



**James Peacock**  
**Infant & Nursery School**

# Special Educational Needs Policy

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Family SENCO: Annie Holmes

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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March comes into force from the 1<sup>st</sup> 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](http://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](http://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.

## **Mission statement**

- We actively seek to include children from all cultures and backgrounds, including disabled children and those with special educational needs, in accordance with our Equal Opportunities Policy, Race Equality Policy and Behaviour Policy.
- Children with special educational needs have a right to a broad and balanced curriculum and to be educated alongside others in accordance with the DfES Special Educational Needs Code of Practice 2014.
- All pupils should be encouraged and enabled to develop their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability.
- All pupils should feel respected, in order that their self-image and self-esteem is enhanced, in a safe and happy environment.
- The feelings and opinions of children are important and valued .
- Parents/carers have a vital role in supporting their child's learning .

### **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:

- The staff and governors support a whole school approach to Special Educational Needs. We work together as a team, collaborating and co-coordinating all that we do for the benefit of all children.
- We believe in fully including all children.
- We recognise that all children may have special educational needs at some point in their education.
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children.
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school.
- We aim to share learning objectives with all children, including those with special educational needs, to involve them in evaluating their progress and setting new targets.
- We aim, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register.

- We aim to ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.
- To ensure that Looked After Children, EAL students and gifted and talented students have access to appropriate provision and support.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

### Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeding schools or early years settings – where applicable 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 class teachers 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. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information [annually] on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work. We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Provision map. Information on support agencies is available from the SENCO. Parents/carer receive a leaflet about Special Educational Needs at James Peacock in their admission packs. We hold regular drop in Support Forums which parents can attend to discuss concerns. We can always be contacted for an appointment to discuss other concerns.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life *e.g. membership*

*of the School Council.* This means providing time for one to one meetings between pupils and their teacher/SENCo/TAs and will be made easier by carefully monitoring the progress of all pupils. Whenever appropriate, children's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their strengths and preferred learning style will always be taken into account when planning their learning. Children will always be given time if they need to talk through any anxieties or concerns they have.

## **2. Responsibility for the coordination of SEN provision**

The person co-ordinating the day to day provision of education for pupils with SEN is Hannah Cutts SEN provision is a whole school responsibility as follows:

### **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 (updated & shared with staff at least termly).
- Seek advice and support and liaise with outside agencies and with other SENCOs
- Maintain a provision map to show who is being supported and how.
- Monitor the impact of intervention strategies and act upon the findings.
- Arrange formal reviews twice a year or when necessary for children on SEN support.
- 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.
- Complete transfer for those children at the end of Year 2 who are on the SEN register, in liaison with Y3 staff.
- Liaise with SENCOs at new/Junior schools.

- Monitor the use of, maintain and develop SEN resources.
- Liaise with parents and other agencies at formal and informal meetings.
- With the Head teacher, coordinate the support of external agencies.
- Contribute to the in-service training of staff.
- Organise a timetable of Teaching Assistant (TA) support and work out costing. Adjust timetable throughout the year to respond to need and effectiveness of intervention strategies.
- 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 Headteacher and class teachers including TAs, 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 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
- Ensure support staff have copies of planning in advance.
- Show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter.
- Where 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, share all information either in a meeting or a recorded telephone conversation.
- Implement strategies to ensure classrooms are dyslexia friendly.

#### **Teaching assistants:**

- Liaise with Class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Support children to achieve their targets
- Implement dyslexia friendly strategies where appropriate
- 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 .

#### **Other staff in school.**

It is the responsibility of all staff in school to make sure all children feel included. All staff should to be aware of the school's aims and help to create a positive learning environment for all. Where necessary, staff may need training to help with this.

#### **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. When external agencies are involved these children are discussed at termly Family of Schools Springboard meetings.

Other Agencies include:-

- Schools and Families Support Services (includes Cognition and Learning, Communication and Interaction and Sensory Impairment)
- Behaviour Support (PBP)
- Speech and Language Therapy Service
- Educational Psychology Service
- School nurse
- Community Paediatrician
- Parent Partnership
- Sure start
- Targeted support

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

The SENCo will hold details of all SEN Support records such as provision maps or structured conversations and targets for individual pupils.

**All staff can access:**

- The James Peacock 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 provision maps or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements (if applicable).
- Information on current legislation and SEN provision on staffroom notice boards
- 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 will work very closely with families, pre school settings and other stakeholders involved in our children. The admissions policy is available on the school website.

#### **Transition**

Transition into school, between classes and onto their next school is carefully managed by all the staff. At the end of each year the class teachers hold meetings with the children's new teachers.

TAs also meet at the end of each year to pass on information about targeted children. Class teachers pass on all relevant information regarding children including details of any interventions, difficulties etc.

### **Transfer to KS2**

The SENCo at St Peters Junior School is invited to Year 2 reviews to meet with the children and their families. Class teachers are also invited to St Peters in the first half term upon transition to hold discussions and ensure a smooth transition.

## **5. Specialist SEN provision**

James Peacock has pupils registered as SEN support and under the category monitoring, although 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 have training in SEN provision and support. Where staff need training to support a child we will 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.**

Provision includes:

### **Physical Environment**

The main school building is accessible by wheelchair as it is all on one level however some entrances to the cloakrooms may have a small step. The majority of doors are wide enough to accommodate wheelchairs and there is a disabled toilet and shower in the main school building and nursery.

### **Assistive technology**

In school we use technology to support the children in a variety of ways. We have specific software for the laptops and apps for the iPads to support children with different needs.

### **Curriculum access**

Strategies to support children with SEN to access the curriculum include:

- Differentiated planning
- Preparing children before lessons
- Using technology and other supporting resources
- Adult support
- Specific interventions

Children may also receive extra time and/ or an adult reader for SATs if they meet the criteria

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

- A well-equipped, disabled toilet
- Software for the computers and apps for the ipads

## **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.

In order to access this funding the SENCO will write a bid in conjunction with the class teacher and the support staff. Every effort will be made to secure additional funding from the FAMILY bidding process and other agencies should this be considered necessary.

Annie Holmes is Family SENCO for the Rushcliffe Family.

The Rushcliffe Family of schools which includes: -

Abbey Road Primary School

Edwalton Primary School

James Peacock Infant and Nursery School

Lady Bay Primary School

Pierrepoint Gamston Primary School

St Peter's Junior School

We work together in a 'contracted delegation' system which means we meet as a family of schools to moderate our AFN bids and then review the family allocations. We also meet to support training needs. The family of schools also support each other with specialist knowledge and joint training. Depending on the need we can also access support from the health related education team and for inclusive technologies.

## **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.
- 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.
- i) 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 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 /subject 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 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
- Other support agencies

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](http://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**

### ***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.

- 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 staff in all departments 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
- 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 Mrs Julia Starr together with the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. We also make any reasonable adjustments to ensure that all children can access school visits and any extracurricular activities.

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 and Sure Start 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 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 between the headteacher and teachers, SENCO and TAs and Year group staff and TAs are held to monitor progress of different groups including children with SEND.

Interventions and extra support is recorded on our tracking system as well as provision maps generated by the SENCo to provide an overview of provision. The SENCo also provides staff with termly intervention tracking where progress tracking is used to monitor, review and evaluate the interventions used to support children. There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and information is gathered from different sources such as intervention tracking and pupil progress data, as well as learning walks and information given by parents.. This is shared at the governing body of a maintained school on a termly 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**

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 try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.

The School complaints Policy is on the school website or available on request from the school office.

## **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 SEN.

Our school operates the following training programmes:

- Rushcliffe Learning Alliance provides in house training for all staff.
- The family of 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.
- The Rushcliffe Primary Behaviour Support has provided training for teaching staff, TAs and Midday Supervisors and will continue to offer support where necessary.
- The Educational Psychologist and CAMHS also provide training for example on attachment issues.
- Individual staff also attend training to support specific needs.

The lead TA alongside the SENCO and head teacher will ensure all TAs and Middays are included in CPD where appropriate.

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

The SENCo will also attend other relevant SEN courses, Family SEN meetings and facilitate/signpost relevant SEN focused external training opportunities for all staff.

## **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
- Behaviour 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
- Early Help Unit
- Targeted Support

### **15. Working in partnerships with parents**

*James Peacock* 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
- d) Parents are kept up to date with their child's progress through *progress reports, parent's evenings, provision reviews, and reports at the end of each term.*

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's support. Information on support agencies, including the Parent Partnership Project, are available from the SENCO. Parents/carers to receive a leaflet about Special Educational Needs at James Peacock in their admission packs.

We hold regular informal drop in Support Forums in partnership with Sure start and the school nurse; which parents can attend to discuss concerns and share ideas with other parents. 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: Hannah Cutts  
can be contacted by phoning the school office.

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 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, Richard Brighty, may be contacted in relation to SEN matters.

## **16. Links with other schools**

The school is a member of the Rushcliffe Learning Alliance and part of the Rushcliffe 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 specific provision maps.
- Review notes.
- Some children may have individual profiles / passports explaining their needs from theory point of view.

## **17. Links with other agencies**

James Peacock 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 Service

