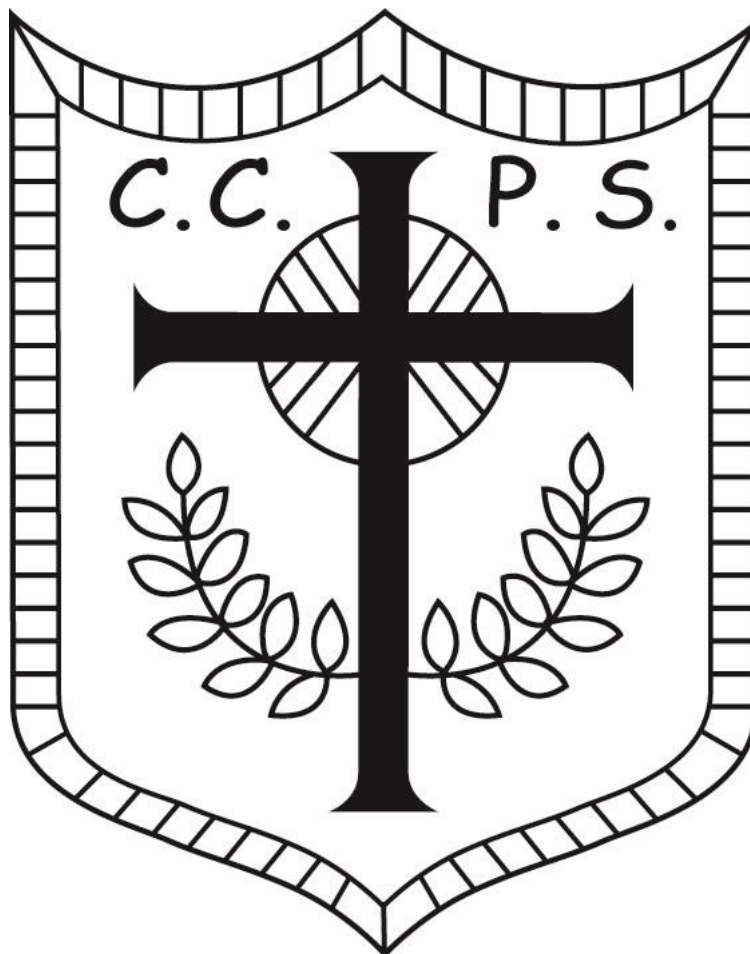


Cotgrave Church of England Primary School



SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed	Spring 2009	Autumn 2019		
	Autumn 2010	Autumn 2021		
	Autumn 2012	Spring 2023		
	Autumn 2014			
	Autumn 2015			
	Autumn 2016			
	Spring 2017			



Cotgrave Church of England Primary School

Special Educational Needs Policy

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Actions for Governors:

There is a formal annual evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Head Teacher, Senior Teaching Assistant and SEND governor.

Interventions are monitored to measure their effectiveness in enabling pupils to achieve academic and wider outcomes and reported to Governors.

The school's SEND Governor Julie Gerrard may be contacted at any time in relation to SEND matters.

Legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force from the 1st September 2014. A new SEND Code of Practice accompanied this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

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 an 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. This information is also available by putting the above web address into the browser of a smart phone or tablet.

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 services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Ethos and Mission statement:

Within our school we recognise that every child matters - that all are precious in God's sight. We recognise that each child is unique - an individual - and that each is made in the image of God: 'fearfully and wonderfully made'. We work hard to ensure that all of our children are cherished and accepted in a school family that encourages and celebrates diversity, offering opportunities for the development of the whole child - developing personally and academically.

Our mission is to help develop happy, confident, independent, caring young people who are enthusiastic about their achievements, excited about their future and who excel to reach their full potential, within an atmosphere of Christian love which encourages respect for others and a positive attitude to the world around.

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

A child or young person has SEND 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.

1. Aims and objectives

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 2014.

Our aims are: We believe every child deserves a fair start in life and should be given every opportunity to succeed. We have high expectations for all and support each child to perform to the best of their ability using child-centred procedures. We expect that children with SEND will make progress during their time at school through effective interventions and we aim to narrow the gap for children with additional needs. All children have the right to be educated in a safe and positive environment.

We are committed to equality of opportunity, therefore we will ensure that the necessary provision is made for any pupil who has identified special educational needs and that those needs are made known to appropriate persons. Children with special educational needs, as far as is reasonably practical, will join in with all school activities and adjustments will be made where necessary. Only when the child, teaching staff, parents, governors and external services work together and share responsibilities and appropriate knowledge can we fully support a child with such.

Teaching children who have special educational needs is a whole school responsibility and all teachers are teachers of children with special educational needs.

We strive to build parental confidence through consultation, early intervention and effective support systems. We recognise this could be a stressful process for the child and parents/carers. It is therefore our aim to communicate clearly and effectively with parents and to understand that each family has their own unique circumstances and ambitions for their child. Parents/carers hold key information, knowledge and experience about their child. We believe that sharing this through partnership working is vital when supporting young people with SEND to achieve their full potential and to help overcome their individual barriers to learning.

Young people with SEND have a unique knowledge of their own needs and their views will be integrated as part of their individual provision. The child will be encouraged to participate in the decision making process, the review and transition into, and out of our school. We believe a holistic view of the child's needs is essential in order for their physical, emotional, educational and behavioural needs to be met. As the child is part of a family, we strongly believe it is essential to support the family as a whole. We therefore offer support to parents through a variety of channels. Our teachers, teaching assistants (TAs) and Special Educational Needs Co-ordinator (SENCo) are always available to talk to parents about any worries or needs.

Our objectives are:

- Identify the needs of pupils with SEND as early as possible. We will endeavour to identify pupils who have special educational needs at the earliest opportunity. This will be identified through individually tracking every child's progress in the school. Any child whose attainment falls significantly outside the expected range may have a special educational need or may require additional interventions to narrow the gap.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Progress is the crucial factor in determining the need for additional support. Where a pupil's learning is unsatisfactory, the Inclusion Manager/SENCo, alongside the class teacher, will review the approaches adopted. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Teaching pupils with Special Educational Needs and Disabilities is a whole school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupil's abilities, aptitudes and interests. Some pupils may need increased levels of provision or support. The main methods of provision made by the school are: a differentiated and individualised curriculum; support in class from the teacher and teaching assistants; interventions; small group or one-to-one work.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the Head Teacher and will be carefully monitored and regularly reviewed, during Pupil Progress Reviews held three times a year, in order to ensure that targets are being met and all pupils' needs are catered for. Accessibility will be reviewed at least annually (and on pupil entry to school) in accordance with our Accessibility Strategy.
- 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 SEND procedures and practices and providing reports on their child's progress. Parents are informed of the specific interventions their child will receive through parents' evenings, review meetings and by the issue of an individual education plan/SEND Support Plan/alternative record of targets set/outcomes monitoring which will inform parents/carers of the specific interventions being used. Parents/carers, the child and the teacher will all be asked to sign the plan to indicate their agreement to the planned intervention. The effectiveness of interventions are monitored and adjusted appropriately on a regular basis in consultation with the SENCo.
- Work with/in support of outside agencies when the pupils' needs cannot be met by school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing one-to-one meetings between pupils and their teacher (or the Head Teacher) and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Head Teacher (who, in our school, is also the SENCo).
- The person co-ordinating the day to day provision for pupils with SEND is the SENCo.

3. Arrangements for coordinating SEND provision

The SENCo will hold details of all SEND Support records such as provision maps, individual education plans or alternatives or structured conversations and subject targets for individual pupils.

All staff can access:

- The Cotgrave Church of England Primary School SEND Policy;
- A copy of the full SEND List and Provision Map;
- Guidance on identification in the Code of Practice, Pathway to Provision, Family of Schools Identification Process:
 - Stage 1 - concern - ASN universal services
 - Stage 2 - early intervention - AFN targeted service
 - Stage 3 - significant - AFN/HLN enhanced support/EHC Plan;
- Information on individual pupils' special educational needs, targets set and copies of their individual education plan/SEND Support Plan/alternative record of targets set;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on individual pupils and their special needs and requirements;
- Information on current legislation and SEND provision in Staff Handbook (including for NQTs and for new staff);
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission 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 SEND; those with Education, Health and Care Plans and those without. These arrangements are set out in the school's Admission Policy.

From entry to school, all children will be assessed in order to identify their individual level of attainment. This information will provide a clear picture of their educational ability and needs. If any children have previously been identified as having special educational needs, this information will be transferred from their previous school and the new class teacher will utilise and build on this information. We have strong links with our local secondary schools as children transfer between phases of education and in preparing for adulthood and independent living.

5. Specialist SEND provision and Facilities for Pupils with SEND (data correct July 2019)

- Cotgrave Church of England Primary School has 9% pupils with SEND.
- We are committed to whole school inclusion.
- There are 109 children within the school of which 10 children have special educational needs.
- We have a wide variety of intervention groups in order to support children with additional educational needs/disabilities.
- When a child is identified as having special educational needs, there will be a graduated response. Initially the needs of the child will be met by the class teacher through Quality First Teaching and then as necessary by the class teacher and the teaching assistants through intervention groups, overseen by the SENCo. If the needs cannot be met in the school, the Special Educational Needs Co-ordinator will access specialist expertise from the Local Authority. If a child requires a Statutory Assessment, the school will work alongside the Local Authority (LA) to provide an Education Health and Care Plan.

6. Allocation of resources for pupils with SEND

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 (Additional Family Needs/AFN Funding). (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the Local Authority (High Level Needs/HLN Funding). This is accessed through the Family of Schools. The Family 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.

7. Identification of pupils' needs - A graduated approach:

Quality First Teaching

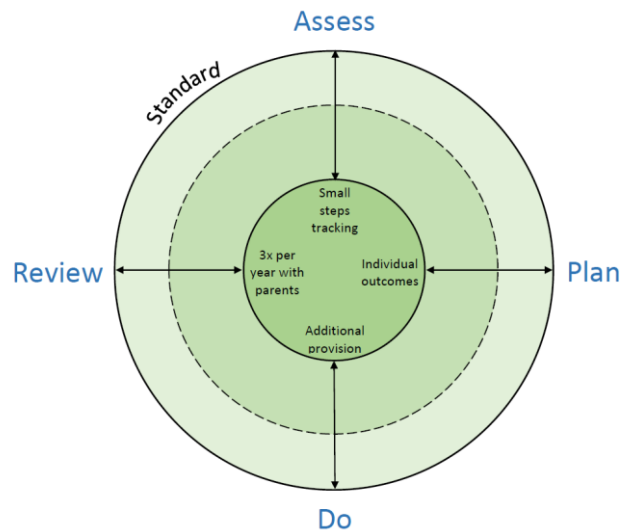
- a. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c. The child's class teacher will take steps to provide differentiated learning opportunities 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.
- d. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e. Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f. If a pupil has recently been removed from the SEND Support list they may also fall into this category as continued monitoring will be necessary.

- g. 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.
- h. The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND Support list, this will be identified and recorded as "Class Watch" and parents informed. It is recorded by the school as an aid to further progression and for future reference. This may involve an early help referral through an Early Help Assessment Form and working alongside outside agencies.
- i. Pupil progress meetings are used to monitor and assess the progress being made by the child.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the school SEND list and provision map. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and remove barriers to learning. The support provided consists of a four - part process: Assess; Plan; Do; Review. This is an ongoing cycle to enable 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.

- a. **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. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. 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. 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.
- b. **Plan:** Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, 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 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.
- c. **Do:** The class teacher remains responsible for working with the child on a day-to-day basis, retaining responsibility even where interventions involve group/one-to-one teaching away from their class teacher. They will work closely with teaching assistants/relevant specialist staff to plan and assess the impact of support/interventions and links with class teaching. 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.
- d. **Review:** Reviews will be undertaken in line with agreed dates. 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. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.



Referral for an Education, Health and Care Plan (EHC 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 progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including: Parents; Teachers; SENCo; Social Care; Health professionals.

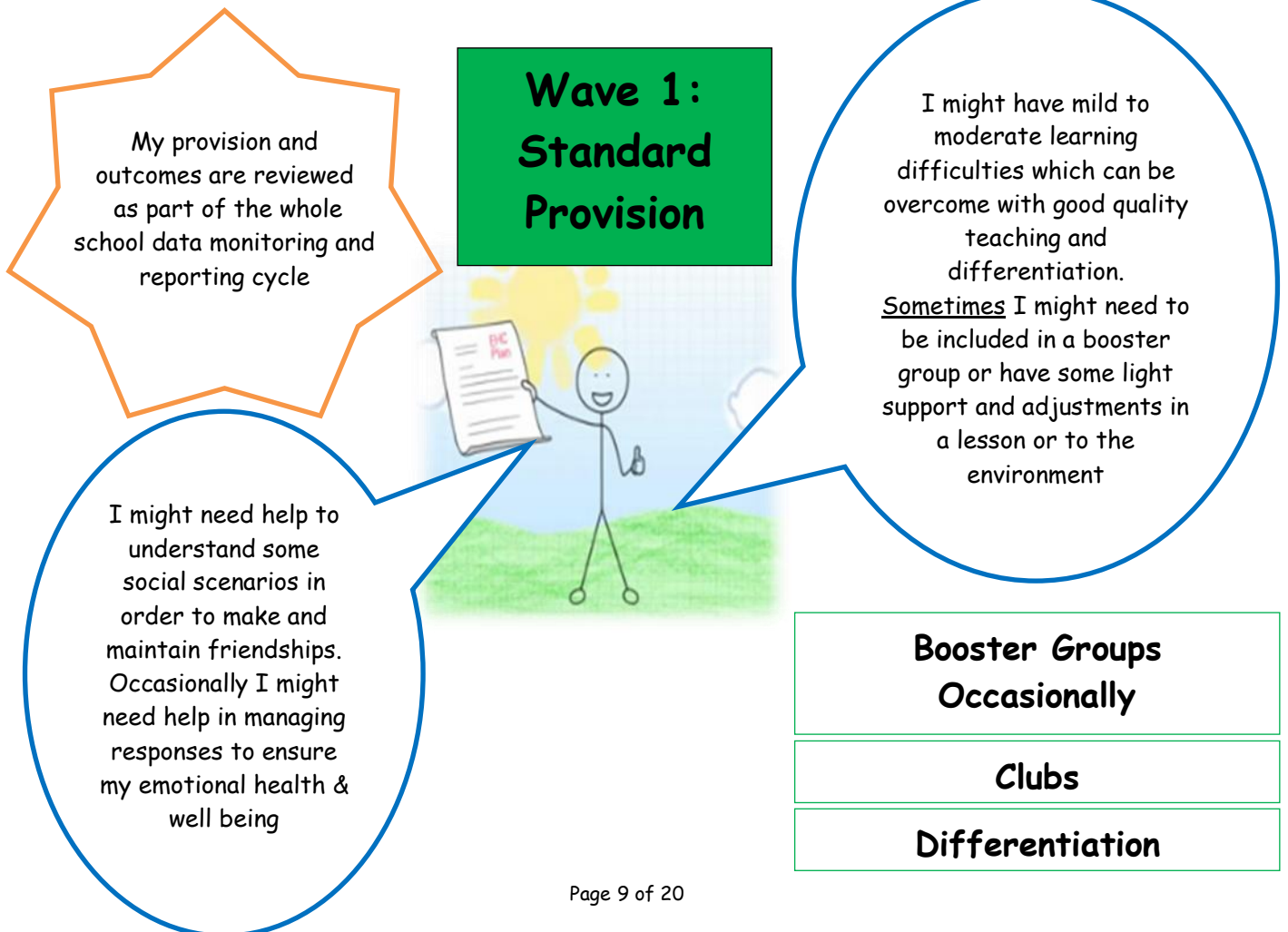
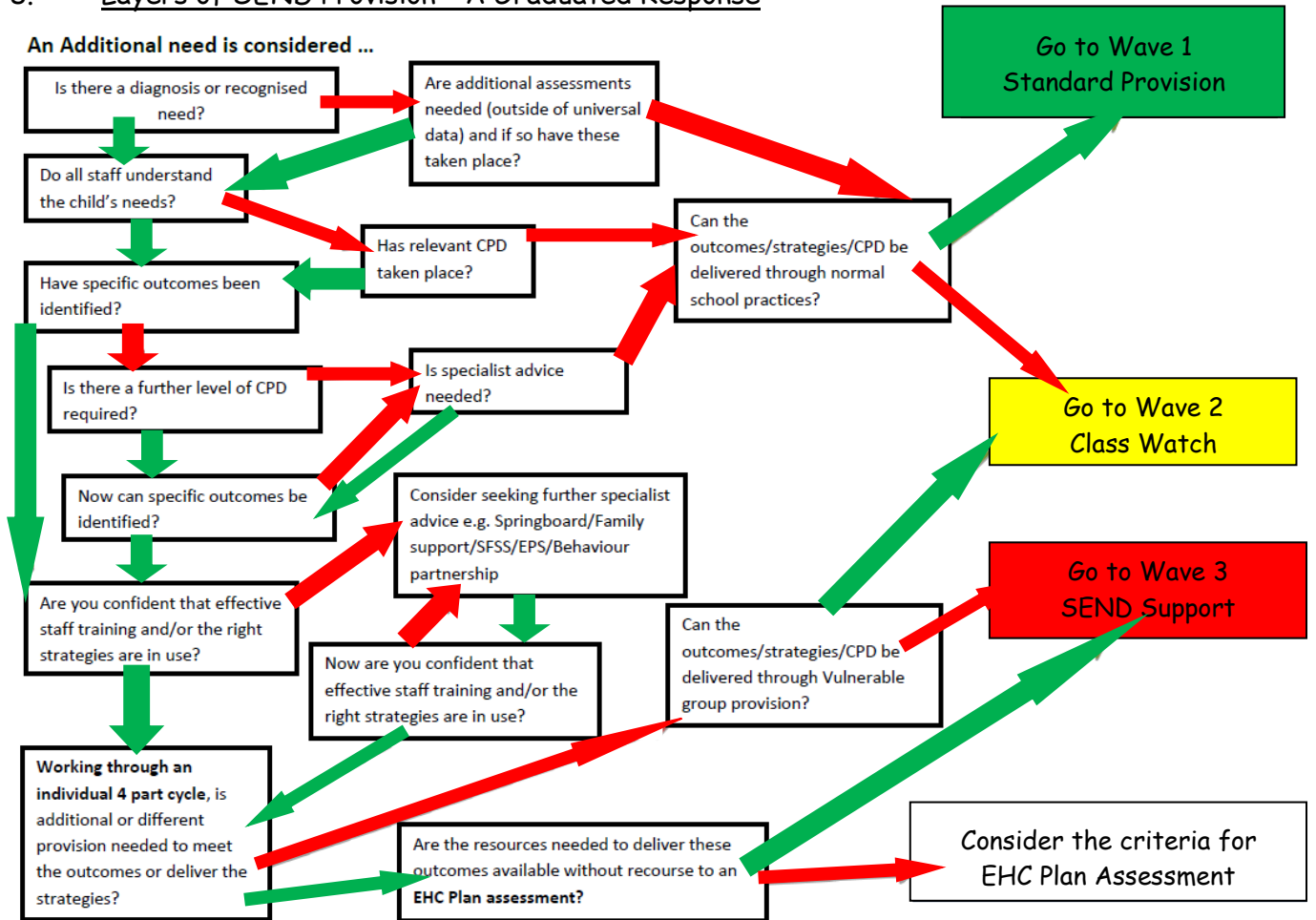
Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents 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: www.nottinghamshire.sendlocaloffer.org.uk or by speaking to an Education, Health and Care Plan Co-ordinator on: 0115 9774012 or 0115 9773323 or by contacting the Parent Partnership Service on: 0115 948 2888

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it 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.
- 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.

EHC Plan Eligibility Criteria

- Has severe and/or complex needs that affect everyday life;
- Requires provision and resources that are not normally available;
- Requires intensive help and support from more than one agency;
- Despite high levels of support is making limited or no progress;
- Has already received appropriate supportive interventions accessible though the Local Offer and a graduated response.

8. Layers of SEND Provision - A Graduated Response



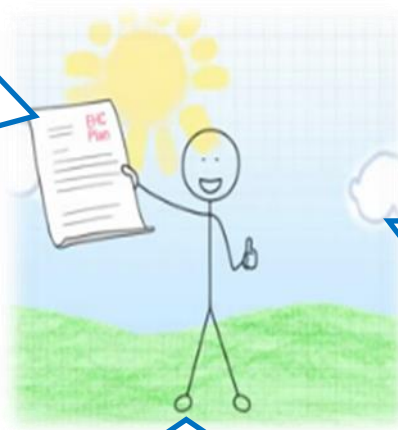
I may have some needs that require some minor changes to the way information is presented or I might need to use some additional equipment to help me access information

My provision and outcomes are monitored as part of tracking for Vulnerable Groups. Existing resources may be organised to impact on trends and gaps emerging from this data

I might have a diagnosis or identified need which my teachers and helpers will need to be aware of, but which can be catered for through good quality teaching, differentiation, some support in lessons, booster groups or short term interventions

Wave 2: Class Watch

I might have a learning style that means that some ways of learning are difficult for me to access but working to my strengths will overcome this



I might have elements to my learning style that may require a little extra monitoring and awareness of my progress to make sure that the level of provision I am getting is still working

There might be times where I need a little extra support for very short periods; for example I might need some catch-up if I have been in hospital or have an injury

I might need some techniques and particular strategies to be consistently used to help me function in my social environment, and manage my responses to ensure my continued health and wellbeing

TA Support in Class

Specific Interventions

Clubs / Groups

Differentiation

Booster Groups

**Wave 3:
SEND
Support**

I may have learning needs that mean I need a significantly different curriculum to that offered to most or individualised support to access learning

There will be specific outcomes for me which will be renewed regularly on an individual basis involving me and my parents / carers

I might have sensory needs that mean bespoke changes need to be made to my provision to enable me to access learning, equipment, activities or space

I might need particular adaptations to the environment in which I learn or the way that information is presented to me for me to access learning

My provision is based on personalised outcomes and is reviewed regularly in consultation with me and my Parent/carers. Any extra resources are tracked.

I might need specific strategies to be in place across all of my provision which are continually monitored to ensure my emotional health and wellbeing



I might need all staff to have a planned and predictable response to my behaviours. I may need to access my learning in a way which is different to most others

I might have a diagnosis or identified need which has an impact on the provision I need in school. Provision that is additional to or different from that which is available to most others

I might need communication to be supported or presented differently for me to be able to understand what is said or implied

Specific Interventions

Differentiation

TA Support in Class

1-1 Support

Precision teaching

Potential Specialist Support

Wave 1: Standard Provision

This is what the school offer to all pupils without an identified need and those with one. It is what can be reasonably put in place through quality first teaching and assessment.

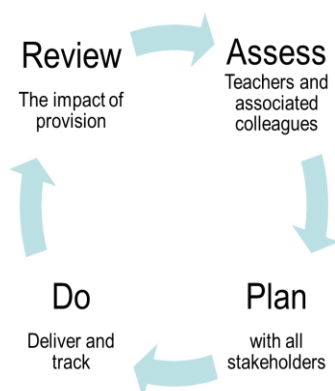
Wave 2: Class Watch (tracked separately and below SEND Support)

This group includes those children who may potentially need to be SEND Support in the future. The management of this group would take the same format as any other vulnerable group which has been identified in the school. The group should be subject to an additional layer of assessment, monitoring or scrutiny. This group may need to access resources described in the Local Offer.

- Interventions may be offered to members of this group boost or reinforce learning.
- Information about learning styles, diagnoses or helpful strategies may need to be shared between settings and staff.
- This group may need additional consideration at key transitional stages.
- It is possible that sometimes pupils in this group may need to move into SEND Support and work through the Four Part cycle from time to time.
- It would typically involve a further layer of analysis of universal data with a view to responding to emerging trends and anomalies through the redeployment of existing resources.

Wave 3: SEND Support

Children in this group should be following a personalised Four Part Cycle. This cycle should be used to refine a growing understanding of the child's needs.



This group is for those children who need support which is additional to and different from what is normally available for others of the same age. Once the decision has been made to place a child in the SEND Support category schools must inform parents and carers. They must use their best endeavours to make sure that a child with SEND gets the support they need. They must identify and address the SEND of the pupils that they support.

Children with SEND should engage in the activities of the school alongside those who do not have SEND. This group may need to access resources described in the Local Offer.

The cycle should be recorded, for example using a SEND Support Plan. This should involve consultation with parents to reinforce or contribute to progress at home. Parents and carers should have clear information about the impact of the support and interventions provided. They should agree the outcomes to be achieved through the support and a date by which progress will be reviewed.

A Graduated Response to SEND Support Planning and Recording

At the most basic level	Notes about provision built as a response to individual pupil needs and reviewed regularly
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Where a more formal recording process is needed	<p>Develop a Provision Map outlining the support provided for the pupil. This should outline those things provided for the pupil which are additional to and different from the elements described through the school's core provision and vulnerable group monitoring arrangements. Basic documentation may include:</p> <ul style="list-style-type: none"> • Assessment • Targets set/outcomes agreed • Resources identified • Review date agreed
For the most complex pupils	<p>More provision review documentation may include:</p> <ul style="list-style-type: none"> • Assessment gathered • Analysis of needs and learning style • Consultation (pupil, parents/carers, agencies) • Outcomes agreed • Resources identified • Provision mapped • Review date agreed

9. 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. Every effort will be made to educate pupils with SEND 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. We give consideration to the following:

- a. Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback;
- b. 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;
- c. Making use of all class facilities and space;
- d. Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary;
- e. Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision;
- f. Any decision to provide group teaching outside the classroom could 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;
- g. Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. 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 Senior Teacher together with 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, SFSS, SBAP, CAHMS.

11. Evaluating the success of provision

- a. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.
- b. All teachers and Teaching Assistants are involved in a Professional Dialogue meeting at least twice a year, with the Head Teacher, when they discuss areas of strength and areas that need developing within SEND provision. Future training requirements are discussed and subsequently planned.
- c. All pupils are asked for feedback whilst working alongside their class teacher when collaboratively writing their new IEP/SEND Support Plan or alternative record of targets set/outcomes monitoring.
- d. All pupils who have an EHC plan are asked to give feedback prior to their Annual Review meeting and during the Annual Review meeting (with adult support if necessary).
- e. All parents of a child with special educational needs have an opportunity to give feedback during two parents evenings each year, in termly review meetings and directly to the SENCo.
- f. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is a formal annual evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Head Teacher and SEND governor. All children throughout the school are monitored three times a year, to carefully track their academic progress. When a child has been identified as not making expected progress, the Head Teacher discusses the child's needs with the class teacher and relevant support staff and refers to the most recent teacher assessments. Once the level of need has been identified, the most appropriate form of support is implemented. Following a period of targeted intervention, each provision is evaluated and subsequently reviewed. The impact of the intervention groups are calculated and reviewed using the provision map and teacher assessments. Interventions are monitored to measure their effectiveness in enabling pupils to achieve academic and wider outcomes and reported to Governors, teachers and Teaching Assistants.

12. 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 (through the school's Complaints Policy).

13. 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 SEND through the LA, relevant Teaching School provision, Rainbow Fellowship of Church Schools, Family SENCo meetings/training and in-school training. The SENCo and other staff as required attend relevant SEND courses, Family SEND meetings and facilitate/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND 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 improvement priorities.

14. Links to support services

The 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 SEND 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 Head Teacher or Senior Teaching Assistant who will then inform the child's parents.

15. Working in partnerships with parents

Cotgrave Church of England Primary School believes that a close working relationship with parents is vital in order to ensure:

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

Parents have unique knowledge and understanding of their child and this information is imperative to share with school. 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 SEND Governor, Julie Gerrard, may be contacted at any time in relation to SEND matters.

Parents are kept up to date with their child's progress through parent's evenings, termly review meetings, individual targets provided termly and end of year reports. If a child has an EHC plan, parents are invited to attend the Annual Review and asked to give written feedback about their child. This information will be included in the Annual Review Report and parents take part, voicing their thoughts, opinions and knowledge at the Annual Review meeting.

All parents of a child with special needs have an opportunity to give feedback during the two parents evenings a year and directly to the SENCo.

In order for parents to be fully informed of the interventions and additional support their child is receiving, an individual education plan/SEND Support Plan/alternative record of targets set/outcomes monitoring is provided. This document explains what the objectives of the intervention will be. Children make optimum progress when school staff, parents and the child work collaboratively, therefore this document highlights the role of the child, teaching staff and parents in order to support the child. Permission will be asked for from parents, in writing, for some intervention groups.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. In order to support parents who have a child with SEND, our Senior Teaching Assistant will liaise with parents and signpost parents to relevant outside agencies that can support them.

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 SEND Governor Julie Gerrard may be contacted at any time in relation to SEND matters.

16. Links with other schools

Cotgrave Church of England Primary School is a member of the South Nottinghamshire Academy Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition: We work closely with our feeder nurseries and local early years provision. Meetings are held between our own staff and those in the feeder establishment, along with outside agencies, to guarantee all information about children with SEND is transferred. Any additional arrangements are made in advance of the new academic year such as TA support and any specialist training or equipment required.

For children with more complex needs, a transition plan is drawn up between the teaching staff, parents and outside agencies. Additional visits may take place to help settle the child.

We work closely with South Nottinghamshire Academy and other secondary schools, to help the transition of children with SEND. Meetings are held between the SENCoS at both schools, parents and outside agencies to make sure the individual needs of the child are catered for. For children with more complex needs, a transition plan is drawn up between the teaching staff, parents and outside agencies. Additional visits may take place to help settle the child. All data, records, reports and specialist information will be transferred, before the child starts their new school.

17. Links with other agencies and voluntary organisations

Cotgrave Church of England Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Nottinghamshire County Council Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Children's Social Care
- Rushcliffe Behaviour Partnership Team (SBAP)
- Speech and Language Therapy Service (SALT)
- Primary Social Development Team (PSED)
- Child and Adolescent Mental Health Services (CAMHS)

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and keep staff up to date with legislation.

Signed _____ [Name] (Head Teacher) Date _____

Signed _____ [Name] (SENCo) Date _____

Signed _____ [Name] (SEND Governor) Date _____

This policy will be reviewed biennially.

Appendix 1: Categories of Needs and How Needs are Met

Our school is a mainstream school that aims to be as inclusive as possible and tries to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. There is a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis.

All children in our school are treated as individuals and their needs are assessed on an individual basis. However, children's needs generally fall into one or more of the following categories (identified in the SEND Code of Practice): Cognition and Learning; Communication and Interaction; Social, Mental and Emotional Health; Sensory and/or Physical Needs.

Category	Presentation of Needs and Difficulties
Communication and Interaction	<p>These children may have a delay or disorder in one or more of the following areas:</p> <ul style="list-style-type: none"> • Attention/Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation. Children may have strong sensitivities to other different sensory stimuli. May sometimes become fixated with or become obsessed by things that may not appear relevant or important to others. • Understanding/Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding. • Speech/Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected. <p>These children may have a medical diagnosis of Autism (ASD), Asperger's Syndrome, Semantic Pragmatic Disorder.</p>
Cognition and Learning	<p>These children may have difficulties with the skills needed for effective learning such as:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>These children may have a specific learning disability such as Dyslexia, Dyscalculia, Developmental Co-ordination Disorder, Dyspraxia or Dysgraphia.</p>
Social, Mental and Emotional Health	<p>These children may have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self-esteem/issues with self-image
Sensory and/or Physical	<p>These children may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Over sensitivity to noise / smells / light / touch / taste • Toileting / self-care

How we meet these needs

The provision we give to children with Special Educational Needs and Disabilities can be thought of as coming in three waves:

Wave 1 - Standard Provision: Inclusive, high quality teaching for all through differentiation in lessons - teachers adapting what the children do without any additional support;

Wave 2 - Class Watch: Additional interventions to enable these children to work at age-related expectations, often in small groups and with other children with similar needs;

Wave 3 - SEND Support: Additional, highly personalised and focused interventions, sometimes as a one-to-one support with an adult, and sometimes in groups.

Area of Need	Wave 1 Standard Provision A whole school approach: Quality First Teaching	Wave 2 Class Watch Targeted support for individuals and small groups	Wave 3 SEND Support Specialised interventions for those with additional needs
Communication and Interaction Speech, Language & Communication Autistic Spectrum Disorders	<ul style="list-style-type: none"> • Visual timetable • Drama and role play • Peer interaction • Outdoor learning activities/areas to support environmental learning • Full inclusion in all school assessment and tasks • Clear verbal instructions/ explanations which can be simplified along with visual or concrete support 	<ul style="list-style-type: none"> • Small group social learning • Circle of Friends • Technology to support learning • Closer supervision and guidance 	<ul style="list-style-type: none"> • One-to-one support where needed • One-to-one speech therapy
Cognition and Learning Specific Learning Difficulties Moderate and Severe Learning Difficulties	<ul style="list-style-type: none"> • Whole school approach to basic skills and specific maths, reading, writing and spelling teaching • Volunteer reading/literacy support 	Small group and/or one-to-one support and interventions for defined sessions each week eg <ul style="list-style-type: none"> • 5 Minute Box • Word Shark • Number Shark • Accelerated Accelewrite • Word Wasp • Extra phonics/spelling • Literacy Boost • Maths Boost 	<ul style="list-style-type: none"> • Fully inclusive curriculum • Reading/writing interventions • Steps to Success
Social, Mental and Emotional	<ul style="list-style-type: none"> • A safe, caring, supportive and purposeful environment that enables development of relationships based on mutual respect and understanding • Promotion of the school's values • Small group activities to address needs • After school clubs • Opportunities for children to talk about any fears, confusion or worries • Opportunities for children to meet with other children and work with adults they can trust 	<ul style="list-style-type: none"> • Nurture groups • Time out • Circle of Friends • Self Esteem work • Counselling • Behaviour Logs • Anxiety/Trauma management 	<ul style="list-style-type: none"> • One-to-one support where needed • Support from Rushcliffe Primary Behaviour Partnership • Behaviour Risk Assessment and Management Plan • Referral to CAMHS (Child and Adolescent Mental Health Services)

Area of Need	Wave 1 Standard Provision A whole school approach: Quality First Teaching	Wave 2 Class Watch Targeted support for individuals and small groups	Wave 3 SEND Support Specialised interventions for those with additional needs
	<ul style="list-style-type: none"> Continuation of care and minimal disruption of routines during a crisis 		
Sensory and/or Physical Visual Impairment Hearing Impairment Multi-Sensory Impairment Physical Needs Medical Needs	<ul style="list-style-type: none"> Whole school approach Audit of environment to consider adaptations (including to outside play areas and extra-curricular activities) A fully inclusive and differentiated class and curriculum approach according to individual needs Modification of organisation/routine and environment (if required) 	<ul style="list-style-type: none"> One-to-one work on fine/gross motor skills Physio Extra one-to-one/small group activities Targeted small group/individual intervention to address specific needs eg self-help skills, keyboard skills, independence Physical aids and technologies where necessary or where advised by specialists 	<ul style="list-style-type: none"> Access and liaison with other professionals eg Occupational Therapist, Physiotherapist, Teacher of the Deaf etc A place for time-out or exercise if necessary
School Management Strategies	<ul style="list-style-type: none"> Class Teacher responsibility Advice and support from the SENCo 	<ul style="list-style-type: none"> Class Teacher responsibility Parents informed Advice, support, observation and/or assessment from the SENCo Provision Map 	<ul style="list-style-type: none"> Class Teacher responsibility Advice, support, observation and/or assessment and direction from the SENCo Provision Map An Individual Education Plan/ SEND Support Plan/alternative record of targets set/outcomes monitoring Parents and child involved in identifying which will be renewed regularly on an individual basis Advice and support accessed from Family of Schools SENCo Network Springboard: Access to specialist services and Education Psychologist Completion of an EHAF (Early Help Form) if appropriate Application for an Educational Health Care Plan if appropriate

Glossary.

AFN	- Additional Family Needs (funding)
ASN	- Additional School Needs (funding)
CAMHS	- Child and Adolescent Mental Health Services
CCPS	- Cotgrave Church of England Primary School
C&C	- Curriculum & Children (Governor) Committee
DfE	- Department for Education
EAL	- English as an Additional Language pupils
ECaR	- Every Child a Reader
ECaT	- Every Child a Talker
ECAW	- Every Child A Writer
EHC	- Education Health and Care (Plan)
ELG	- Early Learning Goal
EYFS	- Early Years Foundation Stage
EYFSP	- Early Years Foundation Stage Profile
FGB	- Full Governing Body
FS	- Foundation Stage (Year R/Reception)
FSM	- Free School Meals pupils
FTE	- Full Time Equivalent
GLD	- Good Level of Development
GPS	- Grammar, Punctuation and Spelling
HLN	- High Level Needs (funding)
HMI	- Her Majesty's Inspector(ate)
ICT	- Information and Communications Technologies
INSET	- In-Service Education and Training
KS1	- Key Stage 1 (Year 1-2)
KS2	- Key Stage 2 (Year 3-6)
LA	- Local Authority
LAC	- Looked After Pupils (pupils in public care)
NC	- National Curriculum
NCC	- Nottinghamshire County Council
Ofsted	- Office for Standards in Education
PD	- Physical Development (EYFS area)
PE	- Physical Education
PP	- Pupil Premium
PSED	- Personal, Social and Emotional Development (EYFS area)
RWM	- Reading, Writing, Mathematics (combined)
SALT	- Speech & Language Therapist
SATs	- Standard Attainment Tests
SBAP	- School Behaviour and Attendance Partnership (local primary partnership)
SEN	- Special Educational Needs
SENCo	- Special Educational Needs Coordinator
SEND	- Special Educational Needs & Disabilities
SFSS	- Schools and Families Specialist Services (NCC)
SIP	- School Improvement Plan
SLT	- Senior Leadership Team
SSM	- Shapes, Space and Measures (EYFS area)
TA	- Teaching Assistant
TfW	- Talk for Writing