plans (EHCPs)**

Netherfield Primary School follows the procedures and guidance established by Nottinghamshire County Council in relation to Education, Health and Care Needs Assessments and Education, Health and Care Plans (EHCPs).

Most pupils with SEND will have their needs effectively met through high-quality teaching, Ordinarily Available Provision, the Graduated Approach and support from relevant professionals. An EHCP is not required for pupils to receive additional support in school or for the school to seek advice from relevant external professionals and services, where appropriate.

Where a child's needs are significant, complex and long-term, and evidence demonstrates that provision beyond that ordinarily available within mainstream school resources may be required, the school may work with parents, carers and professionals to consider whether a request for an Education, Health and Care Needs Assessment is appropriate.

Where pupils have an EHCP, the school will:

- Deliver the provision specified within the plan.
- Monitor progress towards agreed outcomes.

- Work collaboratively with families and professionals.
- Conduct Annual Reviews in accordance with statutory requirements.
- Ensure that the views of the child and their family are central to planning and review processes.

The school is committed to a needs-led approach in which support is determined by a child's strengths, needs and desired outcomes, rather than by the presence or absence of an EHCP.

**Monitoring, Evaluation and Impact**

At Netherfield Primary School, the effectiveness of SEND provision is monitored and evaluated regularly to ensure it has a positive impact on pupils' outcomes, participation, wellbeing and inclusion. The SENCo leads a programme of monitoring in collaboration with school leaders and staff to ensure that provision remains responsive, effective and aligned with the needs of pupils.

This includes termly SEND learning walks, each with a specific focus linked to school improvement priorities, identified needs or emerging trends, alongside termly work scrutinies to evaluate access to the curriculum, pupil progress and the impact of adaptive teaching. The SENCo also gathers the views and experiences of pupils with SEND through pupil interviews and may undertake focused classroom observations where further information is needed regarding participation, learning or support.

Monitoring is further informed by parent feedback, reviews of SEND Support Plans, Annual Reviews for pupils with Education, Health and Care Plans (EHCPs), analysis of attendance, behaviour and attainment data, and the evaluation of targeted interventions. The information gathered through these processes helps to identify strengths, inform staff development, guide provision planning and support continuous improvement in inclusive practice across the school.

**Assessing Impact and Outcomes**

The school recognises that pupils with SEND often make progress from different starting points and in different ways. Assessment information may include National Curriculum measures, teacher assessment, SEND Support Plan outcomes, attendance, behaviour, engagement and wellbeing information.

Where appropriate, the school may also use specialist assessment tools such as:

- B Squared Progression Steps
- B Squared Early Steps
- B Squared Autism Progression Framework
- The Boxall Profile
- The Engagement Model

These approaches help staff identify small-step progress and evaluate the effectiveness of provision for pupils whose progress may not be fully reflected through age-related expectations alone.

When evaluating impact, the school considers progress from individual starting points, achievement of agreed outcomes, attendance, engagement, independence, wellbeing and feedback from pupils and families.

Monitoring findings are used to inform school improvement planning, professional development priorities and the ongoing development of inclusive practice across the school and wider Equals Trust.

**Professional Development**

We recognise that developing staff knowledge, skills and confidence is essential to delivering high-quality inclusive practice and improving outcomes for pupils with SEND.

Professional development is planned in response to pupil need, school and Trust priorities, evidence-informed practice and current national guidance. The impact of training is evaluated through quality assurance activities, staff feedback and pupil outcomes.

**Accessibility, Equality and Equity**

We are committed to creating an inclusive environment where all pupils can access learning, participate fully in school life and achieve positive outcomes.

We recognise that accessibility, equality and equity are fundamental to ensuring that every child feels valued, respected and able to belong within our school community.

**Accessibility**

The school is committed to removing barriers to participation and ensuring that pupils with disabilities and additional needs can access all aspects of school life wherever reasonably possible.

This includes consideration of:

- Physical access to the school environment.
- Access to the curriculum and learning opportunities.
- Access to information and communication.
- Access to enrichment activities, educational visits and wider school experiences.
- Reasonable adjustments to support participation and inclusion.

Further information regarding the school's arrangements for improving accessibility can be found in the school's Accessibility Plan, which is available on the school website.

**Equality**

The school is committed to promoting equality of opportunity and eliminating discrimination in accordance with the Equality Act 2010 and the school's Equality Policy.

**Equity**

While equality ensures that all pupils are treated fairly, equity recognises that some pupils may require different levels of support, adjustment or provision to access the same opportunities as their peers.

At Netherfield Primary School, we are committed to an equitable approach that recognises individual strengths, needs and circumstances. This means that support and resources may be adapted or allocated differently to remove barriers and enable all pupils to participate, achieve and thrive.

Through our commitment to accessibility, equality and equity, we aim to create a school community where every child experiences belonging, participation, achievement and the opportunity to fulfil their potential.

**Transition Arrangements**

We recognise that effective transition arrangements are essential in supporting pupils' wellbeing, confidence and successful engagement with learning. Transition is viewed as an ongoing process and is carefully planned to ensure that pupils, particularly those with SEND, feel prepared and supported during periods of change.

**Transition into School**

The school works closely with parents, carers and early years providers to support a successful start to school. This may include information sharing, transition visits, meetings with families and additional transition opportunities where appropriate.

**Internal Transitions**

When pupils move between classes and year groups, staff share relevant information to ensure continuity of support. Additional opportunities to become familiar with new adults, routines and learning environments are provided where needed.

**Transition to Secondary School**

The school works closely with receiving secondary schools to ensure effective transition arrangements for all pupils, including those with SEND. This may include information sharing, transition meetings and additional visits where appropriate.

Transition arrangements are tailored to individual needs to promote continuity, reduce anxiety and support pupils in moving successfully to the next stage of their education.

**Positive Handling and Restrictive Physical Intervention**

Netherfield Primary School is committed to supporting pupils in ways that promote dignity, safety and wellbeing. We seek to understand the individual needs and behaviours of pupils and use proactive support, appropriate adaptations and de-escalation strategies to reduce the need for restrictive physical intervention.

Restrictive physical intervention will only be used when necessary and proportionate, and in accordance with current legislation, statutory guidance and the Equals Trust Positive Handling Policy. Where a pupil is known to present behaviours that may create significant risk, individualised planning, including appropriate risk assessment and behaviour support planning, will be used to support the pupil and reduce risk.

Further information regarding the use, recording, reporting and review of restrictive physical interventions can be found in the school's Positive Handling Policy.

**Safeguarding and SEND**

Netherfield Primary School is committed to safeguarding and promoting the welfare of all children.

We recognise that some children with SEND may be at increased risk of harm, abuse, neglect, exploitation or bullying and may face additional barriers to recognising, reporting or communicating concerns.

Staff are trained to understand the vulnerabilities that some pupils with SEND may experience and to ensure that safeguarding procedures are applied appropriately and effectively. The school is committed to creating a safe, inclusive and supportive environment where all pupils feel valued, listened to and protected.

Any safeguarding concerns relating to pupils with SEND will be managed in accordance with the school's safeguarding procedures.

Further information can be found in the school's Safeguarding and Child Protection Policy, which is available on the school website.

**Complaints**

Netherfield Primary School is committed to working positively and collaboratively with pupils, parents, carers and professionals to resolve concerns at the earliest opportunity.

Parents and carers who have concerns relating to SEND provision are encouraged to discuss these initially with their child's class teacher and SENCo.

If concerns cannot be resolved informally, parents and carers should refer to the school's Complaints Policy, which outlines the formal procedures for raising and resolving complaints. The Complaints Policy is available on the school website.

