



Special Educational Needs and Disabilities (SEND) Policy

Summer 2024

Here at Southglade we want to provide a safe caring environment for our children, where they feel safe, nurtured and happy.

In order to achieve this, we have in place a group of policies that complement each other to safeguard, protect and promote the welfare of our children.

These policies are:

Safeguarding Policy

Attendance Policy

Behaviour Policy

Anti-bullying Policy

SEND Policy

Child Protection Policy

Visitor and Volunteer Policy

Confidential Reporting Code (Whistle Blowing Procedure)

Procedure for handling concerns and complaints

Accessibility plan

Assessment policy

Supporting pupils with medical conditions

Keeping children safe in education

Working together to safeguard children

As a parent of a child with Special Educational Needs and/or Disability there will be essential questions which you will have and that must be addressed by the school. This policy aims to provide information and advice which would provide answers to the following important questions:

- How does the school know if children need help?
- What should I do if I think my child has special educational needs?
- How will the school know how well my child is doing?
- How will I know how well my child is doing?
- How will the school know that what they are providing is helping my child make progress?
- How will the school staff support my child and how will the curriculum be matched to their needs?
- How will the school support me to support my child's learning?
- How is the decision made about the type and level of support provided to my child?
- What extra- curricular activities are available for my child? How will they be included in activities outside the classroom, including school trips?
- What support will be available for my child's overall well-being?
- What specialist services and expertise are available in school/accessed by school?
- What training have the staff working with my child/children with SEND received?
- How accessible is the school – indoors and out?
- Who should I contact if I have any questions or concerns?

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Special Educational Needs and/or Disabilities (SEND) Policy

School Ethos

Our guiding principle is to be a fully inclusive school.

- To encourage children to believe they can achieve anything and have the confidence to make mistakes;
- To have respect for everyone and everything;
- To make everyone feel valued.

Aims and objectives

This policy sets out to explain how Southglade Primary & Nursery School makes provision for pupils with Special Educational Needs and Disability (SEND), in line with current legislative requirements (Special Educational Needs and Disability Code of Practice: 0 – 25 years April 2015, updated April 2020, Equality Act 2010)

Southglade Primary & Nursery is a mainstream school catering for children between the ages of 3-11 years old. At Southglade Primary & Nursery School, we believe that all children with special educational needs and disabilities (SEND) should:

- have access to a broad and balanced curriculum;
- be fully included in all activities in school;
- be encouraged to join in with extra-curricular activities including after school clubs and school trips;
- be supported to achieve their full potential; socially, emotionally and academically;
- have a class teacher who is responsible for their learning; supported by a wider SEND team.

We will not discriminate and will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children and young people, as outlined on the statutory duties on schools under the Equality Act (2010).

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and/or Disability (SEND)
- Explain both the process and the roles and responsibilities involved in providing for pupils with Special Educational Needs and/or Disability (SEND)
- Answer questions that parents of pupils with Special Educational Needs and/or Disability (SEND) may have regarding our school and the provision we offer.

Legislation and guidance

This policy and information report is based on the statutory *Special Educational Needs and Disability Code of Practise: 0-25 years published April 2015, updated April 2020*, and the following legislation:

- Part 3 of the *Children and Families Act 2014* which sets out schools' responsibilities for pupils with SEND;
- Statutory guidance regarding *Supporting pupils at school with medical conditions (DfE last updated 2017)* which sets out schools' responsibilities for managing medication and medical conditions in school.

Definition of Special Educational Needs and/or Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

"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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions."*

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is *"... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities"*.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Identification and Assessment of SEND

Identification

At Southglade Primary and Nursery School we aim to identify children with SEND as early as possible in order for them to receive the support they require. This may be as a result of discussions with school staff and other professionals who have previously known the child, information from parents/carers, observations in the classroom or school assessments. There is a clear system of record keeping and effective communication between school, previous schools or nurseries, social services, health services and welfare groups. Early identification of pupils with SEND is essential in order for assessment of need to take place and to ensure the effective provision is put into place in accordance with the Code of Practise.

For some children, SEND can be identified at an early age. However, for other children difficulties only become evident as they develop. At Southglade Primary and Nursery School we are always alert to emerging difficulties and respond straight away. In particular, parents/carers know their children best and therefore we always listen and understand when parents/carers express concerns about their child's development. We always listen to concerns raised by the children themselves.

Raising a concern

There is a graduated approach of provision for children who are suspected of having SEND.

Step 1

Meeting the needs of all children in the school is the responsibility of individual teachers through quality-first teaching. The class teachers will identify pupils who are having difficulties early on through informal and formal assessments and observations. They will respond to those difficulties by planning and delivering a differentiated and adapted curriculum, keeping accurate records which may include pieces of work, assessments and records of observations. The class teacher will talk to the child, parents/carers and with other members of staff to ensure appropriate provision is being made. Parents/carers may already have already spoken to the class teacher alerting them of their concerns for their child's progress and development at this stage.

Step 2

Advice should be sought from the SENCo at this stage, and the class teacher will then try and resolve the problem by using alternative teaching strategies and adaptations within the classroom. A change in strategies e.g. visual strategies or scaffolded resources may mean that the child is then able to access the curriculum and make progress. The child's difficulties will continue to be monitored closely by the class teacher.

The child may also be included in an intervention group which focuses on their area of difficulty. Intervention groups are for all children experiencing difficulties in a specific area (not just SEND children) and the provision is recorded and monitored by the class teacher. Intervention groups run for a specific period of time and children's progress is recorded both before, during and at the end of the intervention.

Quality First Teaching which targets areas of difficulty may include:

- Differentiating and adapting the delivery of the curriculum in many different ways e.g. small group work, 1:1 support, teaching style, lesson content, pre-teaching, intervention groups;
- Using recommended aids or specialist equipment such as laptops, coloured overlays, visual timetables, dyslexia friendly teaching methods, Autism Education Trust strategies;
- Differentiated and adapted teaching strategies e.g. using signs and symbols, giving longer processing time, pre-teaching, reading partners;
- Differentiated and adapted learning materials;

The parents/carers of the child will be consulted to help identify the reasons for learning patterns and/or behaviour and how they can support the school in helping their child.

Step 3

If the class teacher is concerned that the child is still experiencing difficulties and that they have not made expected progress, the class teacher will complete a SEND Referral form, which will be given to the SENCo. The SENCo and the teacher will discuss the strategies that have already been tried and the progress that has been made as a result. The SENCo may arrange a meeting with the parent/carer at this point to share the concerns and obtain more detailed background information on the child.

Step 4 - SEND Support

At this stage and in consultation with the parent/carer, it may be decided that the child will need SEND support which is over and above what would normally be provided.

This may be because the child:

- Continues to make very limited or no progress in specific areas over a long period;
- Continues working substantially below the level expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematics skills;
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning and/or that of the class group, despite having an individualised behaviour management programme;
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning;
- Has had interventions put in place but these have had little or no impact on learning or progress.

Specific SEND interventions may be put into place and further advice may be sought from outside agencies. The child may also be placed on the SEND register.

It is the class teacher's responsibility to carry out and monitor any recommendations made from formal assessments from outside agencies who may be involved e.g. a specialist teacher, Educational Psychologist or other professional. The pupils will be involved in whatever decisions are made where possible from the start of their education. The ways in which they are encouraged to participate will reflect their evolving maturity but staff will always give pupils the opportunities to make choices and make their views known.

The school will adopt a four-part cycle called the **graduated approach** which uses the process of **assess, plan, do and review** for any child receiving SEND support.



Pupils who have SEND support will be included on a class provision map which shows all of the support they receive. Continuous assessment will ensure that SEND support always matches children's needs and monitors that the support is effective. Differentiated and adapted planning will be appropriate to the child's needs and the impact and the effectiveness of planning, support and interventions will be shared with parents/carers at parent/carer meetings.

SEND support may include:

- Specialist equipment;
- A personalised and adapted curriculum;
- Specific SEND interventions/programmes of work;
- Sensory resources e.g. a wobble cushion, fiddle toy etc;
- Visual resources e.g. Personal visual timetable, Now and Next board etc;
- 1:1 support or specific small group support;
- Routes to Inclusion toolkit;
- Support from outside agencies e.g. Autism Team, Learning Support Team, Speech and Language Therapist, Sensory Team, CAMHS practitioner, Educational Psychologist, School Nurse team.

Involvement of Parents/Carers

Parents/carers will be informed if their child is identified as having SEND and will have been involved in discussions and decisions for those children who are placed on SEND support.

They may be invited to a meeting to speak to the SENCO where they will have the opportunity to share any concerns they may have. Parents/carers will meet with the SENCO and/or other staff working with their child 3 times a year at parent/carer meetings to discuss their child's progress. These may be multi-agency meetings if outside agencies are also involved and an Individual Education Plan (IEP) may be written.

Those involved in an Individual Education Plan (IEP) review meeting could include:

- The parent/carer and/or other family member;

- The SENCo;
- The class teacher;
- A teaching assistant;
- A special needs assistant;
- A learning mentor;
- A designated safeguarding lead;
- A family support worker;
- A professional from an outside agency e.g. Autism Team, Learning Support Team, Speech and Language Therapist, Sensory Team, CAMHS practitioner, Educational Psychologist, School Nurse team.

If parents require further information about the provision for SEND in the school they can talk to:

- The class teacher
- Special Educational Needs Co-ordinator (SENCO) – Mrs Fern Griffiths
- Learning Mentor/ELSA – Mrs Julie McCarthy
- Special Needs Assistant – Miss Emma Brookes, Mrs Teresa Guest, Miss Ellie Dodson, Miss Kya-Shai Blair, Miss Sarah Heath, Miss Kimberley Danvers, Miss Abbie Bradshaw

Provision

The needs of children who have been identified as having difficulties in specific areas can be met by Quality First Teaching which targets areas of difficulty. This may include:

- Differentiated and adapted learning materials;
- Differentiated and adapted teaching approaches;
- Group support or a focused intervention group;
- Some specialist equipment;
- Strategies of support recommended by outside agencies;
- Progress being monitored closely to ensure needs continue to be met.

Children on the SEND register might have:

- Specialist equipment;
- A personalised curriculum;
- Specific SEND interventions/programmes of work;
- 1-1 support or specific small group support;
- Sensory resources e.g. a wobble cushion, fiddle toy etc;
- Visual resources e.g. Personal visual timetable, Now and Next board etc;
- Routes to Inclusion support;
- Support from outside agencies;
- Progress monitored closely to ensure needs continue to be met;
- The four-part cycle of Plan, Do, Assess, Review carried out and reviewed with the SENCo/class teacher during parent/carer meetings.

Training in SEND

Part of the school budget is used to support pupils with Special Education Needs and/or Disabilities. Southglade Primary School employs 24 support staff with a range of qualifications and a wealth of knowledge and expertise in the education of pupils with SEND. Staff currently have experience of, and have received training in working with children with:

- Learning Difficulties;
- Dyslexia;
- Attachment difficulties;
- Trauma;
- Social, Emotional and Mental Health difficulties;
- ASD;
- ADHD;
- Behaviour;
- Routes to Inclusion;
- Physical difficulties;
- A wide range of medical conditions including epilepsy and diabetes.

The SENCo and Head Teacher will ensure that staff receive appropriate and up to date training to ensure that they can continue to meet the needs of all children who attend the school. As different needs are identified and new children join the school, training will be sought accordingly e.g. epilepsy training, Epipen training, diabetes training, proprioception training and Theraplay principles training etc.

Southglade Primary and Nursery School works closely with local Children's Centres, Nottingham City Inclusive Education Services (IES): Autism Team (AST), Learning Support Team (LST), Sensory Team – Hearing Impairment (HI) and Visual Impairment (VI), INclude, Educational Psychologist Service (EPS), Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapists (SALT) and Health Professionals to ensure the needs of its children are met. Packages of support for the IES teams and EPS may be purchased to support the school.

Outside professionals are available to support school staff in specific areas of SEND provision. Reports on individual children outline specific strategies which are shared with appropriate staff.

Team around the School meetings happen twice a year where all outside agencies are invited to discuss the provision and progress of children with SEND and look at further support needed.

Organisation of support, teaching and inclusion

At Southglade Primary and Nursery School we make every effort to include all pupils with Special Educational Needs and/or Disabilities with their peers, whilst still meeting their individual needs.

The structures and systems in place are:

- 1:1, paired or small group sessions to raise attainment in literacy/mathematics and other curriculum areas of learning as appropriate. The promotion of self-worth and the raising of self-esteem are also a focus of these sessions;
- Access for all children, including those with SEND, to the National Curriculum through the school's schemes of work; these promote an inclusive ethos and broad and balanced curriculum;
- Class teacher and/or TA support to increase curriculum access and pupil progress;

- Differentiated and adapted provision within a mixed ability class;
- Access to specialist ICT programs and resources;
- Systems for early identification of barriers to learning and participation;
- High expectations and suitable targets for all children;
- A range of after-school clubs for all children;
- A clear behaviour policy and expectations of appropriate behaviour
- Equality Information and statement (Public Sector Equality Duty - updated April 2023) published on the school website.

In each Key Stage in school – EYFS, Year 1/2, Year 3/4, and Year 5/6 there are teaching assistants available to support children with their learning. This may include support to children with SEND.

There are six Special Needs Assistants in school who work with children identified as having more significant learning difficulties e.g. ASD with limited communication. They work with these children in the classrooms, the sensory room, the playground or in The Base.

There is one Learning Mentor/ELSA who works across school supporting children with social, emotional, mental health and/or behaviour difficulties. She works with these children in the classrooms, The Sensory Room, the playground or in the mentor room.

Teaching Assistants and Special Needs Assistants are line managed by the SENCo and the Learning Mentor/ELSA is managed by the Headteacher.

Interventions

We have the following intervention programmes available in school, and children with SEND may take part in one or more of these:

- Meet and Greet
- Music interaction
- Sensory circuits
- Attention Autism
- Play-Doh Disco
- Fine motor skills group
- Fun-Fit
- Pre-teaching
- Precision Teaching
- Toe by Toe
- Nessy
- Routes to Inclusion
- Sensory Room sessions
- Playground support
- Visual aids e.g. visual timetable, Now and Next board
- Sensory resources e.g. wobble cushion, fiddle toy, ear defenders
- Social skills group
- Nurture group
- Confidence building group
- Theraplay principles
- ELSA sessions

- PECS
- Behaviour support sessions
- Timetabled 'reward time'
- Toileting programme

Interventions are aimed at being short term to allow a child to 'close a gap' in learning or to improve behaviour.

Interventions may be delivered by class teachers, teaching assistants, special needs assistants or learning mentor and are monitored to ensure they are delivered appropriately.

Impact on the child's progress can be measured through assessments where appropriate and regular monitoring. Where appropriate, the person running the intervention will keep a running record of progress which will be shared with the class teacher.

The SENCO will provide an annual report on SEND progress which will be shared with the SEND Governor.

The effectiveness of SEND provision, together with statistical analysis of SEND will be published in an end of academic year annual report on the school website, shared with Governors and parents/carers of children with SEND. This is in line with the requirement of The Children and Families Act 2014.

Education, Health and Care Plan (EHCP)

In cases where despite school taking relevant and purposeful actions to identify, assess and meet the needs of a child with SEND the child is still not making expected progress, an application for an EHCP can be made to the local authority. The school or the parents can make this application for a statutory assessment to take place. In making its application, the school will present documentary evidence to show the strategies and interventions that have been carried out. Evidence from assessments made by other professionals will be submitted and any additional assessments arranged.

Documents regarding the process and the criteria can be found on the LA website:-

[Education, Health and Care \(EHC\) Needs Assessments and Plans | Ask Lion - Nottingham City Directory](#)

Throughout the assessment period the child will continue to receive SEND support as detailed on the provision map. The EHCP is designed for children and young people from birth to the age of 25 and will be reviewed annually to maintain its relevance to the child/young person. Any changes in the child's special educational needs and/or Disability will result in a review meeting being held at the earliest opportunity.

Working with other agencies

When advice is sought from outside agencies parents will be fully involved in this process. As a school we work extensively with outside agencies and their support and suggestions are invaluable to both teaching staff, support staff, and pupils with SEND.

The outside agencies that we might consult with are:

- Health visitors;
- Inclusive Education Service;
- Behaviour support team - INclude;
- Autism team;
- Hearing Impairment team;
- Visual Impairment team;
- Educational psychologists;
- Healthy Family Team;
- GP;
- Paediatricians;
- Hospital specialists/health staff;
- Speech, language and communication therapists;
- Occupational therapists;
- CAMHS.

Advice is also sought with the Social Care Department and Education Welfare Service as appropriate.

Where possible, these agencies will be invited to Individual Education Plan (IEP) review meetings so parents/carers will have chance to meet with them. Reports they may write will be shared with and discussed with parents/carers.

Assessment

Pupils with SEND will be assessed in line with school policy and their progress will be monitored accordingly. However, for some children with SEND the steps between the year group objectives will not be achievable. Therefore, those children will have a personalised curriculum planned to enable them to achieve and make small steps of progress. B Squared Primary Steps, Early Steps or AET Framework will be used to monitor and track progress. Progress will be monitored and new targets set regularly by the class teacher. Progress within a personalised curriculum will be discussed at Individual Education Plan (IEP) review meetings.

At the end of Key Stage 2 (Year 6), children sit National Curriculum Tests to measure attainment. Some pupils including those with SEND may be working below the standard of the test and will be unable to participate using the regular access arrangements. The Headteacher will make the decision, in consultation with parents and other professionals, as to whether or not a child takes the tests.

Some pupils may require additional Access Arrangements to enable them to participate in the tests.

Those pupil may be:

- Pupils with a hearing or visual impairment;
- Pupils who use sign language;
- Pupils with an EHCP;

- Pupils receiving SEND support whose learning difficulty or disability affects their ability to access the tests;
- Pupils with a physical disability;
- Pupils who are unable to sit for long periods because of social, emotional or behavioural difficulties;
- Pupils with limited fluency in English.

Access Arrangements will be based primarily on normal classroom practice for pupils with specific needs. They will never provide an unfair advantage.

School will consult the following when making decisions about eligibility to access arrangements:

- Key Stage 2 Tests: test administration guidance (TAG) updated annually
- Assessment and reporting arrangements KS2 updated annually
- KS2 tests – how to use access arrangements (www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements)

Social, emotional and mental health

Southglade Primary & Nursery School has a nurturing and inclusive ethos and fully supports children's individual social, emotional and mental health needs. We have personalised support for those with significant social, emotional and mental health needs. Our aim is to help all children feel confident of their place in our whole school community. We want them to know that they will be valued as individuals.

We have one Learning Mentor/ELSA in school. She is trained in specialist interventions to help support the social, emotional and mental health needs of children. Interventions may include Theraplay principles, drama therapy, art therapy, nurture groups and confidence building, although this is not a definitive list of provision.

Children with social, emotional and mental health difficulties will have a key member of staff to talk to and they will have contact with this person on a daily basis if needed. This may be their class teacher, teaching assistant, learning mentor or another member of school staff. Children with significant difficulties who are unable to follow the school behaviour policy will have an individual behaviour plan. They may also have an individual handling policy and/or Individual risk assessment. A Purple File is available in every classroom where this specific information is available for all staff to access.

If it is identified that a pupil finds a certain time of the school day difficult, interventions will be put in place to support at these times. Provision will be addressed on an individual basis to ensure a child's social, emotional and mental health needs are met.

High Level Needs (HLN) Funding

HLN funding is allocated to pupils receiving SEND support or with an EHCP who experience the most significant barriers to learning and participation. These pupils will have ongoing involvement from external support services in planning and reviewing the provision they require that is **additional to and different from** quality first teaching.

This funding comes from the High-Level Needs block of funding allocated to the Local Authority, in order to meet the needs of pupils for whom the overall cost of provision is greater than £10,000. The SENCO will request HLN funding for any child whom the school feel meet the criteria.

Securing Equipment and facilities

Where appropriate, the school will purchase any specialist equipment that is recommended by outside agencies. School will also apply to the Local authority for funding for any high cost or specialist equipment that is required.

Equipment will be securely stored within school when not in use and easily accessible when required. All school staff will have access to the equipment as required. Where appropriate the children themselves will be able to access the equipment.

Off-site visits/activities and enrichment activities

Visits are used to widen the experience of the children in many ways. Each year all children, including those with SEND, may be offered the opportunity to visit places of interest linked to their curriculum. We also offer children in Year 6 the opportunity to attend a residential visit. School staff can do specific work around self-esteem, social skills, friendships and confidence building in preparation for these visits. Further advice may also be sought from outside agencies e.g. Behaviour Support Team or Autism Team and individual risk assessments may be completed if needed.

We also encourage visitors to school. Visitors may be local people who can tell the children about their own experiences or visitors with specialised knowledge e.g. authors, emergency services or a local vicar.

Children with SEND will be entitled to access all available extra-curricular activities, including those outside of the classroom and school trips. Staffing for these activities will be addressed to provide support as and where necessary. However, if an individual risk assessment deems it unsafe for a child to take part in an activity or trip, the Head Teacher and Senior Leadership Team will make the decision not to include the child and the reasons why will be shared with the parents/carers and child.

Children with SEND can sometimes find unstructured times like playtime and lunchtime particularly difficult. Some children may require additional support during those times and school recognises this, ensuring that staffing ratios are adequate for the needs of the children. Information is shared with mid-day supervisors regarding the needs of individual children.

Accessibility

The school site is partially wheelchair accessible. The main school entrance has a ramped slope and there is an accessible disabled toilet for both adults and children located in the main reception area. There is a second disabled toilet for adults and children located in the KS1 side of the school. The KS2 side of the building is on two levels, with four classrooms and the library accessed by a flight of stairs. There are also two sets of 3/4 steps up from both approaches to the KS2 hall. There are hand rails situated at these steps and a mobile ramp is available.

The playgrounds are on different levels and can be accessed via 3 steps. Hand rails are available at one of these sets of steps. Yellow markings clearly indicate the edge of the upper playground and steps.

Advice on any additional or specialist equipment will be sought from the appropriate professionals to ensure individual children are able to access the school/curriculum. This may range from Occupational Therapists, IES Sensory Team, Oakfield School and other professionals.

The school has an Accessibility Plan which includes an action plan to improve the access at the school.

Administration of Medicines

See Supporting Pupils at School with Medical Conditions policy

Transition

Successful transition is important for all children but it is particularly significant for those children with SEND. We recognise that transition can be a particularly challenging time for children with SEND and so the smooth transition between year groups, phases and schools is imperative. All information about a child will be transferred to the new class or phase via the purple file or new school via the SENCo. Where a child is transferring to a new class within the same school, class teachers will meet to ensure all relevant information and support strategies are explained fully. Additional support will be identified and allocated appropriate to a child's specific needs. This may include an extended transition period, extra visits, photo book/social story or use of a familiar adult.

The SENCo will ensure that SEND support continues within the same school or provide details of SEND support to new schools. This could include background information, assessment details, provision maps and progress data.

Normal transition arrangements within school are:

- All children will spend 1 morning and 1 afternoon with their new class teacher (children with SEND may need additional time);
- New class teachers will observe the children with their current class teacher if needed;
- Transition staff meetings are held where both teachers meet to hand over and discuss each child.

The SENCo will discuss transition during Individual Education Plan (IEP) review meetings and new class teachers and/or SENCo from the new school are invited along to meet the parents/carers, where possible.

The Autism Support Team have a transition worker who school can refer children to for support to a secondary school. This support varies in frequency, length and type. The transition package is tailored to a child's individual needs but usually consists of work within the current school setting, visits to the new schools and attendance at Individual Education Plan (IEP) review meetings.

When choosing a new school for a child with SEND, the SENCo is able to support parents by arranging visits to potential schools and liaising with the key staff in the new school.

If a child has an EHCP, the new school will need to be named in an amended EHCP before the transfer takes place. School will arrange for the review of the EHCP to take place in the preceding school year, or in the first part of the term of the last year in school for pupils moving on to secondary education, in order for process to be completed.

Effectiveness of SEND Provision

The school adopts a four-part cycle called the graduated approach which uses the process of assess, plan, do and review. This system ensures that the school consistently reviews and evaluates the support that children with SEND receive. School Data as a whole is analysed by the Senior Leadership Team in line with the assessment policy and the SENCo has specific responsibility for ensuring that the children with SEND have made expected progress. This progress is discussed in Individual Education Plan (IEP) review meetings as part of the review process in the graduated approach. Interventions will also be reviewed at these times and feedback will be given from school staff, parents/carers and outside agencies where appropriate. Learning walks and Book Looks enable the SENCo to monitor the provision for children with SEND across school and highlight any CPD needs.

The Role of the Governing Body

The governing body takes great care to ensure the best possible provision is made for pupils with SEND. The named SEND governor is Mr Mark Taylor and he meets termly with the SENCo. Discussions take place around progress and the provision provided for children with SEND.

The specific SEND Governor will:

- Raise SEND issues at Governing body meetings;
- Work with the SENCo and Head Teacher to determine the strategic development of the SEND policy and provision within the school;
- Keep abreast of changes in policy and legislation and raise awareness with the other governors;
- Meet with the SENCo regularly to keep abreast of SEND support within the school.

The governing body evaluates the success of the education Southglade Primary and Nursery School provide, using the following criteria:

- The budget allocated to school for SEND provision;
- Adjustments in budget allocation to reflect changing needs;
- The existence of accurate, up to date record keeping;
- Monitoring and tracking of pupil progress;
- Attendance by parents at review meetings;
- Parental requests for the school to be named on pupils' Education and Health Care Plans;
- Number of pupils on the SEND register;
- The pupils for whom an Education and Health Care plan is no longer necessary;
- Pupil attainment;
- Links with Special Schools;
- SEND policy review every two years;
- Senior management involvement in SEND issues;

- SEND Governor and SENCo meetings, gaining insight into SEND issues and recommendations for formulating policy;
- OFSTED Inspection reports and review process;
- Inclusion of SEND issues in development planning;
- Feedback from pupils and parents;
- To respond immediately to any complaints received by the school in respect of pupils with SEND;
- Admission Arrangements.

Involvement of Pupils

A child identified as having SEND will be asked what they think they are good at, what they have difficulties with or are concerned about and things they would like others to know about them. This information will be used to create a One-Page Profile, which can then be shared with the wider school staff. This will be updated on a termly basis if necessary and will be used as Pupil Voice in Individual Education Plan (IEP) review meetings.

The child will receive regular verbal feedback about their progress towards specific areas of difficulty. They may receive small step verbal targets to help them focus their progress and learning.

Children can speak to any member of staff during the school day if they have concerns. An appropriate member of staff will ensure they find time during the day to speak to the child on their own if appropriate.

The learning mentor is available for children to drop in and talk about things that may be upsetting or worrying them. Similarly, the SENCo or a member of the Senior Leadership Team are also available for children to discuss any worries or concerns.

All extra-curricular activities and school visits are available to all children, including Breakfast Club and after-school clubs.

All children are encouraged to go on school trips including a residential visit in Year 6.

All children are encouraged to take part in sports day.

No child is ever excluded from taking part in activities because they have SEND.

Involvement of Parents/Carers

All staff at Southglade Primary and Nursery School ensure that they work in close partnership with parents/carers, communicating clearly, effectively and responsibly at all times.

Staff will always:

- Keep parents/carers informed as fully as possible about their child's needs, changes to educational provision, achievements and assessments. This may be during parent's evenings and/or at other appropriate times;
- Welcome participation in Individual Education Plan (IEP) review meetings, where progress is discussed and next steps are considered;

- Expect attendance at Annual Reviews of Education and Health Care Plans (EHCP);
- Listen to and respect the parents/carers' views and needs, taking account of parental knowledge and experience of their child;
- Provide support for parents/carers who may have needs of their own;
- Provide copies of any external advice given to support the school in the education of the child;
- Liaise with the Family Support Worker for parents/carers of children with SEND, to ensure that any issues can be freely discussed, addressed and resolved at the earliest opportunity;
- Ensure, wherever possible, that parents/carers are aware of the support that is available from outside agencies or support groups;
- Liaise and make any manageable adaptations to the school site in accordance with our Accessibility Plan;
- Ensure that staff are available to speak to parents/carers about their concerns outside of normal reporting periods;
- Offer support and advice to parents/carers around providing/receiving specific support/strategies for home.

The class teacher's responsibilities are:

- To deliver Quality First teaching to all children including those with SEND;
- To be responsible for the progress and development of every child in their class, including those with additional and special educational needs and/or disabilities (SEND);
- To work closely with support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- To ensure that all children are able to access a broad and balanced curriculum;
- To differentiate and adapt work so that all children can access the content at their level;
- To implement strategies of support suggested by the SENCo or outside agencies;
- To attend Individual Education Plan (IEP) review meetings;
- To ensure any issues regarding SEND are regularly discussed at phase meetings;
- To work closely with the SENCO to ensure SEND provision is effective.

The SENCo's responsibilities are:

- The day to day co-ordination of the school's Special Educational Needs provision;
- To work with class teachers in co-ordinating effective provision for children with SEND;
- To liaise and work with parents/carers;
- To line manage support assistants;
- To analyse the progress data of all pupils with special educational needs;
- To contribute to in-service training for staff;
- To ensure that special educational needs issues and/or children to be aware of are regularly discussed at staff meetings and in weekly briefings;
- To liaise with external agencies;
- To ensure staff CPD for SEND is appropriate for the needs of the children in school.

The Head Teacher's responsibilities are:

- To work with the SENCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school;
- To ensure that the Senior Leadership Team meet regularly to review SEND needs and provision;

- To have overall responsibility for the provision and progress of children with SEND

Complaints procedure

Please refer to our Concerns and Complaints Policy

Local Offer

The SENCO will be able to signpost parents to relevant SEND support groups. Support available will form part of the Local Offer offered by Nottingham City Council. The interventions and support offered at Southglade Primary & Nursery School feeds into the Local Authority local offer. This can be accessed at:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

In line with the Children and Families Act (2014) the Local Authority have brought together all of the information on services that support children and young people with SEND in one place. It is a 'one-stop shop' for everything parents/carers may need to know and every service they might need to access, including:

- Health, such as doctors, nurses and therapists;
- Education, such as schools, colleges, nurseries, playgroups and support services;
- Social Care.

It also covers all of the support groups in the voluntary sector as well as leisure activities. The aim is to provide all the information families need to make decisions about the best provision required. As part of this Local Offer, Southglade Primary and Nursery School provides, as much as feasibly possible, graduated provision as outlined in the Nottingham City Schools Provision Maps for the current needs of pupils in the school. These can be accessed at:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

Nottingham City Council's Special Educational Needs and/or Disabilities (SEND) team work closely with parents/carers, schools and health services to ensure that children and young people with SEND get the most out of their school life and maximise their achievements. More information on what they can offer can be accessed at:

<https://www.nottinghamcity.gov.uk/information-for-residents/education-and-schools/special-educational-needs-service>

