

## Special Educational Needs and Disabilities Policy

Date of last review: Spring 2024

Date of next review: Spring 2025

### **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 a learning 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.

The Children and Families Act 2014 came into force from the 1<sup>st</sup> September 2014. An updated SEN Code of Practice also accompanies this legislation.

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:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and 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 still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## 1. Aims and Objectives

### Aims

We aim to provide every child with access to a broad and balanced education, this includes the provision for our two-year olds, those children attending EYFS, KS1 and KS2 in line with the Special Educational Needs Code of Practice. We aim to be an inclusive school by ensuring that:

- All children and young people are valued equally and take as full a part as possible in all school activities.
- We promote the highest standards of achievement for all pupils through a broad and balanced curriculum that is rich in experiential learning.
- We provide a differentiated curriculum appropriate to individual's needs and abilities.
- We identify barriers to learning and participation that require additional provision as early as possible in a pupil's school career.
- We have high expectations and suitable targets for our children.
- We acknowledge the vital role that parents play in their child's education and ensure they are informed of progress and achievements.
- Pupils with additional needs are involved, where practicable, in decisions affecting their future provision.
- We seek the advice and expertise of other agencies and professionals as required.

### Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeding schools or early years' settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their 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 SEN have full access to the curriculum.** This will be co-ordinated by the SENCO.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means regular meetings between pupils and their teacher and will be made easier by carefully monitoring the progress of all pupils.

## 2. Responsibilities

**The Class Teacher (and in the provision for two-year olds and the EYFS in joint partnership with key worker) is responsible for:**

- Checking the progress of children in their class, including planning and delivering any additional help a child may need (this could be targeted work or additional support) and inform the Special Educational Needs Co-ordinator (SENCO) as necessary.
- Ensuring that parents are: Involved in supporting their child's learning and kept informed about the support their child is getting
- Writing Personal Profiles and Individual Education Plans (IEPs) and sharing and reviewing IEPs with parents at least once each term and planning for the next term.

- Planning and reviewing personalised teaching and learning as appropriate for a child identified with significant and complex needs.
- Ensuring that the school's SEN Policy is followed in their classroom and for all pupils they teach with SEND.

**The SENCO is responsible for:**

- Developing and reviewing the schools SEN Policy.
- Co-ordinating all the support for children with SEND.
- Ensuring that parents are: involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing how they are doing
- Liaising with other people who may be coming into school to help support with a child's learning e.g. Speech & Language Therapy, Educational Psychologist etc.
- Updating the schools SEN register (a system for ensuring that all the SEND needs of pupils at Netherfield Primary School are known), the Monitoring for SEND register and Disability register.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND to achieve the best progress possible.
- Liaising with SEND Support staff, school's ELSA, and Home/School Liaison.

**The Head teacher is responsible for:**

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Delegating responsibility to the SENCO and class teaching teams, whilst retaining responsibility for ensuring that your child's needs are effectively met.
- Ensuring that the Governing Body is kept up-to-date about issues relating to SEND.

**The SEN Governor is responsible for:**

- Making sure that the necessary support is given to any child with SEND who attends Netherfield Primary School and Pre-School.

**3. Identification of Pupils' Needs**

At Netherfield Primary School and Pre-School all teachers are teachers of pupils with Special Educational Needs. The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing as well as expected and who may have additional needs. Early identification of pupils with SEN is a priority. All teachers, alongside parents and other staff are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Children being monitored for SEN will be placed on our monitoring register. In addition, some children with diagnosed SEN can have their needs met whilst being on the monitoring register.

**A Graduated Approach:**

**Quality First Teaching**

- a) All teaching staff at Netherfield Primary School and Pre-School are expected to apply quality first teaching strategies in line with school and cohort needs.
- b) Classrooms are dyslexic friendly and teachers use dyslexic friendly methods and strategies.
- c) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- d) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. At this stage, children may be placed on the monitoring register.

- e) The child's class teacher will take steps to provide targeted classroom support that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- f) The SENCO will be consulted, and class teachers will use a SEN Concern Form to request support and advice, and the SENCO may observe the pupil in class. This concern form should be completed in consultation with the parent/carer and the child.
- g) When it can be determined how best to support the child through personalised strategies, resources and interventions, a personal profile and an IEP will be drawn up. This will include the child's strengths, difficulties, strategies that will support them and resources they require. A plan for intervention will also be put into place.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) Pupil progress meetings between senior leaders and class teachers are used to monitor and assess the progress being made by every child. These happen every half term.

## **SEND Support**

Where it is determined that a pupil does have SEN, parents will be advised and a decision made to place a pupil on the school SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process and an on-going cycle:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. This will happen through IEP and provision reviews. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and when appropriate, parents, to decide on interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may also be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching with other staff. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Class teachers will therefore have provision timetable and be expected to list interventions each term on Bromcom, responding to children who are not achieving intervention targets by adapting, changing or seeking additional support from the SENCO. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO where appropriate.

## **Review**

The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. For children with SEN, IEP targets are evaluated termly as part of parent consultations. Here staff will discuss progress, achievements and goals with the parent/carer and child and will adapt practice as necessary. A summary of these conversations should be recorded on the IEP.

For children with more complex SEN needs, have an Education Health Care Plan (EHCP), or those who are in receipt of additional funding, SEN provision and progress will be reviewed at a planned review meeting attended by the SENCO.

- Teaching staff are required to complete review notes, on school's review form and email them to the SENCO
- The SENCO will lead the review meeting. Parents and representatives from other agencies involved with a child will be invited to attend the review together with staff involved within school. Should they be unable to attend, their views or reports should be added to the review form.
- Children will also be consulted in the review process and setting of IEP targets as well as through their pupil comments. If deemed appropriate, the child will be invited for part of the meeting to express their views also.
- After the meeting, final copies of reviews are then circulated to parents and all agencies involved, including those unable to attend the meeting. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.
- Actions arising from the meeting will be allocated to individuals and these actions will be shared after the meeting with the expectation that parties will act upon these or seek further advice from the SENCO.
- For children with an EHCP, the annual review will take place via the EHC hub (digital platform). Parents, agencies and the Local Authority will be invited to contribute to the review and attend a meeting. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong, complex, or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the parent but also can be requested by a school, paediatrician or social care. 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 an EHC assessment could be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including, Parents, Education and Health professionals and Social Care.

If the Local Authority agree that an assessment to see if an EHC Plan is appropriate then 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.

### **Assessment for an Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, Nottinghamshire County Council will decide if an EHC Plan will be provided. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. 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.

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

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by contacting the Integrated Children's Disability Service (ICDS):

**0115 804 1275**

email: [icds.duty@nottsc.gov.uk](mailto:icds.duty@nottsc.gov.uk)

or by contacting Ask Us Nottinghamshire (formerly the Parent Partnership Service) on:

**0800 1217772**

[askusnotts.org.uk](http://askusnotts.org.uk)

### **4. Arrangements for coordinating SEN provision**

The SENCO will hold details of all children with Special Educational Needs on a SEN register. The SENCO will also maintain records, carry out reviews and monitor assessments. The SENCO will monitor Personal Profiles, Individual Education Plans (IEPs), Risk Assessments, outside agency support and provision maps for individual pupils.

#### **All staff can access:**

- The Netherfield Primary School and Pre-School SEN Policy;
- A copy of the full SEN Register each term;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' Special Educational Needs, including copies of IEPs, Risk Assessments, Education Health Care Plans, Care Plans and individual recommendations and reports from outside agencies.
- Practical advice, teaching strategies, resources, and information about types of Special Educational Needs and Disabilities
- Information available through Nottinghamshire's SEND Local Offer

### **5. Admission and transition arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

## **6. Specialist SEN provision**

Netherfield Primary School and Pre-School is large mainstream school. Our SENCO leads our teaching and support team in all things SEND. We have staff trained in speciality interventions including; ELSA, Reading Recovery, Switch On, Nurture, Emotion Coaching and Peer Mediation. We are committed to whole school inclusion.

### **Nurture Intervention**

At Netherfield our children have opportunities in the classroom with staff to access small group provision to support their social, emotional and mental health needs. This may look like a small group, a friendship circle or emotion coaching. This also takes place by the DHT who supports children in a nurturing style, 1:1 through Draw and Talk and book talk.

### **ELSA**

An ELSA is an Emotional Literacy Support Assistant, who is trained and regularly supervised by our link Educational Psychologist from the Local education authority. The aim of ELSA is to remove the barriers to learning and to have happy children in school and at home.

## **7. Facilities for pupils with SEN**

We aim to remove any barriers that we find are making life more difficult for people with disabilities. As a school we seek support from outside agencies such as PDSS, Physiotherapy and Occupational Therapy in order to meet the needs of children with specific disabilities requiring individual resources. On a wider level, we look to ensure that the school remains accessible to all through the reduction of barriers. These barriers may be lessened by making 'reasonable adjustments' to:

### **(a) The building and grounds**

- Structured and supportive playtime and lunchtime activities such as peer mediation.
- Ensuring all adjustments to current buildings are DDA compliant
- Flexibility of seating arrangements to suit need

### **(b) Learning and teaching**

- We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- Academic progress is monitored
- Additional support (small group or 1:1) will be provided where possible
- Individual targets and IEPs ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents termly
- Review of policies in school is ongoing.
- Revising and applying for increased access during SATs
- Apply for school transport as applicable

### **(c) Communication methods**

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Visual timetables for some pupils
- Newsletters to parents
- Updates on the school website
- Informal discussions with parents
- Telephone messages and conversations with parents
- Most information is available electronically and can be converted to other appropriate formats

The effectiveness of these adjustments will be monitored regularly. Feedback will come from:

- School Parliament led pupil discussions
- Pupil interviews
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies

## **8. Allocation of resources for Pupils with SEN**

The Headteacher decides the deployment of resources for SEND, in consultation with the school governors on the basis of need in the school.

The Headteacher and the SENCO discuss all the information they have about SEND in the school including:

- i) The children getting extra support already
- ii) The children needing extra support

Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). Pupil Premium and ASN funds provide the majority of funding for pupils with SEN. For some named children the SENCO will write a bid request for AFN funding. The SENCOs within a family of schools meet regularly to decide how AFN resources are allocated to individual schools, for named pupils in the Family. One person within the Family of Schools will take on the role of Family SENCO. They will co-ordinate all funding requests from their schools

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

General SEN resources are kept in classrooms to meet the needs of individual children and some are stored in the SEND office. A selection of articles and books relating to various aspects of SEND are also available in the SEND Office. Requests for resources to support specific children can be made by any member of staff to the SENCO who will purchase them from the SEND budget if possible.

## **9. Access to the Curriculum, Information and Associated Services**

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

**Staff are fully informed of the special educational needs of any pupils in their charge** including progress reports, medical reports and outside agency support. When a letter is received by school it is passed to the SENCO so that immediate actions can be implemented. Where appropriate copies of reports are given to the class teacher to implement any programmes of study. A member of the SEN Team will ensure key information is then logged on Bromcom (school's computer system).



**We provide regular training and learning opportunities for staff** on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN. This is done through the sharing of research article summaries, staff meetings, training from outside providers (including Nottinghamshire County Council) and opportunities to visit other establishments.

**We make effective use of all class facilities and space.** Class spaces are carefully considered with the needs of individuals and cohorts in mind. Any decision to provide individual or group teaching outside the classroom will be carefully considered and monitored and will be underpinned by a clear rationale, focus and outcome-based targets.

## **10. Evaluating the success of provision**

Pupil progress for all children at Netherfield is monitored and analysed on a half termly basis. In evaluating the success of provision will be analysed through careful tracking of data. The school will consider the views of teaching and non-teaching staff, parents, carers and pupils.

Each child's progress is **continually monitored by his/her class teacher.**

- His/her progress will be reviewed formally by Senior Managers (Headteacher, Deputy Head, Key Stage Leaders and where appropriate the SENCO) every half term in reading, writing, numeracy and for some children Personal and Social Development (PSD).
- If your child is in Reception or above a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps (B-Squared Early Steps or B Squared Progression steps).
- At the end of each Key Stage (i.e. at the end of Year 2 & 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the Government requires all schools to do and the results are published nationally.
- Where necessary, children will have an IEP (Individual Education Plan) based on targets specific to their needs. Targets are designed to accelerate learning and wherever possible close the progress gap.
- IEPs will be evaluated on a termly basis by teaching teams, the child and parents/carers.
- Progress against these targets will be reviewed regularly, evidenced for judgements assessed which inform ongoing plans.
- The school will use the graduated response strategy of; Assess, Plan, Do, Review.
- The progress of children with an EHCP will be formally reviewed at an annual review with all adults involved with the child's education. The child is also involved in their review as much as possible, a variety of creative strategies are employed to ensure accessibility.
- The SENCO will also check that your child is making good progress with interventions they take part in.
- Regular book scrutinises, lesson observations, learning walks etc. are carried out by the SENCO along with all members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The class teacher, with support from the SENCO, will decide the action required to help a pupil progress. These actions might include:

- Use of different teaching and learning styles.
- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support.
- Different groupings.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.

- Access to outside support services for advice on strategies, equipment or staff training.
- Implementing programmes supplied by other agencies e.g. the speech and language therapist (SALT) or occupational therapist (OT) or physiotherapist.

These interventions are recorded and monitored through the use of Bromcom alongside year group provision timetables. Outcomes of support are monitored each half term by the SENCO and assessment coordinator to inform future practice.

**Personal Profiles:** Every child who is on the monitoring register and SEND register will have a Personal Profile. The personal profile will include the pupil's strengths and difficulties and teaching strategies and resources that support the pupil.

**Individual Education Plans (IEP):** IEPs are individual targets for children on the SEND register. Teachers write and review IEPs termly involving the parents and child. Targets are small, measurable, achievable and realistic that aim to develop your child's individual needs.

Personal Profiles and IEP's should be written at the end of the summer term ready for the next teacher. These will be in place at the beginning of each year and should use existing information for completion. These are to be saved on Bromcom with paper copies given to the SENCO for monitoring purposes as well as to the new teacher.

Evidence collected will help inform school development and improvement planning.

## **11. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint. The school's complaints procedure can also be found on the website.

## **12. In Service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Recent training for staff includes:

- Safeguarding
- Personal and Intimate Care Planning
- Metacognition and Dyslexia
- Impact of Dyspraxia
- Supporting children with Down Syndrome
- Moving and Handling Children with a Physical Disability
- An Introduction to the Engagement Model
- Supporting Children's Mental Well-being

- ASC and girls
- ELSA (Emotional Literacy Support Assistant)
- Epilepsy and Diabetes Training
- Emotion Coaching
- Deaf Awareness
- Inclusive Classrooms
- Clicker writer for Ipads
- Autism Awareness
- Demand Avoidance
- Supporting Speech and Language in the early years
- BSL in Year 1
- Communication Partner Training – aided language boards

### **13. Links to Support Services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Family Springboard is a meeting where the Family of schools meet with representatives from the School and Families Specialist Services (SFSS) and Educational Psychology Service (EPS) to provide a forum for seeking mutual support and share expertise and negotiate the direct involvement of SFSS and EPS.

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* who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Local Authority Services from SFSS such as the Early Years Team, Communication and Interaction team, Cognition and Learning team, Psychology Services (EPS, CRB) or Sensory Team (for students with a hearing or visual need).
- Gedling Area Partnership (GAP) for supporting with Social, Emotional, Mental Health Needs.
- Physical Disability Specialist Service (PDSS) and Health Related Education Team (HRET)
- Health teams – e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy (OT), Mental Health Support Team, CAMHS, Healthy Families Team
- Family Service

In order for this to happen:

- Parents will be asked to give permission for the school to refer their child to a specialist professional e.g. Speech & Language Therapist (SALT) or Educational Psychologist. This will help the school and to understand the child's particular needs better and to be able to support them more effectively in school.
- The specialist professional will work with the child to understand their needs and make recommendations as to the ways the child is given support. This may lead to specific group or individual work being carried out.

### **14. Working in Partnerships with Parents**

Netherfield Primary School and Pre-School firmly believes in developing a strong partnership with parents and that this will enable all children and young people, including those with SEND to achieve their potential. Through close working partnerships we can ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. We strive to work as a team with parents and encourage parents to voice their needs, successes and concerns. The school will make Ask Us Nottinghamshire available to all parents of pupils with SEN, details of the parent partnership service available through the local authority. Parents are invited to evaluate the success of the provision made for their child at parent evenings, IEP reviews and through meetings with the SENCO.

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. As pupils mature, they will be encouraged to participate in the setting of simple learning or behavioural targets as they endeavour to become more responsible for their actions.

Pupil voice is valued at Netherfield Primary School. This means that every effort will be made to elicit the opinions and desires of children with SEND. Pupils may express their opinions in a variety of forms ranging from verbal responses to questions to responding to environmental stimuli. It is the policy of this school that we always account for these views to the best of our ability. Depending on age and appropriateness, SEN pupils will also be encouraged to participate in the decision-making processes affecting them at review.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always 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 school's SEN Governor may be contacted at any time in relation to SEN matters.

## **15. Transition**

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible.

### **If your child is joining us from another school:**

- The EYFS Leader, SENCO or Home/School Liaison Officer will visit pre-schools where appropriate
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made with them.
- Your child will visit the school with you and your family and meet our Home/School Liaison Officer. You will be shown around the school and introduced to the key staff, class teacher and teaching teams who will be working closely with you.

### **If your child is moving to another school:**

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child, where possible a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

### **When moving classes in school:**

- Information will be passed on to the new teaching team in advance and planning meetings will take place with the new teaching teams to discuss Personal Profiles, IEPs, Risk Assessments and Care Plans etc.
- If your child would be helped by a transition book/ Personal Profile to support them in understanding moving on, then one will be made with them.

### **In Year 6:**

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

- The SENCO will discuss the specific needs of your child with the SENCO of your child's Secondary School. In some cases, a transition review meeting, to which you will be invited, will take place with the SENCO from the new school. During this transition meeting a transition plan will be developed.
- Your child will participate in focussed learning related to aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a transition book/Personal Profile to support them in understanding moving on, then one will be made with them.

**This policy will be reviewed bi-annually.**