

Jesse Gray Primary School

Special Educational Needs Policy

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Contents:

Mission Statement	3
1. Aims and objectives	3
2. Responsibility for the coordination of SEN provision	4
3. Arrangements for coordinating SEN provision	6
4. Admission arrangements	6
5. Specialist SEN provision	7
6. Facilities for pupils with SEN	7
7. Allocation of resources for pupils with SEN	8
8. Identification of pupils' needs	8
9. Access to the curriculum, information and associated services	11
10. Inclusion of pupils with SEN	12
11. Evaluating the success of provision	12
12. Complaints procedure	12
13. In service training (CPD)	12
14. Links to support services	13
15. Working in partnership with parents	13
16. Links with other schools	14
17. Links with other agencies and voluntary organisations	14

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.

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

More details about the reforms and the SEN 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 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

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

SEN Mission statement

- Provide an environment where barriers to learning and participation are reduced to a minimum. Therefore encouraging children to feel respected, confident and able to succeed.
- Ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- Develop our links with the wider community through co-operation, involvement and consultation thereby fostering our ethos of inclusion.
- Recognise that partnership with parents plays a key role in enabling children and young people to achieve their potential.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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 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 National Curriculum.** This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** Jesse Gray is committed to working in partnership with parents, children, and other members of the school community to provide for the needs of every child. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** Jesse Gray works in partnership with professionals from Health, Social or Educational Services in assisting and planning future support. Voluntary Organisations may be consulted as appropriate.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision-making but also encouraged

through wider opportunities for participation in school life membership of the School Council. Children and young people with special educational needs have knowledge of their own needs and what may help them in their Learning. They will be encouraged to participate in and contribute to the assessment of their needs, the review and transition processes.

2. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with and co-ordinating the day to day provision of education for pupils with SEN is Hardip Thompson [SENCO]
hthompson@qa.jessegray.notts.sch.uk

SEN provision is a whole school responsibility;

Roles and Responsibilities

Headteacher:

- ◆ Have regard to the Special Educational Need (SEN) Code of Practice in school planning
- ◆ Determine the use of financial resources, staffing levels and staff deployment
- ◆ Ensure staff development, in-service planning for Governors, teachers and teaching assistants
- ◆ Establish policies on class organisation and pupil groupings with staff
- ◆ Monitor data analysis and report back to governors

Governors:

- ◆ Determine school's general policy
- ◆ Appoint the 'person responsible' for Special Needs (SENCO)
- ◆ Have regard to the Code of Practice in all decisions
- ◆ Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- ◆ Ensure that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- ◆ Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- ◆ Work with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision.
- ◆ Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included

SENCO

- ◆ Ensure a consistent whole school approach to special needs.
- ◆ Ensure that relevant background information about individual children with special educational needs is collated, recorded and updated.
- ◆ Maintain the upkeep of an appropriate special educational needs register and review when necessary
- ◆ Seek advice and support and liaise with outside agencies and with other SENCOs
- ◆ Monitor the impact of intervention strategies and act upon the findings.
- ◆ Arrange formal reviews and ensure completion of appropriate Action Plans.
- ◆ Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process.
- ◆ Write Higher Level Need and Additional Family Need bids when appropriate and attend Family moderation meetings.
- ◆ Ensure effective transition of Year 6 who are on the SEN register, in liaison with Y6 staff.
- ◆ Liaise with SENCOs at new/secondary schools.
- ◆ Monitor the use of, maintain and develop SEN resources.

- ◆ Liaise with parents and other agencies at formal and informal meetings.
- ◆ Coordinate the support of external agencies.
- ◆ Contribute to the in-service training of staff.
- ◆ Organise a timetable of Teaching Assistant (TA) support. Adjust timetable throughout the year to respond to need and effectiveness of intervention strategies.
- ◆ Monitor Dyslexia practice. (School was awarded the Dyslexia Friendly Standard in December 2009)
- ◆ Monitor the effectiveness of Teaching Assistants and support when necessary.

Class Teachers:

- ◆ Take responsibility for the needs of all their children
- ◆ Ensure planning is fully inclusive
- ◆ Liaise with TAs to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- ◆ Liaise with SENCo, TAs, parents and children to write appropriate targets
- ◆ Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- ◆ Meet termly with the SENCo, assessment coordinator and Headteacher to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning
- ◆ Complete notes for and be involved in attend review meetings with families and SENCo.
- ◆ Implement in-class support and differentiate teaching
- ◆ Liaise with, assist and guide support staff within their classroom, to ensure delivery of the curriculum
- ◆ Where possible and appropriate, share with the children their learning targets and enable them to participate in decision making regarding their special needs
- ◆ Liaise with the new class teacher in school and where children move schools regarding needs, targets and involvement of other agencies etc.
- ◆ Implement dyslexia friendly strategies

Teaching assistants:

- ◆ Liaise with Class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- ◆ Liaise with Class teachers to write appropriate targets
- ◆ Support children to achieve their targets
- ◆ Implement dyslexia friendly strategies. TAs that have been trained in the dyslexia strategies by Dyslexia action should ensure these are implemented fully and monitored carefully for effectiveness.
- ◆ Implement interventions, monitor their impact and feedback to the class teacher
- ◆ Work with groups and individuals to help them become independent learners
- ◆ Attend review meetings when necessary
- ◆ Attend training where necessary
- ◆ Work alongside SENCO and class teacher to make sure all children's need are met including physical and care needs

Behaviour support

- All TAs are responsible for supporting children who have behavioural, social or emotional needs
- When supporting behaviour TA's should; implement programs for self-esteem, anxiety and managing feelings and monitor their effectiveness. They will also work with small groups and individual children on any specific issues. They will meet regularly with the SENCo to review the needs within school.

External Agencies

All staff have a responsibility to work with other agencies.

There may be occasions when we need advice from other professionals. We will discuss this fully with parents before contacting any agencies and they will need to sign consent forms.

Other Agencies include:-

- Schools and Families Support Services
- Early Years Support
- Sensory Impaired Support
- Rushcliffe Primary Behaviour Partnership
- Speech and Language Therapy Service
- Educational Psychology Service
- School nurse
- Community Paediatrician
- Ask Us (Parent Partnership)
- Targeted support

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps, support plan and review and subject for individual pupils.

All staff can access:

- The Jesse Gray SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- 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 action plans, targets set and copies of their IEP and tracking as well as minutes from meetings and reports from outside agencies.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- 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 SEN 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 SEN; those with Education, Health and Care Plans and those without.

We work very closely with families, our nursery, the other pre-school settings and other stakeholders involved with our children. A guide Jesse Gray admissions and to primary school admissions in Nottinghamshire is available on the school website:

Transition

Transition into school, between classes and onto their next school is carefully managed by all the staff. All parents receive a booklet explaining the provision of learning support upon the admission of their child to Jesse Gray. At the end of each year the class teachers hold liaison meetings with the new teachers of their old class. Class teachers pass on all relevant information regarding children including details of any interventions, difficulties etc.

Transfer to KS3

The Director of Learning for Inclusion at West Bridgford School is invited to Year 6 reviews when appropriate to meet with the children and their families. We liaise closely with the head of Year 7 and the pastoral assistant. When a child is moving to a different secondary school we would also contact and liaise with the relevant staff.

In the Summer term some children will, with TA supporting transition, attend extra visits at West Bridgford School to familiarise themselves with the support available, meet staff and support transition. The children may produce a passport to support their transition.

Transfer forms are completed by the SENCO/class teacher and relevant documentation is transferred indicating the child's needs and placement on register, relevant assessments and nature of current support.

The SENCO informs the school of any children with specific learning difficulties, and if any special arrangements have been made at KS2 SATs. The KS3 SENCO may visit Jesse Gray to discuss all children on Special Needs Register and may attend transition meetings if appropriate.

5. Specialist SEN provision

Jesse Gray has 8 pupils with SEN. This is continually under review and there is a variety of needs that require different levels of support.

We have several members of staff who specialise in SEN provision and support. Where staff need training to support a child we try to access this as soon as possible.

We are committed to whole school inclusion. For more information on our provision for inclusion see **section 10**.

6. Facilities for pupils with SEN

Building

The school has been partially adapted to accommodate children with a physical disability. The car park has a designated disabled parking space with ramped access to the pavement at the rear entrance. The entrance to the main school building has an accessible approach and doors suitable for wheelchair access. There are 2 purpose built disabled toilets. All steps have yellow or red hand rails; yellow or white paint identifies the edge of steps and pillars around the whole school for children with a visual impairment. There are 3 platform lifts to assist wheel chair users to move around the building.

Assistive technology

In school technology is used to support the children in a variety of ways. We use specific software for the laptops and computer based interventions to support the children with dyslexia. I pads have been bought to help support children in lessons and with specific Apps for interventions.

Curriculum access

Strategies may include:

- Target grouping in KS2 for Numeracy and some elements of Literacy.
- Individual and group teaching/support session with a TA.
- Co-operative grouping, for example gender specific or mixed ability.
- Pair working, peer tutoring and buddying.
- Specially prepared Learning materials.
- Signs and Symbols.
- Disability Access.
- Use of appropriate ICT equipment.
- Specialist equipment.
- Counselling and social skills programmes.

The school has the following adaptations in place to meet sensory and physical needs:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school

- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. 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). For those with the most complex needs, additional funding is retained by the local authority. 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.

Jesse Gray uses Element 1 and 2 to fund the following:

- Permanent T.As. deployed in KS2 to support children at SEN Support stage of intervention.
- Support for children in KS1 at SEN Support stage of intervention.
- Extra TA support given to supplement allocation of funding from the LA for some children with exceptional needs according to available budget.
- Lunchtime Club for vulnerable children.
- Additional Literacy and Numeracy support.
- Cover for staff to carry out reviews
- SENCO release time.

Additional Family Funding.

West Bridgford Family of Schools receives a devolved budget to meet the needs of individually targeted children with a range of more complex Special Educational Needs.

This is accessed by submitting bids according to the level of support required. The SENCO formulates the bids according to LA prescribed criteria.

Bids are then negotiated and agreed upon by the Family of Schools SENCO's.

The AFN money would fund targeted support for named children.

The West Bridgford Family of schools which includes:

Greythorn Primary School
 Heymann Primary School
 Jesse Gray Primary School
 West Bridgford Infants School
 West Bridgford Junior School
 West Bridgford School

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

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.

Identification Methods used at Jesse Gray ;

- Early Years Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEN.
- Foundation Stage entry profile assessment
- During a child's school career parents or a class teacher may raise a concern.
- Termly progress meetings with the Headteacher and assessment coordinator may raise a concern about a child's progress
- The child's class teacher may assess their needs and, in consultation with parents and SENCO, identify the level of support they are likely to require.
- More formal assessments may be completed by any of the following: SENCO, Inclusion Support teacher, Teaching Assistant or other outside agencies.

b) 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.

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 SEN 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 SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school. 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:

- 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. 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.

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.

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 away from the main class teacher. 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. 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.

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

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is requested by the school in partnership with a person with parental responsibility. 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 Ask Us Service on:

Contact Name; Edwina Cosgrove
Telephone;0800 121 7772
E-mail; enquiries@askusnotts.org.uk
Website; [Ask Us website](#)

Education, Health and Care Plans [EHC Plan]

- 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.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN 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 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.

Provision and interventions for children with SEN as well as other groups (e.g. children with EAL, children receiving pupil premium and looked after children) are recorded by the class teacher and SENCO. The SENCO uses this information to provide whole school/class provision maps.

Strategies to ensure all children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for all staff to keep up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

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 Senior Leadership Team which includes the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Reasonable adjustments are also made to ensure children can access extra curricular activities and school visits

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', The Early Help Unit, Rushcliffe Primary Behaviour partnership, the Multi-Agency Safeguarding Hub and Health services (including speech and Language, School Nurse and CAMHs)

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Staff make ongoing assessments as well as using a variety of assessment tools (see identification methods section 8). We also meet regularly with parents and children at review meetings and parent evenings. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Termly progress meetings with the Head Teacher and Staff are held to monitor progress of different groups including children with SEND.

Interventions and extra support is recorded using an ICT tracking system (OTrack) as factors and provision maps generated by the SENCo to provide an overview of provision. The SENCo also uses tracking to monitor the effectiveness of interventions to support children with behavioural, emotional and social difficulties.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO alongside the headteacher and information is gathered from different sources such as intervention tracking and pupil progress data, as well as parent and child surveys and information given by parents at review and parents evenings. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

Parents are encouraged to contact the teacher in the first instance and arrange a convenient time to discuss any concerns. As far as possible these concerns would be addressed by the Inclusion Team within school. When concerns cannot be resolved within this existing framework, the parents may appeal (via the LA complaints procedure) to the governors of the school.

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.

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.

Our school operates the following training programmes:

- Rushcliffe Learning Alliance (RLA)- all staff attend a variety of training through the Alliance. The SENCo will attend a specific SEN training event termly. TAs also access training through the RLA.
- The family of schools and Rushcliffe Learning Alliance schools will also support and use expertise within the schools to train each other where possible.
- The SENCo will also attend the LA SENCo annual conference.
- Specialist schools and Families services provide training. This usually occurs within the family of schools or RLA. Recent training has included training on the use of Numicon as a Maths intervention resource and the use of PIVATS to assess children with SEN.
- The Rushcliffe Primary Behaviour Support has provided training for teaching staff, TAs and Midday Supervisors on behaviour management and will continue to offer support where necessary.
- The Educational Psychologist also provides training for example on attachment issues.
- The family of schools also work together to train staff and recently worked with Dyslexia Action on specific interventions.
- Individual staff also attend training to support specific needs.

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 (see Section 11).

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 SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the [SENCo,] who will then inform the child's parents.

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

Schools and Families Support Services
 Early Years Support
 Sensory Impaired Support
 Rushcliffe Primary Behaviour Partnership
 Speech and Language Therapy Service
 Educational Psychology Service
 School nurse / Health Visitor
 Community Paediatrician
 Occupational Health
 Physiotherapy
 Parent Partnership
 Sure start
 Rushcliffe Primary Behaviour Partnership
 Early Help Unit
 Targeted Support

15. Working in partnerships with parents

Jesse Gray believes that a close working relationship with parents is vital in order to 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

Jesse Gray is committed to working in partnership with parents, children, and other members of the school community as well as outside agencies to provide for the needs of every child. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Parents are invited to review meetings, Parents' Evening and to contribute to their child's SEN Support Plan. Information on support agencies, including Ask Us Nottinghamshire (formerly the Parent Partnership Service) is available from the SENCO. Parents/carers receive a leaflet about Special Educational Needs at Jesse Gray in their admission packs.

Drop in sessions are available to discuss any concerns or questions about any child Mondays to Thursday, 8.30 – 9.30. and we can always be contacted for an appointment to discuss other concerns. Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.

The SENCO: Hardip Thompson can be contacted by phoning the school office or emailing:
hthompson@ga.jessegray.notts.sch.uk

Parents are kept up to date with their child's progress through parent's evenings, reviews meetings and reports at the end of each year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority parent partnership service ASK US where specific advice, guidance and support may be required.

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.

16. Links with other schools

The school is a member of Rushcliffe Learning Alliance (RLA). The SENCO works with also the West Bridgford 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

Please see information in section 4.

In any transition either between schools or classes, the following information is shared:

Progress data

Evidence of involvement from other services and any information provided by them

Evidence collected to gain additional funding

Any relevant information on the emotional well-being of children

Provisions that have been made in school to give support

Targets including for some children IEPs (individual Education Plans)

Review notes

Some children may have individual pen portraits / passports explaining their needs from theory point of view

17. Links with other agencies and voluntary organisations

Jesse Gray invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services

- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

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

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

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEN Governor)**

Date _____

This policy will be reviewed annually.

**Reviewed by Hardip Thompson- September 2019
Next Review –September 2020**