

# Edgewood Primary and Nursery School

## Special Educational Needs Policy

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### Contents:

Mission Statement .....	03
1. Aims and objectives .....	03
2. Responsibility for the coordination of SEN provision .....	04
3. Arrangements for coordinating SEN provision .....	04
4. Admission arrangements .....	04
5. Specialist SEN provision .....	05
6. Facilities for pupils with SEN .....	05
7. Allocation of resources for pupils with SEN .....	05
8. Identification of pupils' needs .....	06
9. Access to the curriculum, information and associated services .....	06
10. Inclusion of pupils with SEN .....	10
11. Evaluating the success of provision .....	11
12. Complaints procedure .....	11
13. In service training (CPD) .....	12
14. Links to support services .....	12
15. Working in partnership with parents .....	12
16. Links with other schools .....	13
17. Links with other agencies and voluntary organisations .....	13

**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

Edgewood Primary school has a learning environment that is inclusive, stimulating and provides challenge for all learners. Children understand that learning is a process of exploring their lives and developing skills they need to become independent. Children learn that they can direct their learning to achieve their goals. They believe that change is something they can control and shape to reflect the school they want to create, the society they want to live in and the person they want to be. All children can achieve this at Edgewood Primary School.

## 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:

- a) To develop a positive self-esteem in all pupils.
- b) To foster a strong partnership between home and school so that parent/carer and staff help one another in supporting children's learning.
- c) To provide a friendly, caring, secure environment, which fosters independence, a sense of mutual responsibility and respect for the physical, spiritual, emotional and social needs of self and others.
- d) To provide a supportive, stimulating and attractive environment, which will facilitate children's learning and help them to become independent learners.
- e) To seek to empower children with the skills and knowledge, which will enable them to lead happy and successful lives.
- f) To ensure equal opportunities to all members of the Edgewood School community.

### 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 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. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress. Information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work will be reported to the Governing body annually.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means listening to pupils so that their knowledge and wishes help guide the development of their learning strategies and targets. Pupils will be given information about their progress so they are fully aware of how they are progressing and can make choices about what they need to do next.. 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*.
- **Develop links with local schools to share expertise and develop a shared plan for development.** SENCO's from the local family of schools meet regularly to share funding for children recognised as needing additional support ( AFN ). The schools write a shared development plan that targets needs identified through training programmes for schools.

- **Shared Family Facilities.** We have a large field, pond and small wooded area and staff trained in Forest School learning that we are now offering to local schools . This may be targeted at specific pupils who's needs may be supported by a Forest Schools approach as part of their differentiated programme for learning.

## 2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mr P.Moss ( SENCo)
- The person co-ordinating the day to day provision of education for pupils with SEN is Mr P.Moss
- All teaching staff have responsibility for planning, delivering and assessing the progress of children with SEND in their class.
- The person responsible for coordinating support for children with barriers to their learning is Mrs C. Holmes. ( Pastoral Support Leader ) Children supported by this role may include children with SEND.
- The school currently has two High Level Teaching Assistants ( HLTA's ) who offer specialist knowledge in a arrange of areas including intervention use , autism , ASD and dyslexia to support staff, children and parents . Their role supports the management of SEND by the SENCo and their skills are used flexibly according to planned development needs.

## 3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps, IEPs or alternatives or structured conversations and learning targets for individual pupils.

### All staff can access:

- The Edgewood Primary school and Nursery 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 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 ( Sites ) on individual pupils and their special needs and requirements .
- 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.

## 5. Specialist SEN provision

Edgewood Primary and Nursery school is a mainstream school.

We employ 1 SENCO and 2 HLTAs who specialise in SEN provision and support. Additional teaching assistants ( TA's ) are employed according to needs identified.

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

## 6. Facilities for pupils with SEN

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

- a) An adapted toilet facility with wide access, adapted toilet , alarm , shower , mobile changing table.
- b) An a adapted toilet facility with wide access , adapted toilet , alarm.
- c) As a joint use centre , the school has access to a training pool that is managed by a leisure centre attached to the school. This is not managed by school .

## 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.

At Edgewood, the SENCO and head teacher manage the allocation of resources supporting children with SEND. This includes allocation of teaching assistants, learning resources including technologies, specialist equipment etc .

Not all children identified as having SEND will require additional funding. Their level of need may be met by their class teacher by adapting learning tasks, strategies and facilities to the pupils need. This can be done in a variety of ways that teachers will plan for on a daily basis. These include setting tasks at a differentiated level, matching pupil interests to their learning at an individual level, using resources that promote access e.g by more hands on approach / specialist toileting facilities, and giving additional small group or 1:1 support from the class teacher .

Where additional adult support is required for specific learning, teaching staff may deploy teaching assistants that are usually shared across a key stage. Children may access their learning via a specific intervention run by the TA or through additional support in a small group or 1:1 as part of the class lesson.

If a child's need is more specific e.g due to a disability, then the above procedures may require an additional level of support in order for the pupil to make progress.

- a) The SENCO will assess the pupil need through consultation with staff, parents and the head teacher
- b) The SENCO will advise if he / she assesses that an application for additional funding devolved at a local family level ( AFN funding ) or at a higher level from the local authority ( HLN funding ) based on the funding criteria set by each panel .
- c) The SENCO will gather information to complete an application and submit this to the next panel that meets to consider the application for AFN or HLN funding support.
- d) The SENCO will consult with the family SENCO and any agencies involved including health and education services supporting SEND. Their views or support will aid the completion of the application.

- e) The SENCO will inform staff and parents of the panel's decision.
- f) Where an allocation is made, the SENCO and head teacher will agree any staff changes required and make arrangements.
- g) The SENCO will oversee the use and monitor the impact of these additional resources.
- h) The SENCO will manage any changes to these arrangements e.g. where resources are allocated for a key stage, a year, a term etc.

All schools have an allocation of Pupil Premium to support the progress of pupils who meet the criteria for its allocation. At Edgewood we have a designated teacher coordinating this resource. The SENCO may consult with this teacher where a pupil with SEND has an allocation of Pupil Premium that may be used to support an identified need.

The SENCO will consult with staff, parents and pupils where the use of inclusive technologies may support a learning need. For example, a pupil with mobility needs may need an ICT tablet / iPad etc to enable fine motor skill development. If it is agreed that such a resource is needed, The SENCO will make an application for an assessment for specialist inclusive technology. This process will be monitored by the SENCO with the support of PDSS (Physical Disability Support Service), health etc.

## 8 Identification of pupils needs

### Identification

A child will be considered to have individual needs where one or more of the following apply:

- a) The child has a disability that has a negative/ significant impact on their learning. This includes cognition and learning, behaviour and emotional wellbeing, sensory and physical development.
- b) The child has significant delays in progress, having had appropriate support at home and / school to support their needs.
- c) The school considers the child's progress to be vulnerable due to specific circumstances in their life.
- d) The child requires a health care plan.

### 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 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 /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

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.

Where pupils attainment is lower than age appropriate, staff will monitor their progress and plan to accelerate progress so that the gap between the pupil's attainment and their age appropriate attainment becomes smaller. Closing this gap means that the pupil is "catching up". SEND Pupils who make good progress will be closing this gap .

Pupils may need differentiated access to their learning. The curriculum may be adapted, the approach to the learning may be adapted, the pupil's access may need adapting e.g where mobility needs require use of a walking aid , wheel chair etc.

### **Where the curriculum needs reviewing, the following arrangements may be considered.**

- **SEN Support.** A child may be entered onto a school register if their need meets with the criteria for **SEN Support**. Not all children with SEND will be on this register. The category **SEN Support** applies to children with more complex needs , and/ or children who's progress is significantly delayed ( 2 years or more ) . This may include children with disabilities, emotional / social developmental difficulties, other significant learning delays. **SEN Support** does not require a diagnosis. Children on this register will have an individual plan for their learning. ( IEP )  
The Individual Education plan ( IEP ) sets out steps for their learning. There are 3 different types of IEP
  - a) Individual Learning Plan (ILP) for children who need additional support that focusses on their cognition needs.
  - b) Individual Behavior Plan (IBP) for children who's needs result in significant behavior difficulties .
  - c) Individual Support Plan (ISP) for children who's needs result from social factors affecting their emotional and physical wellbeing.

### **The IEP will include information about:**

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when IEP is reviewed).

IEP's will be written through a consultation process that will involve all stakeholders. Children will be involved in this process to ensure that their point of view is considered and, where possible , targets match needs they have also identified and agree to work on.

Children on **SEN Support** will be reviewed at Edgewood Primary and Nursery School once per term. The SENCO will invite parents to attend a meeting alongside teaching staff, TAs and any other agencies known to the family in support of the child's needs.

Children who have SEN but who are not on the **SEN Support** register will also have their progress reviewed and communicated to parents at termly parent/ guardian evenings. The SENCO will not be involved in these meetings.

- Staff may need to plan a differentiated curriculum that meets the pace of learning suitable for the child. This may involve setting learning objectives, personalised for the child.
- Staff may group children of similar need / level of ability to enable group work and differentiated learning objectives. On occasion this learning may happen out of the class with adult support. This enables pupils to focus on their learning in a quieter space.
- Staff may offer a differentiated approach to learning e.g using a more hands on approach or more active learning to engage the learner. Technology may be used with specific ICT programmes.
- Teaching assistants may be used to support access detailed above.
- Pupils may work in more than one class where target grouping is used.
- Pupils may have a personalised target sheet . This will have a specific learning objective written in child friendly language, a series of boxes to record evidence of success and a reward agreed with the child. These aim to motivate the child by having them know and focus on a specific need agreed with them.
- Pupils may need a specific intervention to support their need. These are tried and tested programmes aimed to accelerate progress over a period of time. Programmes use at Edgewood include Beats Dyslexia , 5 Minute Maths Box , Accelleread / write, Every Child Counts . These are a few examples of many interventions available. They are matched carefully to a child's need and progress is monitored ( see 11 below ) .
- Where an individual pupils needs cannot be met entirely by education on the school site, visits to other educational facilities may be considered. This would be agreed with parents and the local authority.

#### **Health Care Plan**

If a child has a medical need they may require a **Health Care Plan**. This will be written in school with health and parent involvement. The details will be circulated to all staff. The plan will be reviewed with the parent as any changes are required. Parents will need to inform school as changes occur . The plan will be updated as changes occur. A child may need adaptations to their curriculum in line with their health care plan. Any activity that may present a specific risk to a child will be adapted as far as possible to remove the specific risk and enable learning via safe activity. For trips and residential visits, parents will be consulted for any specific risks relating to the visit and agreements made. ( see Visits Policy )

To promote a child's access to learning , the school may need to consult with a range of services, some of whom may work with the child or advise staff on strategies . Where outside agencies are involved, your permission will be sought prior to the agency work in school. See **14.** for agencies that may be involved.

## **10. Inclusion of pupils with SEN**

The Head teacher and SENCO oversee 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 Curriculum Coordinators and the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

Edgewood is currently offering Forest Schools Support for pupils across the local family of schools in Hucknall ( see **objectives** above )

As Edgewood school is attached to Edgewood Leisure Centre, there are opportunities for children to access facilities including a pool, library with ICT, clubs, holiday play programmes etc . This service is not run by school staff. Some of these services are available during the day and therefore available for families with children who

are either in foundation stage or have agreed part time educational arrangements. After school facilities are available each day.

## 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** are able to give feedback to SENCO and HLTA's through training opportunities, on-going discussion, formal reviews of children's progress and IEP review meetings. Staff manage progress data for all pupils and the progress. Teaching assistants are part of a network and meet to share approaches and identify training needs.
- **SEND Pupils** are able to give feedback through informal discussion about targets and progress. Pupil questionnaires are used up to three times / year as part of the IEP review process. **Pupil progress** will be monitored on a termly basis in line with the SEN Code of Practice.
- **Parents** are invited to give feedback at IEP reviews. Their comments are recorded on the IEP. We also have 2 formal parent / carer meetings each academic year. Informal discussion happens throughout the year .

Child and parent surveys may also be used to assess impact of changes made to provision.

### Provision Mapping

A provision map is developed each year to monitor interventions used to support children. This enables interventions to be planned and monitored over the year. Intervention progress is measured by carrying out an assessment before and after the intervention. This gives a progress score. The outcomes of an intervention will be reported to SENCO + HLTA at the end of the intervention period to assess the success in terms of pupil progress towards ARE .

At the end of the academic year the SENCO and HLTAs assess all interventions used, producing a report for each intervention and recommendations for the next year. This will be reported to the head teacher and SEND Governor alongside. If interventions are not considered to be working staff will report this during the course of the intervention rather than continue with an unsuccessful strategy.

The end of year intervention report forms part of the 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 child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. 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

Refer to the general complaints procedure.

- If a Parent or Carer of a child with SEND has a complaint they should initially approach the class teacher to see if a discussion can help the problem.
- If they are still dissatisfied they should feel free to approach the SENCO and the head teacher in order to help address the problem.
- If these discussions still fail to satisfy the parent or Carer they should be advised of the appropriate person within the LA that they can contact.
- If the LA fail to solve the difficulty they will be advised by the LEA of their rights to seek further help through an SEND tribunal or similar.
- At all times the names and work addresses of outside agencies involved with their child should be available to Parents and Carers in order that they can communicate with them.

### **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. Training occurs through the following procedures.

- Training for lunch staff is usually made available via the HLTA's .
- Training for teaching staff may be delivered from within school for many needs.
- SFSS, Health , SALT , EPS etc can be approached to offer training that is not available within school.
- NQT's will be offered training from within the family, coordinated by the family SENCO.
- Staff may identify training needs as part of their performance management.
- The SENCO will assess training needs as part of IEP reviews and may make recommendations to the head teacher.
- Where safe handling training is required, the SENCO will approach PDSS to arrange training .
- The SENCO will have regular training opportunities offered as part of the agreed development plan written at Family level by the Family SENCO. Additional training may be offered through SENCO conferences run by the LEA and outside training events e.g NASEN.
- Training for parents will be offered within school if possible , or school will help parents make contact with specialist providers such as Children Centres, NORSACA etc .

We recognise the need to train *all* our staff on SEN issues .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:

1. Educational Psychology
2. School Nurse
3. Education Welfare Officer
4. Speech and Language Therapy
5. Occupational Therapy in conjunction with Physiotherapy
6. School and Family Specialist Service ( SFSS)
7. Physical Disability Support Service
8. Community Paediatrician
9. Child and Family Services
10. Social Care
11. Health Staff at the Children's Centre at Nottingham City Hospital
12. CAMHs
- 13.

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

See also our Parent Partnership policy.

Edgewood 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

Parents are kept up to date with children's progress through formal reviews , Parent / Carer evenings etc see 12 above .

If you have concerns we welcome your contact. Please phone the office and request a meeting with either the class teacher or SENCo.

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 may be 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, Mrs Nicklin, may be contacted at any time in relation to SEN matters. Please phone the office to arrange contact with Mrs Nicklin.

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

The school is a member of The Holgate 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**

Edgewood Primary and Nursery School will undertake to liaise fully with Key Stage 3 when transferring children to the secondary school setting. They will also liaise with Early Years' settings when children transfer in to school . This will involve attending reviews and inviting colleagues from other settings to these reviews.

Children with SEND may benefit from a planned transition into Edgewood or moving from Edgewood. Where this is a requirement, parents will be informed of additional visits, school site familiarization activities ,etc . Parents may be asked to accompany additional visits if this is agreed to be beneficial to the child's needs. The SENCo will oversee the development a transition plan for individual pupils or groups of pupils and assess its impact. Contact with staff at the child's next placement will be made and a meeting will be made so that parents can make contact with at least one member of the new staff team. The Family SENCo may support this process, attending the last school review prior to the move and first new review post move .

A transition book may be developed with the child so that they can take this home e.g over a summer break, prior to starting a their new school.

Where summer school schemes are set up, parents whose children are eligible will be contacted with information and forms for application. The Holgate Academy currently runs a Summer School for children in transition from year 6 – 7. the criteria ( summer 2014 ) is eligibility for free school meals . This helps familiarize children with the Holgate site and some staff.

SEND Children who do not transfer to The Holgate Academy may also have a transition plan if needed.

## **17. Links with other agencies and voluntary organisations**

Edgewood 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 may also 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.

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**Signed** \_\_\_\_\_ *Mr E. Seeley* **(Head teacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *Mr P.Moss* **(SENCo)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *Mrs C Nicklin* **(SEN Governor)**

Date \_\_\_\_\_

**This policy will be reviewed annually.**