LINBY CUM PAPPLEWICK CofE PRIMARY SCHOOL

SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

Policy:	Special Educational Needs and Disability Policy
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SENDCo: Mrs Rachel Hodge
SEND Governor: Mr Kristian Bennett
Headteachers: Mrs Rachel Hodge and Miss Natasha Murray
School Telephone: 0115 9634282
Email: office@lcp.snmat.org.uk

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

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has alearning 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.

Special educational provision means:

"Support and interventions (additional to and different from that provided by high quality teaching)selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness."(SEND Code of Practice, 2015)

The areas of need are identified as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs

The government has reformed the way in which provision and support is made for children and young peoplewith special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

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

SEND code of practice: 0 to 25 years - GOV.UK

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

https://www.yournottsdirectory.org.uk/send-local-offer/nottinghamshire

1. Our Vision and Aims

"Love Life. Love Learning. Grow in Faith"

"May love and kindness be the motivation behind everything that you do."

Linby CofE Primary School is a small, nurturing village school nestled in the picturesque outskirts of Nottingham. Surrounded by natural beauty and rooted in a strong sense of community, we are proud to offer a warm and inclusive environment where both children and staff are deeply valued. Our ethos is shaped by the Christian values of dignity, community, wisdom, hope and love, which guide every aspect of school life. Inspired by our key scripture—"May love and kindness be the motivation behind all that you do" (1 Corinthians 16:14)—we strive to ensure that compassion and integrity are at the heart of our policies and practices. Our school motto, Love life, love learning, grow in faith, reflects our commitment to fostering joyful learning, personal growth, and spiritual development for all.

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*.

Our aims are:

- To ensure that children with a special educational need or disability are educated alongside other children at their own pace and level.
- To recognise the individual strengths of all children and to develop the knowledge, skills and understanding, which will enable children to reach their full potential.
- To develop self-respect and value for all in a caring and safe environment.
- To encourage children to be actively involved in discussions about their needs and to take their views into account when making decisions.
- To work in partnership with parents, recognising their right to be kept informed of their child's progress and taking their views into account when making provision for their child.
- To enable children to become confident and responsible members of society.

Objectives

- *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 preschool settings prior to the child's entry into school**.** Links will be made with families and preschoolsvia the school's Early Years Team and/or the SENCO (Special Educational Needs and Disabilities Coordinator).

- *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 class 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 coordinated by the SENCO 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 regular structured conversations or multi-agency meetings for children on the register, supporting parents in terms of understanding SEND procedures and practices, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work. Parents are supported with any issues that may be affecting their child and signposted to suitable services where appropriate.

- *Work with and in support of outside agencies*

When a pupil's needs cannot be met by school alone or a child makes little or no progress despite intervention, we may seek advice and guidance from external support services.

- *Create a school environment where pupils feel safe to voice their opinions of their own needs.*

This means providing regular opportunities for children with SEND to meet with their class teachers using 'child friendly' questionnaires or informal chats to gain 'pupil voice'. These will be carried out prior to structured conversations or multi-agency meetings. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, e.g. the school council, extra-curricular clubs and activities.

2. Role of Governor

The Governing Body of Linby cum Papplewick C of E Primary must:

- Be involved in developing and monitoring the school's SEND policy
- Be up-to-date and knowledgeable about the schools SEND provision including how funding, equipment and personnel resources are deployed
- Ensure that SEND provision is an integral part of the school improvement plan
- Ensure the quality of SEND provision is continually monitored
- Have regard to the SEND Code of Practice and other relevant guidance

The school's SEND link Governor is Kristian Bennett.

The SEND Governor meets regularly with the SENDCo and Headteachers to review SEND provision, monitor pupil outcomes and report to the Governing Body on the effectiveness of SEND provision across the school.

3. Role of the SENCO

The SENCO's responsibilities include:

- Ensuring the school complies with legislation, and that this policy and its related procedures and strategies are implemented
- Co-ordinating provision for children with Special Educational Needs and Disabilities
- Liaising with and advising colleagues
- Overseeing the records of all children with SEND

- Liaising with parents of children with SEND
- Arranging / contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and Educational Psychology services, health and social services and voluntary bodies
- Organising and chairing annual reviews for pupils with EHCPs
- Maintaining regular contact with governors and head teacher
- Managing SEND resources
- Monitoring and evaluating the provision for children with SEND
- Monitoring and evaluating the progress of pupils with SEND in comparison with their own previous performance and that of their peers (both nationally and locally)
- Liaising with early education providers and secondary schools to ensure smooth transition.

The school's SENCO is Rachel Hodge.

4. Identification of pupils' needs

The school recognises the importance of the early identification and assessment of SEND. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Upon entry to our school, class teachers will assess each child's current skills and levels of attainment, building on information from previous settings and key stages where appropriate. A number of different assessment tools and diagnostic tests are used to identify special educational needs, which will inform the further action for our planning of effective interventions.

Please see the definition of Special Educational Needs at start of the policy (page 3). There are four broad areas of need and support:

Communication and interaction

Children with SEND may have difficulties in one or more of the areas of speech, language and communication. They need help to develop linguistic competence in order to support their thinking, as well as their communication skills. Children with communication and interaction difficulties are likely to need support in developing social relationships.

Cognition and learning

Children with cognition and learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. Children with a Specific Learning Difficulty (SpLd) may have difficulty with one or more aspect of learning. A discrepancy between achievement and general intellectual ability may indicate that a child has a SpLD although they can occur across the whole ability range.

Social, emotional and mental health

For some children, difficulties in their emotional and social development can mean they require additional and different provision in order for them to achieve. A wide range and degree of mental health problems might require special provision to be made. These difficulties may be displayed through a child isolating themselves, becoming withdrawn or exhibiting challenging, disruptive or disturbing behaviours.

Sensory and /or physical needs

There are a wide spectrum of sensory, multi-sensory and physical difficulties that affect children across the ability range. These children may require a variety of adaptations to ensure they have access to learning.

5. Dyslexia

Dyslexia is a learning difference, a combination of strengths and weaknesses which affects the learning processin reading, spelling, writing and sometimes number and calculation. Dyslexic learners may also have accompanying weaknesses in short-term memory, sequencing and the speed at which they process information. At our school we recognise that a proportion of our children may have dyslexic tendencies. We strive to give such children appropriate strategies to help them overcome this disability. We also endeavour to give such children opportunities to demonstrate learning and understanding in different ways.

We understand that children may need concessions in terms of extra time to complete tests, or to have homework provided or completed in different formats. But we also know we must not underestimate the abilities of these children by grouping them with those who are less able, when it is not appropriate. We are aware that at times children can become disheartened and lack motivation because of their difficulties and know this can affect behaviour in different ways. We need to be constantly alert and proactive when these times occur. We recognise that these children have other intelligences and abilities and that they should be given the opportunity to develop and demonstrate these. We know the importance of valuing these equally, alongside more academic abilities, and do our best to ensure that this message is passed on to all children.

6. A graduated approach to SEND support

Monitoring and Quality First Teaching

When a concern regarding a child's potential Special Educational Needs and Disabilities (SEND) is raised by a parent or teacher, the child will undergo a period of close monitoring for eight weeks. During this time, evidence will be gathered, strategies will be implemented, and progress will be regularly reviewed to determine the appropriate support and next steps. Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will also be closely monitored. The child's class teacher will communicate directly with parents to inform them of the Quality First Teaching strategies and any in-school interventions being implemented. Additionally, the teacher will outline the general school provision available to all pupils, regardless of whether a specific need is identified, to demonstrate what can be reasonably put in place through Quality First Teaching and assessment. Please note that this information will be communicated directly, but it will not involve a formal meeting at this stage, to effectively manage staff workload.

Class teachers will deliver Quality First Teaching through:

- Taking responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class.
- Planning and organising appropriately adapted work to meet each child's needs and aid the pupil's academic progression.
- Set suitable learning challenges, responding to pupils diverse learning styles.
- Monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators.
- Closely monitor any pupil who has been identified as possibly having SEND to determine their level of learning and possible difficulties.
- Consult with the SENCO as needed for support and advice
- Feedback to parents regarding their child's development and the reasons for their monitoring.
- To be fully aware that a child is formally recorded by the school as being under observation due to a concern by a parent or teacher, however this does not automatically place the child on the school's SEND register

6.2 Initial Concerns

The next step in the Graduated Approach involves holding an Initial Concerns Meeting between the class teacher and the parents – this is Step 2. During this meeting, a review of Step 1 will take place,

focusing on the Quality First Teaching strategies, interventions, and provisions implemented. Strategies and provisions that proved effective in supporting the child's progress will be recorded on the Initial Concerns form (see Appendix 2). During this meeting, the class teacher and parents will discuss any further concerns following the review of Step 1, highlighting what was effective. They will also identify desired progress outcomes for the child and outline the provisions to be provided in school, as well as the support needed from home to help the child achieve these outcomes and make continued progress.

The class teacher and parents will then have an 8-week period to implement the documented support and interventions aimed at addressing the areas of concern, with guidance from the SENCO and access to additional resources if needed. Parents will also be asked to sign the Graduated Approach document, confirming their agreement for their child to follow this SEND process within the school, and ensuring that support is provided at home to help the child progress as much as possible

6.3 Initial Concerns Review

An Initial Concerns Review meeting will take place in Step 3, this will be a discussion between the Class Teacher and parents. The review of outcomes, strategies interventions, provisions for both home and school will be discussed regarding the efficiency of these and what these looked like. If the class teacher and any other school staff feel that the child has made progress in the areas of concern both in school and at home, a review decision will be made by the SENCO. This decision will ensure that all support and strategies available within the school have been implemented to address any barriers to learning. The SENCO will also consider teacher assessments, intervention reviews, and whether the outcomes discussed in the Initial Concerns Meeting have been met. If the provision, strategies, and adaptations have been effective, the child may be placed on the SEND monitoring list and the process will end after Step 3a for them. They will continue to be monitored by the SENCO in class, teaching will be adapted and the Quality First Teaching strategies that were discussed and used in previous steps will continue alongside curriculum adaptations.

If it is determined that further interventions, additional time, or referrals to external professionals are Necessary due to continued poor progress, the child will proceed to Step 3b of the Graduated Approach. This decision will be made if the child is found to have significantly greater difficulty in learning than their peers or has a disability, and they will be placed on the SEND Support Register. This approach ensures that all parties, both parents and school staff, collaborate to prevent unnecessary extended interventions and provisions where they are not needed.

6.4 SEND Support

When the child progresses to Step 4, the class teacher will continue the assess, plan, do, review cycle. This will involve discussions with the SENCO and the SEND TA to explore further support and strategies for both home and school to determine what is effective for the child. Referrals may be made to external professionals or services specialising in the area of concern, such as the Healthy Families Team, Early Help, Mental Health Team, Speech and Language, or CAMHS.

At Step 4, the NBS Pathway (formerly the Getting to Know Me Form) may be initiated, as there will be Substantial evidence, support, and meetings that can inform a comprehensive action plan. This will be part of the assess, plan, do, review cycle to document that the Graduated Approach has been followed. Additionally, a referral may be made for the SENCO to discuss the child at a Springboard meeting for advice and support from a specialist service, such as the Schools and Families Specialist Services in Nottinghamshire or the Schools and Behaviour Partnership. If the child's needs are more severe, a referral may be made to the Educational Psychologist, but only after all other avenues have been explored and a review has happened regarding the effectiveness of the provision in place.

6.5 Pupil Provision Maps and Structured Conversations

All pupils placed on the SEND register will have moved onto Step 5 and a Pupil Provision Map (Appendix 3) will have been created. This is a working document that will accompany the child as they

progress through school. It will outline the child's strengths and difficulties, as well as the most appropriate methods of support. The action plan will typically include 2 or 3 SMART targets: Specific, Measurable, Achievable, Realistic, and Time-bound.

The targets will be reviewed three times a year during our Structured Conversations with the child's class teacher and parents. Pupils in UKS2 may also attend if parents wish, given their age and understanding of support.

Parents, class teachers, and pupils' views will be gathered, and the outcomes shared. Parents are encouraged to attend these meetings each term to stay informed about their child's progress, the strategies being implemented in school, and how they can support their child at home. This ongoing process follows the assessment, plan, do, review approach, ensuring evidence of progress through the Graduated Approach. The SENCO, class teacher, and Child and Family Support Worker will monitor and evaluate the effectiveness of the support provided. If it is determined that a pupil no longer needs support on the SEND register, they may be removed after discussion and agreement between school staff, parents, and any relevant agencies, at the end of a cycle (year).

7. Managing Pupils' Needs on the SEND Register

All pupils placed on the SEND register will have a Pupil Provision Map. This is a working document which will move up through the school with the child. It will detail the child's strengths and difficulties, including the most appropriate ways to support the child. The Pupil Provision Map will have typically 2 or 3 SMART targets: Specific, Measurable, Achievable, Realistic, Time-bound.

The targets will be reviewed formally three times a year by the child's class teacher and their parents/carers. This will then be sent home either electronically or a paper copy to ensure parents have a copy of their child's provisions and outcomes. Parents are encouraged to attend the Structured Conversation meeting that will be made available each term, so that they are fully aware of the progress their child is making. Parents will also be made aware of the support being given to their child and ways they may be able to support at home. At any time if it is felt that the pupil should no longer be on the school's SEND register then they may be removed, after discussion and agreement between school staff, parents and any other agency involved with the child.

8. Allocation of resources for pupils with SEND

The school will seek to devolve appropriate funds for pupils with SEND, in accordance with the prescribed Government support level of up to £6,000 p.a., per pupil (otherwise known as Element 2 funding). When it becomes clear that a pupil has significant barriers to learning and is not making the expected progress, but already receives the full Element 2 funding support, it would be appropriate for the SENCO to apply for additional funding. Such pupils with SEND are eligible to apply for additional funding (AFN). This additional funding is from a budget which is devolved to and moderated by the Family of Schools (which comprises of a secondary school and its feeder primary schools) at Springboard meetings. The SENCO is required to make a formal bid for additional funding at a Springboard meeting, which are held termly (three times per year).

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

9. 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. 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

decision to make a referral for a statement will be taken at a review.

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

Further information about EHC Plans can found via the SEND Local Offer:

- https://www.yournottsdirectory.org.uk/send-local-offer/nottinghamshire
- By speaking to an Education, Health and Care Plan Co-ordinator on: **0115 9774012** or **0115 9773323**
- By contacting 'Ask Us' service on**: 0800 121 7772**
- **More information on the Ask Us service can be found on the school's website, under SEND.**

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, ifit 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.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal againstthe school named in the Plan if it differs from their preferred choice.
- 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.

Medical Conditions

Some pupils with medical conditions may also have special educational needs and disabilities. Where appropriate, Individual Healthcare Plans will be developed in partnership with parents, healthcare professionals and the child. The school works closely with external agencies to ensure that medical needs are understood and that staff receive any necessary training to support pupils safely and effectively. Please see our Allergy Safety Policy.

10. Access to the curriculum, information and associated services

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

At our school every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. The school complies with its duties under the Equality Act 2010. We make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers. We are committed to removing barriers to participation and ensuring equality of opportunity for all children. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Advice and guidance will also be sought from other services working with the child. The long term aim will be to meet the needs of the child within the most suitable setting amongst their peers.

Provision for children with SEND will be regularly monitored, reviewed and adapted in a number of ways:

- A Pupil Provision Map is created for every child once they are added to the SEND Register. This is reviewed termly and provides the team around the child with strategies, provision, targets, data, key information about the child and their needs, which external professionals are involved and informs about their progress.
- Structured Conversations, where by the parents/carers, professionals involved, the class teacher and when needed the SENCO meet together to discuss their child's needs, provisions, clear goals and targets, strengths and areas of support.
- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space, including outdoor space where appropriate
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

11. Inclusion of pupils with SEND

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

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

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

12. Emotional well-being

Children's happiness is key to their learning. Therefore, it is essential that the class teacher knows if there is anything worrying your child, whether at home or school. We can provide extra support around issues such as friendships, self-esteem and bereavement. We would, of course, talk to you if any of this support may be necessary, even if for a short time.

Attendance and wellbeing are closely linked. The attendance of pupils with SEND is monitored regularly. Where attendance becomes a concern, the school works alongside families and external agencies to identify barriers and provide appropriate support to improve attendance and engagement with learning.

We aim to establish well-being provision which raises all pupils' self-esteem:

- Communicate a sense of importance; praising children for making the right choices
- Celebrate differences, promoting examples of individuals who have achieved despite their learning difficulties
- Restorative Practice whole school approach
- Ensure successful experiences for all children
- Emphasising children's responsibility through providing choices

- Display and celebrate children's outcomes
- Pastoral support for children with special educational needs, medical conditions and disabilities and mental health
- Provide space and time for spiritual growth

Our SENCO and TAs liaise with speech and language therapists and provide in school support for pupils' communication and interaction needs across the school. We have a sensory room and our trained Emotional Literacy Support Assistant to support vulnerable pupils.

13. Evaluating the success of provision

The effectiveness of SEND provision at Linby cum Papplewick C of E Primary is analysed as part of the school quality assurance cycle by the Head Teachers and our SEND governor. The views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes are discussed at Structured Conversations and gained through parent and pupil voice.

The effectiveness of SEND provision is monitored by the SENDCo, Headteachers, SEND Governor and Governing Body through regular review of pupil outcomes, provision maps, attendance, behaviour information, SEND data and stakeholder feedback.

The progress of pupils with special educational needs is monitored termly through Structured Conversations, Initial Concern meetings and regular communication between the SENCO and class teachers. We use a variety of indicators to measure the progress that children make, including teacher assessment, evidence in books, standardised assessments and progress against individual targets displayed on their pupil profiles. Progress data will be shared with the Head Teachers and Governing body and will be judged by external moderators such as Ofsted.

14. Links with Support Services, with other agencies and voluntary organisations

Linby cum Papplewick C of E Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

There are Structured Conversations each term to discuss support required. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- SBAP/Behaviour Support Service
- Social Care
- Speech and Language Service
- Schools and Families Support Services
- Specialist Outreach Services
- Community Pediatrician
- Physical Disability Support Service
- Occupational Therapists
- Cognition and Learning Team
- CAMHs Mental Health Support Team

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

15. Working in partnership with parents

At Linby cum Papplewick C of E Primary School, we believe that a close working relationship with parents is vital inorder to ensure:

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

Parents are kept up to date with their child's progress through Structured Conversations and annual reports. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND tothe local authority Parent Partnership service or other local support groups where specific advice, guidanceand support may be required.

Meetings may be arranged with the Class Teacher and if needed the SENCO if any child has been brought to our attention as a concern. We support parents and pupils in completing referrals to the Neurodevelopmental Support Team and we liaise with Pediatricians and other key practitioners. Some of our pupils are supported by the process of an Early Help Assessment Form (EHAF). We carefully monitor the severity of need and enlist support through the Local Offer and outside agencies and support pupils who require an Education, Health and Care (EHC) plan. We endeavour to support parents and pupils through any new process, asking their views and considering their child's needs carefully.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil willalways be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The Local Offer

Support is available to parents through Nottinghamshire's Local Offer. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilitiesand their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but stillexperience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, aswell as those provided by the private, voluntary and community sectors.

https://www.yournottsdirectory.org.uk/send-local-offer/nottinghamshire

Further support for parents and carers of children with special educational needs and disabilities is availablethrough Nottinghamshire's free, confidential Information, advice and support service, 'Ask Us.'

This service provides impartial advice, information and support across education, health and social careissues. Children and young people with SEND can also use the service.

https://askusnotts.org.uk

Confidentiality and Information Sharing

Information relating to pupils with SEND is stored and processed in accordance with UK GDPR and Data Protection legislation. Information is shared only with relevant professionals on a need-to-know basis and with parental consent where appropriate, unless safeguarding considerations require otherwise.

16. Links with other schools

Our 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 SEN 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 SENCO and Class Teacher, who will then inform the child's parents.

At Linby cum Papplewick C of E Primary School, the SENCO attends termly meetings with the National Family of Schools. These meetings are primarily to:

- Share information regarding specific SEN identification and support
- Access relevant training for all staff involved in supporting children with SEND
- Develop operating systems across the Family which aid school to school transitions
- Share good practice and expertise
- Termly Springboard Meetings to identify children with complex needs who may need additional support from outside agencies
- Moderation meeting (yearly) to allocate resources to children with complex needs across the family.

We work closely with catchment and non-catchment schools within the Nottinghamshire area. Children and parents transferring to or from schools are encouraged to meet with us formally and informally to allow receiving staff to get to know a child, their family and any concerns they may have.

17. Transition

At Linby cum Papplewick C of E Primary, we recognise that transitioning can be difficult for a child, especially a child with SEND. We take steps to ensure that any transition is as smooth and successful as possible. Our Foundation Stage team, work closely with local childcare providers to ensure that we have as much information as possible about our youngest pupils when they join our school. When transitions take place within school, such as moving to a new class, there are various procedures in place to ensure all our children integrate well into their new learning environment. Transition meetings are built into the school calendar where information about the child will be shared with their new teacher.

As pupils move from KS2 to KS3, Year 6 teachers liaise with the secondary school's SENCO and Year 7 colleagues to discuss the SEND pupils who will be transferred. Detailed records are passed on to the school including children's pupil profiles, which capture the child's needs, provision requirements and their strengths.

When children with SEND transfer to The National Academy or any other secondary school, key staff are invited to attend review meetings up to a year in advance. Children are offered enhanced visits and/or staff from their new school may carry out some sessions at Linby cum Papplewick C of E Primary School first. If required, additional visits can be arranged for SEND pupils to visit their chosen secondary school with TAs. Parents are encouraged to meet with the secondary school's SENCO to discuss any concerns.

18. Continuing Professional Development (CPD)

The school recognises the importance of CPD training for staff in relation to Special Educational Needs. Training is provided for all school staff as necessary, including teachers, TAs and midday supervisors. This may be whole school training or key members of staff attending training sessions and subsequently disseminating the information within school. SEND governors are invited to attend these meetings.

All staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

Recent or ongoing training includes:

- Zones of regulation
- ELSA
- Building resilience in child and those who support them.
- Using mindfulness with children and young people
- Understanding and working with anxiety in children and young people
- Sensory Circuits

There are five teaching assistants and two Personal Care Assistants at Linby cum Papplewick C of E Primary School, who are deployed throughout school and work under the direction of class teachers. They provide support for pupils within the classroom under the direction of the class teacher and 1:1 or small group interventions outside of the classroom. They also provide 1:1 support for pupils with more complex special educational needs.

19. Complaints procedure

We welcome feedback from parents. There may be occasions when parents have concerns regarding thesupport their child is receiving. In the first instance, parents should speak directly to their child's class teacher and then the SENCO. If issues cannot be resolved with Class Teachers or the SENCO, they should bedirected to the Head teacher, who will inform the parents of their statutory rights if matters remain unresolved.