



Special Educational Needs & Disability Policy

September 2023

Contents:

Mission Statement

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

It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background or area of need.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The formal definitions of special educational needs (SEN) are 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

Although 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, due consideration should be given when assessing needs.

At Newlands Junior School we follow the national SEND Code of practice this can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Nottinghamshire has developed a SEND Local Offer, which is a resource that 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 (EHCP) and those who do not have a plan, but still experience some form of special educational need. It also includes information about private, public and voluntary services across education, health and social care.

www.nottinghamshire.sendlocaloffer.org.uk

Mission Statement

At Newlands Junior School, it is our mission to help children develop active and creative minds, in order to support and prepare them for future challenges. We embrace and celebrate the differences between all of our children and value all of the contributions made by every member of our school community. We are aware that some children may need additional support (this may be academically or pastorally), which is different to the majority of their peers – this is Special Educational Provision.

We recognise and embrace that good quality teaching for all children and young people, at every stage in a child and young person's journey through early education, school and further education and training, is vital to unlocking their potential. (CoP 2015). All of our staff and governors are wholeheartedly committed to inclusion and the principles set out in this policy. Staff constantly strive to improve the attainment, achievement and progress of SEND pupils throughout their time with us.

As a school, we recognise that there are many factors, which can contribute to the range of difficulties, which children can experience. However, we firmly believe that so much can be achieved to overcome them, by ensuring that we maintain close co-operation and liaison between all of the services available to provide support for these children and their families. Of vital importance to this, is the close working relationships that we strive to develop with the families in our school community. Our door is always open, whether it is for advice, support or just a friendly chat to put a mind at rest. For parents and carers who struggle to visit school, for whatever reason, we are only a phone call or email away.

This policy is a statement of the aims, objectives, principles and strategies for supporting children with Special Educational Needs and Disabilities in our schools. All procedures for identifying Special Educational Needs follow the SEND Code of Practice (2015).

1. Aims

Newlands Junior School strives to be an inclusive school, offering a broad, balanced, accessible curriculum for all children, in line with the National Curriculum and the Special Educational Needs Code of Practice 2015.

We aim to -

- To ensure that the potential of each individual is maximised irrespective of ability, disability, race, gender and social origin.
- To provide a differentiated curriculum so that all children are suitably challenged, alongside their peers.
- To promote an inclusive ethos.
- To have good communication with parents/carers and support agencies where applicable.
- To provide equal opportunities for all pupils, irrespective of their needs.

Objectives

- **Identify the needs of pupils with SEN as early as possible** by gathering information from parents, education, health and care services and linked schools, prior to the child's entry into Newlands.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEN by their teachers, teaching assistants and pastoral support staff, as well as the Senior Leadership Team (SLT) will help to ensure that they are able to reach their full potential, by early identification of needs, followed by aspirational target setting, tailored to individual children.
- **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 SLT 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. Creating a partnership with parents is crucial and allows for a strong relationship, which provides pathways to enable them to gain understanding of procedures in their child's educational journey. The partnership will include supporting parents in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and providing information up to three times yearly on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone, specialist services are referred to, for support and advice.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs**. This means providing regular opportunities for discussions between pupils and their teachers, support staff, the SENCO or our ELSA, because pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life as a whole e.g. Assessment for Learning (AFL), pupil questionnaires, pupil voice conversations, target setting and reviews i.e. EHC, EHAF, Support Plan Review meetings, Pupil Progress meetings and Multi Agency Meetings (MAM).

2. Responsibility for the coordination of SEND provision

All teachers and support staff in school are responsible for the identification, teaching, target setting and assessment of children and young people with special educational needs and disabilities and are trained and supported in doing so. The Governing Body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements as outlined in the SEND Code of Practice 2015.

The person responsible at Newlands Junior School for overseeing the provision for children with SEND is the Head Teacher, Alison Castledine. The person co-ordinating the day to day provision of education for pupils with SEND is Karen Elliott. The nominated SEND governor for SEND provision within school is Chelsea Salmon.

Responsibilities of the role include:

- Working closely with the Governing Body and SLT to determine the strategic development of the policy
- Overseeing the day-to-day operation of the policy
- Together with the class teacher (using school systems), co-ordinating the provision for pupils with SEND
- With the Head Teacher, maintain an over-view of the budget available for SEND and the deployment and quality of resources
- Preparation of HLN and AFN bids for additional funding and documentation for Education and Health Care Plans and other required services
- Liaising with and giving advice to others
- Managing a range of resources, including Teaching Assistants, SEND Assistants, Mentors and ELSA, to enable appropriate provision to be made
- Overseeing and ensuring access to pupils' records, ensuring SEND support records are held complying with all current GDPR regulations.
- Liaising with parents
- Making a contribution to CPD and sourcing additional training to support specific needs within school
- Liaising with external agencies such as LA support services, Health and Children's Social Care and voluntary bodies
- Ensuring with the Head Teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The Head Teacher/SENCO plays a key part in planning for children with SEND transferring between schools and phases of their education including entry to Newlands from infant schools and transition to secondary education settings. Early planning is essential. The SENCO will need to liaise with those responsible for admissions, curriculum and support for children with SEND.

3. Arrangements for coordinating SEND provision

The Head Teacher or SENCO will hold details of all SEND Support records such as provision maps, Individual Support Plans, planning and review meeting documentation, correspondence from other agencies or services such as Health and target setting and achievement data for individual children and young people.

All staff in school can access:

- Newlands Junior School SEND Policy
- A copy of the full SEND Register or alternative school document used for tracking this cohort
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans)
- Information on individual pupils' special educational needs, including support plans, targets set /outcome monitoring /tracking
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities including updates on current legislation;
- 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/students with special needs and their requirements, which will enable them to provide for the individual needs of all pupils/students.

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. See Admissions policy on the website for more information.

Our school and Governing Body believe that the admissions criteria should not discriminate against children and young people with SEND and have due regard for the practice advocated in the Code of Practice 2015. Wherever possible, our school will endeavour to ensure that arrangements are in place to meet children's needs and not refuse to admit a child to school simply because they have special educational needs.

SENCOs within the Family of Schools meet termly to discuss SEND provision. The Family of Schools' SENCO visits individual schools to familiarise with the school environment and the individual child. This enables smoother transition between schools, ensuring a consistent approach. Transition to Secondary School is carefully planned and personalised through close liaison with Secondary SENCOs and is tailored to meet an individual's specific needs. Additional funding may be accessed to ensure smooth transition between Primary and Secondary school.

5. Facilities for pupils with SEND

The school has a range of specialist SEN facilities in place. These are:

1. Wheelchair access throughout school and outdoors
2. Disabled toilet
3. Changing facilities

See our Accessibility Plan for more information.

6. Allocation of resources for pupils with SEND

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.

The SLT and SENCO make key decisions in the allocation of resources and personnel involved to meet individual pupil's SEND needs. This includes the allocation of pupil premium or pupil premium plus funding, which is allocated to raise the achievement of all children who receive free school meals or have done so in the past six years. Additionally, there is also recovery premium funding for pupil premium children. Any applications for specialist equipment are made as required.

7. Identification of pupils' needs

Definition of SEND

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 institutes
- c) a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

(Clause 20 Children and Families Act 2014 and CoP 2015)

Definition of disability

A child or young person is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

(Section 17 (11) Children Act 1989)

A person has a disability for the purposes of this Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

(Section 6 Equality Act 2012) (CoP 2015)

Newlands Junior School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all children and young people with special educational needs and disabilities and ensure that parents are notified when SEND provision is being made for their child.

Identification

Newlands Junior School follow the LA's suggested 'Graduated Approach and Response' for identifying and responding to SEND, which is built into the overall approach to monitoring the progress and development of all pupils.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
- 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, meaningful 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 and any/or professional development that may be required by school staff.
- f) If a pupil has recently been removed from the SEND Support register, they may also fall into this category as continued oversight will be advisable.
- g) Parents will be informed fully of every stage of their child's development. Parents are encouraged to share information and knowledge that they feel would be useful in helping with the school's understanding of the child and their broader needs. This information will be handled confidentially and sensitively.
- h) The child is formally recorded by the school as needing closer review of their needs due to concern raised by the parent or teacher, but this does not place the child on the school's SEND Support list. This may be recorded by the school as an aid to further progression and to ensure that support arrangements are tailored to needs. Parents are given this information.
- i) Pupil progress meetings are used to monitor, assess and review the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and the pattern of progress.

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 record. 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, so that the pupil benefits from a consistent approach.

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, which is usually requested by the school, but can be requested by a parent or in some instances by professionals from health and social care. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will usually 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. The process now is all digital and is done via a hub. The link to the hub is: <https://ehchub.nottinghamshire.gov.uk/>
Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

or by speaking to the assessment team at the Integrated Children's Disability Service (ICDS) on: 0115 804 1275

or by contacting 'Ask Us' Notts (formally the Parent Partnership Service) on: 0800 121 7772 or enquires@askusnotts.org.uk

Educational, Health and Care Plans

- 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.
- 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.
- 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.

8. 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.

As a school we will:

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Make use of all class facilities and space
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary to ensure all children have access to the wider curriculum irrespective of their needs.
- Make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Ensure that 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.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

9. Inclusion of pupils with SEN

The Head Teacher and Governing Body oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the SLT, together with the SENCO, to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Pupils with SEND have access to the same curriculum as all other pupils, irrespective of their needs. This includes all school trips including residential and extra curricular activities to promote equal opportunities. Where appropriate, a personalised curriculum and individual provision map is implemented.

SENCOs from each school meet through termly 'Springboard' meetings, which include the involvement of the Family SENCO, the Sherwood Area Partnership (Behaviour support), Educational Psychology Service (EPS) and Schools and Families Specialist Service (SFSS). The schools will seek advice, as appropriate, around individual pupils from this range of expertise and other specialist agencies and services – see the Links to Support Services section of this policy.

10. Mental Health and Wellbeing

It is advised within the Transforming Children and Young People's Mental Health Provision: a Green Paper (2017) that every school setting should have a Designated Senior Lead for Mental Health. Our Mental Health and Well-being Lead is Ms Karen Elliott. This role makes a big difference to children and young people through promoting whole school approaches to mental health and wellbeing for adults and children in the school. Promoting children and young people's emotional health and wellbeing can provide guidance on developing a whole school approach to emotional health and wellbeing.

Young People and Self-harm: Guidance for Schools has been produced by the Nottinghamshire County Council Educational Psychology Service (EPS) and Child and Adolescent Mental Health Service (CAMHS). The need for this guidance arose from a serious case review and can be found on the NSCB website. Our school recognises the diverse needs of all children including SEN and disabilities and provide a pastoral approach to ensure that mental health and wellbeing needs are met. Approaches to any behaviour are consistent and restorative & recognise underlying needs. We are an attachment and trauma aware school and our behavioural expectations and approach is found in our behaviour policy. We also hold the Wellbeing Award for Schools. This year we have embarked on an exciting opportunity with CAMHS which will see Newlands become a Mental Health Support Team (MHST) school.

11. The use of reasonable force.

KCSIE (Keeping Children Safe in Education) informs of circumstances when it is appropriate for staff in schools and colleges to use reasonable force. 'Reasonable' meaning 'using no more force than is needed'. KCSIE makes specific reference to when using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions.

There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour. This is very much about creating individual plans in order to minimise the likelihood of challenging behaviour. It advises schools and colleges to consider carefully the risks and recognises the added vulnerabilities of these groups and references making reasonable adjustments, under the Equality Act 2010.

See KCSIE and associated guidance for specific detail and guidance. For further advice and support contact: Karlene Calder, Physical Intervention Co-ordinator (Coping with Risky Behaviour) who provides advice and guidance on the use of reasonable force and physical intervention.

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the SENCO monitors the provision several times a year and encourages feedback from staff, parents and pupils throughout the year. Pupil progress is monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO, Head Teacher and SEN governor and information is gathered from different sources such as termly review meetings, parents evenings, staff questionnaires, pupil interviews and feedback forms. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014. This is commonly known as the SEND Information Report.

Evidence collected for the SEND Information Report will help inform school development and improvement planning.

13. Complaints procedure

Newlands Junior School is dedicated to ensuring that every child and young person benefits from the best possible education. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they may contact the school according to the general complaints procedures for the school, which can be accessed on the school website or by contacting the school.

14. In service training (CPD)

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

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. The SENCO, with the SLT, ensures that training opportunities are matched to school development priorities and those identified, through the use of provision management. Training can be made available for whole staff or specific groups, such as; governors, midday staff, support staff. This can be accessed through the Local Authority, Family of Schools or through in-house training.

15. Working in partnerships with parents/carers

Newlands Junior School believes that a close working relationship with parents is vital. No pupil will be entered onto the school's SEND Register without prior discussion with parents.

The school endeavours to recognise and remove barriers for pupils with SEND through an ongoing discussion with parents to develop an evolving understanding of the pupil's strengths and needs. This will be informed by the:

- early and accurate identification and assessment of SEND leading to appropriate interventions and provision
- detailed tracking to ensure the continued social and academic progress of children with SEND
- reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the pupil.

Parents are kept up to date with their child's progress through termly Support Plan review meetings, parent's evenings and annual reports. In cases where more frequent regular contact with parents is

necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support is required:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=YmqugCdb3a4>

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/carers consent will always be sought before the school seeks to involve external education support services. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted with on any points of action drawn up, in regards to the provision for their child. If a parent/carer has any concerns regarding the provision, care or welfare of their child, an appointment can be made to speak to the SENCO. The school's SEN governor (Chelsea Salmon) may also be contacted at any time in relation to SEN matters.

16. 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. Our school may involve specialists at any point to advise them on early identification of SEND and effective support, or often when a child continues to make little or no progress, or continues to work at levels substantially below those expected of children of a similar age, despite well-founded SEND support that is matched to the child's area of need. We can access expertise, advice and support from:

- Sherwood Area Partnership (Behaviour support)
- Educational Psychology Service (EPS)
- Schools and Families Specialist Service (SFSS)
- Speech and Language Therapy Service (SALT)
- Physical Disability Support Service (PDSS)
- GPs and Paediatricians, or specialist nurses
- Physiotherapists and Occupational Therapists.
- Primary Mental Health Team and Child and Adolescent Mental Health Services (CAMHS)
- Healthy Families Programme
- Small Steps Support- Parenting support courses
- The Early Help Unit and Family Service
- Multi-Agency Safeguarding Hub and Children's Social Care Services
- Local Children's Centres
- Registered charities and voluntary organisations such as APTCOO, Ask Us Nottinghamshire

The child's parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parent/carer and teaching staff supporting the child or young person, in the same way as other SEND support.

When everyone has agreed the involvement of specialists, the SENCO will write a referral with the help of the class teacher/SEND support staff to be presented at one of the termly Springboard meetings. Occasionally referrals can be made directly with the support agency outside of the termly Springboard meetings.

The class teacher and SENCO, together with the specialists, will consider which strategies and interventions to put in place in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. Support can be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

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 is then brought to the attention of the Head Teacher or SENCO who will then inform the child's parents.

17. Links with other schools

The school is a member of the Garibaldi Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Schools within our family are:

School	Head Teacher	SENCO
The Garibaldi School	Mr James Aldred	Mr Tom Voice
Newlands Junior School	Mrs Alison Castledine	Ms Karen Elliott
John T Rice Infants School	Mrs Shelley Bennett	Mrs Samantha Mac Donald
Heatherley Primary School	Mrs Sarah James	Mr Toby Herring
Holly Primary School	Mr Duncan White	Miss India Linley
Forest Town Primary School	Acting Head Teacher Mrs Jayne Kimberley	Mrs Clare Purchase
Samuel Barlow Primary Academy	Mrs Sarah Kahler	Charlotte Adams

Transition

SENCOs within the Family of Schools meet termly to discuss SEND provision. The Family of Schools' SENCO visits individual schools to familiarise with the school environment and the individual child. This enables smoother transition between schools, ensuring a consistent approach. Transition to Secondary School is carefully planned and personalised through close liaison with Secondary SENCOs and is tailored to meet an individual's specific needs. Additional funding may be accessed to ensure smooth transition between Primary and Secondary school. Where a child is moving to Specialist Provision, extended transition arrangements take place as soon as an offer has been made and accepted by parents/carers for a place at the Specialist Provision, by the local authority. This school is then named on the child's EHCP.