



# Carleton House

## Preparatory School

### **SEND Policy**

**DATE OF POLICY:**

Reviewed by Craig Griffies SENDCO

September 2021

This policy will be reviewed annually



# **SEND POLICY**

## **MISSION STATEMENT**

*"We live, love and learn with Jesus"*

This policy reflects the general aims of Carleton House to promote and support equal opportunities for all children and their families. The policy relates to the whole school including the EYFS and before and after school provision.

All staff work together to provide for children a broad, balanced, and stimulating range of learning opportunities which take into account their individual needs and stage of development.

We place a great importance on the early identification of any difficulties a child has so that we can plan appropriately to address those needs.

We aim to establish a close working relationship with the parents of our children and value their contribution.

We liaise and work with a range of professionals, in health education and social services, to help us in making appropriate provision for our children.

The school is committed to the social and educational inclusion of all children. We aim to provide a learning situation that reflects these values.

We have regard to the new SEND Code of Practice (2014) on Special Educational Needs and fulfil our duties on identification, assessment and provision.

### **Legal Framework**

This policy has regard to the statutory requirement laid out in the SEND Code of Practice (2014) and has been written with regard to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Health and Social Care Act 2012 and the Equality Act 2010.
- SEN Code of Practice 0-25.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children

### **People involved with SEND in the school:**

SEND co-ordinator; Mr C Griffies

SEND HLTA Mrs P Hendrick

Senior Management Team SEND link; Mr C Griffies

### **Definitions**

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

## Main areas of special educational need

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and / or physical.

## AIMS of our SEND provision

To recognise and support the needs of our pupils with special educational needs and learning difficulties.

To promote active learning and to develop our students' engagement in and enjoyment of their studies.

To enhance pupils' self-esteem and enable them to achieve their full potential

- To create an ethos and educational environment that has the views and needs of the child at the centre.
- To encourage a strong focus on improving outcomes for SEND pupils
- To enable SEND pupils to succeed in their education and make a successful transition into adulthood.
- To have high aspirations for all pupils identified as having SEND
- To ensure that all teachers understand they are a teacher of **all** pupils including those with special educational needs or disabilities and that quality first teaching and differentiation in the classroom is paramount.
- To ensure all staff understand they are responsible and accountable for the progress and development of each pupil in their class, including where pupils access support from teaching assistants or specialist staff. (SEND Code of Practice 2014, p86, para 6.33).
- To ensure all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting
- To foster and promote effective collaboration with children, parents/carers and outside agencies;
- To encourage and engage the participation of pupils and parents in the decision making, planning and review of outcomes
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in ensuring good provision for SEND pupils
- To enable SEND pupils to have full access to all aspects of the school curriculum and activities
- To promote positive self-esteem with a long-term goal of independence and preparation for adulthood for all pupils

The school reflects the Code of Practice in that pupils are identified as having SEND if they do not make adequate progress once they have interventions/adjustments and good quality personalised teaching to support them.

The school identifies learning difficulties within the four broad areas identified within the SEND Code of Practice 2014 - 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and 'Sensory and/or Physical needs.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the pupil.

The SENDCo has overall responsibility for the identification of pupils with SEND in the school, although it is recognised that members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

There are a number of ways in which it may be decided that a pupil could benefit from Learning Support. Form and subject teachers are continually aware of pupils' learning. If they observe that a pupil, as recommended by the 2014 Code of Practice, is making less than expected progress given their age and individual circumstances, they will seek to identify a cause.

This can be characterised by a pupil's progress which;

- is significantly slower than that of their peers
- fails to match or better the pupil's previous rate of progress
- fails, over an appropriate time, to close the attainment gap between themselves and their peers

We analysis termly and yearly assessments, reading ages and annual pupil assessments. We follow up teachers concerns and parental concerns. We track and evaluate individual pupil progress, both academically and pastorally over time.

Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective provision in place and a record of support and strategies used is maintained by the SENDCO. The SEND support takes the form of a cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review)

The SENDCo consults with the child's form teacher (sometimes a cause for concern sheet is completed which gives a full picture of the barriers to learning), and with the child and with the child's parents. If a known or possible need is brought to our attention, the SENDCo will, initially, undertake a screening test. If this assessment indicates that the child may have a special educational need or learning difficulty then the SENDCo, in partnership with the staff, parents/carers and pupil may agree a plan of action, to be known as an 'Individual Education Plan'. Should it be felt that a pupil be placed on the SEND register parents will be fully informed of the reason for the decision and the provision planned.

In certain circumstances following an analysis of the effects of agreed provision, the SENDCo, following further consultation with the parents, may recommend that a further consultation or assessment is undertaken by an external professional. This will be at the parents' expense.

Thereafter, parents and pupils are invited to a meeting at least each term to review progress made against the agreed targets and success criteria, set new targets and agree individualised child-centred provision for the following term.

In addition, an annual evaluation is made of the effectiveness of interventions and teaching strategies in enabling a pupil to make progress. Following this review, plus the results of any assessments, the SENDCo, pupil and parents will agree a new plan of action, involving personalised target setting and success criteria to measure progress. If a pupil continues to make insufficient progress following the provision in the SEND support register the SENDCo may advise consideration of an Education, Health and Care Plan (EHC).

Records are kept of all meetings with parents.

### **Provision**

Person with overall responsibility and management of SEND provision: Mr Craig Griffies (Deputy Headteacher)

Person who primarily delivers SEND provision following the experienced guidance of the SENDCO: Mrs Tricia Hendrick (HLTA).

The SENDCO undertakes the responsibilities outlined in the New Code of Practice and aims to:

- Ensure liaison with parents and other professionals in the respect of children with special educational needs.
- Advise and support other practitioners in the setting.
- Ensure that Pupil Passports are in place
- Ensure that relevant background information about individual children with learning difficulties is collected, recorded and updated.
- Take the lead in further assessment of the child's particular strengths and weaknesses.
- Plan future support for the child in discussion with colleagues and parents see Provision Map
- Monitor and review action taken.
- Ensure that appropriate records are kept of children with

The SENDCO also ensures that SEND policy is implemented by all staff and that it is monitored and reviewed regularly. The SENDCO and the HLTA support staff development in relation to SEND.

We welcome all children and aim to respond to individual needs appropriately. It is helpful if parents can discuss their child's needs with us before admission so that we can plan the most effective provision and liaise with outside professionals if necessary. We value information provided by professionals in pre-school settings.

Specialist SEND support may be offered through any of the following strategies;

- a one to one or small group situation outside the classroom
- specific support programmes, adjustments and interventions produced by the SENDCo that are supplied to staff who incorporate the requirements of SEND pupils in their planning and in provision for the pupils concerned.
- additional resources for staff to support SEND pupils.
- regular assessment of the progress of all pupils identified as having SEND as frequently as appropriate to the pupil's needs.
- discussion and monitoring which enables the SENDCo to ensure provision is implemented in all lessons.
- the SENDCo advising the class teacher or subject teacher
- the SENDCO meeting staff regularly to discuss individual pupils' progress and to advise on any changes required to provision.
- access arrangements for examinations and other assessments, for example larger text for visually impaired children or additional time for children with specific learning difficulties, can be negotiated by the school with relevant bodies

If the interventions involve group or one to one teaching away from the class/subject teacher, then the class/subject teacher remains responsible for overseeing this. The class/subject teacher is also responsible for working closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

Class or subject teachers are available to discuss the progress of pupils with parents on designated dates. Such reviews also evaluate the impact and quality of the support and consider the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. If a concern arises between such meetings parents may contact the school at any time.

The SENDCo is available to discuss the progress of SEND pupils with families by appointment. The SENDCo ensures that, at times of transition such as from Early Years to juniors, pre-prep to prep and prep to seniors, meetings with staff ensure provision is in place to promote a smooth and confident move.

## Responsibilities

### Role of the Governing Body

The Governing Body ensure that:

- They are fully involved in developing and monitoring the school's SEND policy.
- All members of the governing body, especially those with special responsibility for SEND are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND is an integral part of the school development plan.
- The quality of SEND provision is continually monitored.

The Governing Body, in co-operation with the Head, agree the SEN policy and approach to provision for children with SEN. The SENDCo produces an annual SEN report for Governing Body which is discussed at the Curriculum and Safeguarding Committee.

### Form teachers and subject teachers:

- are teachers of every pupil, including those with SEND.
- respond to pupils' needs by providing high quality teaching that ensures the progress of all pupils.
- are responsible and accountable for the progress and development of the pupils in their class or form, including where pupils access support from teaching assistants or specialist staff.
- provide support for pupils who need help with any area of learning.
- plan to develop pupils' understanding through the use of varied experiences.
- plan for pupils' full participation in learning, and activities.
- help pupils to manage their behaviour and emotions and learn effectively and safely.

The SENDCO is responsible for:

- The provision, regular updating and revision of school SEND policies and procedures in line with national guidance
- The effective implementation of school procedures for special educational needs and disabilities
- The effective implementation of any past special educational statements and education and health care plans
- The conversion of existing statements of educational need to educational health care plans
- Oversight of the work of SEND teaching assistants and support staff
- Reporting to senior management on SEND effectiveness and needs
- Producing annual SEND report for governors
- Communication with SEND governor
- Communication with external agencies

The SENDCO will;

- a. Identify and diagnose the type of specific difficulties experienced by pupils referred by class teachers
- b. Maintain a comprehensive register of the types of specific needs presented by pupils, including;
  - ❖ the school provision for each child identified as having SEND,
  - ❖ the results of regular assessment and monitoring of progress,
  - ❖ reports of discussions with parents,
  - ❖ reports by staff of effectiveness of agreed strategies
  - ❖ results of any communication and assessment by external agencies
  - ❖ Identify and adopt the most effective teaching approaches for pupils with SEND and looked after children

- ❖ Co-ordinate provision for SEND children and oversees the day to day operation of SEND provision.
  - ❖ Liaise with, supports and advises staff.
  - ❖ Oversee the records of all SEND pupils.
  - ❖ Liaise with parents of SEND pupils.
  - ❖ Contribute to the in-service training and professional development of staff.
  - ❖ Liaise with external agencies including the Local Education Authority, educational psychology services, health and social services.
  - ❖ Monitor and evaluates special educational needs provision,
  - ❖ Manage a range of resources to enable appropriate provision to be made for children with SEND.
- c. Advise staff on methods for teaching the basic skills that will develop pupils' ability to work independently
  - d. Work with teachers to devise suitable classroom strategies, individual plans and activities to meet SEND pupils' specific needs
  - e. Support teachers in implementing strategies
  - f. Monitor, evaluate and adjust teaching and learning activities to constantly meet the changing needs of pupils with SEND
  - g. Liaise with other schools to ensure continuity of support and learning and fast exchange of records when transferring pupils with SEND
  - h. Establish effective communication channels with external agencies and parents
  - i. Evaluate assessment data and discuss next steps with senior managers.

#### Recording and assessment- the SENDCO will:

- a. Enable early identification and intervention through assessment and observation within the Early Years.
- b. Ensure the interventions within year groups meet the needs of all pupils with SEN
- c. Identify, assess and review SEN provision and collect and interpret SEN assessment data
- d. Using assessment data set appropriately challenging targets for raising achievement among pupils with SEN
- e. In collaboration with class teachers, keep parents informed (through structured conversations) about their child's progress, at regular intervals throughout the year and record content of meetings.

#### Training and Development- the SENDCO will:

1. Be encouraged to consider the National Award for Special Educational Needs.
2. Deliver and share training of staff in the identification of and provision for SEN
3. Share information concerning new guidelines and changes in school provision with all staff
4. Support and help train new members of staff, including Newly Qualified Teachers, in provision for SEN across the school.
5. Attend external courses/meetings and evaluate and report back to senior managers
6. Ensure teachers use the strategies within statements/EHC Plans and the recommendations within specialists' reports, in their planning for pupils with SEN.
7. Audit, order, organise and allocate SEN resources throughout the school, keep an inventory of resources
8. Produce an annual development plan for SEN provision, with relevant costs for inclusion in the school development plan
9. Assist class teachers with parent meetings, workshops and general communications with parents.

#### The SENDCO and Leadership

- a. Lead the school through the transition between the previous and new SEND Code of Practice 0 – 25 years.
- b. Ensure all members of staff recognise and fulfil their responsibilities to pupils with SEN and ensure all school staff understand their roles and the changes under the new SEN Code of Practice.

- c. Organise, in consultation with senior managers, training for teachers, teaching assistants and other adults working with SEN pupils, to increase their knowledge and understanding of SEN and effective teaching strategies.
- d. Help teachers with children with SEN and EHCPs to meet individual needs
- e. Ensure required statutory paperwork and other preparations for multi-agency meetings are completed in good time and, where necessary send reviews to the appropriate agencies.
- f. Monitor SEN pupils regularly to check that they are making expected progress.
- g. Monitor the effectiveness of interventions delivered by teaching assistants, support staff and the impact such staff have on pupils when working with them in classes.
- h. Write and review action plans for improving provision and achievement of SEN.
- i. Liaise with the governor who has oversight of SEN. Keep governors informed of progression of the SEN Action Plan, quality of teaching and learning, progress of pupils and overall standards across the school.
- j. Develop productive partnerships with outside agencies

#### The SENDCO and Standards and quality assurance

- a. Support and promote all school policies and procedures, especially child protection and safeguarding, equality and health and safety.
- b. Support and promote the high expectations, positive ethos and inclusive culture of the school
- c. Be an approachable and knowledgeable reference in providing information and support for families of children with SEN
- d. Ensure senior managers are well-informed of the content of meetings involving pupils and parents and keep up to date records of any actions/outcomes from the meetings.
- e. Ensure all SEN pupils have equal access to all school opportunities.
- f. Promote the general progress and wellbeing of SEN pupils throughout the school.
- g. Offer advice and guidance to SEN pupils and their parents on educational, emotional and social matters in line with school policies.
- h. Attend and participate fully in school events e.g. open evenings, parental workshops and pupil performances
- i. Attend staff meetings as identified on the school's calendar.

#### **Specialist provision and Facilities**

The school has a designated room for Special Educational Needs which maintains a good range of resources including:

- PC with a range of programmes including Wordshark, Jolly Phonics, Starspell, Wellington Square + Units of Sound, which provide support for literacy difficulties. Maths difficulties are supported through Number Shark. MyMaths app etc. and now on tablets especially in FS1
- Interventions for reading and writing include Accelerate / Accelewrite, Letters in Colour
- Maths difficulties are supported through - Plus 1, Power of 2 and Dynamo Maths interventions
- Practical Maths aids such as Unifix, Counting beads, Tables Wheels and Number Games etc. Specialist books on a range of learning difficulties such as dyslexia, autistic spectrum disorders and dyspraxia.
- Diagnostic tests including Neales Analysis, Aston Index, Bangor dyslexia Test, Maths Diagnostic Kit, Lucid Rapid.

There are opportunities for in-service training to improve the expertise of the SENDCO, HLTA and all staff. **There is an annual budget to purchase specialist equipment and to buy in support from external agencies.** Time is allocated for review meetings with parents and class teachers. Time is also allocated for meetings between SENDCO, HLTA and class teachers to plan provision for pupils and to review progress. The timetables allow for 1:1 or small group teaching with the HLTA or in class as appropriate.

The HLTA is designated to provide additional support in class or in the designated SEND room for children identified as having special needs following the guidance of the SENDCO. Classroom assistants and a nursery nurses are also available to provide additional support.

In the Early Years Foundation Stage, support is provided by one HLTA, two Teaching Assistants and a nursery nurse.



## **Resources of the department**

The School allocates a budget to the SEND Department in order to run efficiently, and to enjoy specialist resources where necessary. ICT equipment and relevant publications are included in this.

The department will try to provide resources from within School but there may be occasions where outside assistance is required for example to assess the pupil or to provide specialist tuition (either with or without a formal Statement of Needs) which cannot be covered from within the School's department. In this event parents will be charged any fees raised by the outside agency. If it transpires that such specialist assistance is unlikely to help the pupil to thrive so that they fall behind their peers educationally the Head teacher will meet the parents to discuss the pupil's future but, if necessary, reserves the right to ask the parents to remove the pupil from the School.

Each classroom has a TA intervention file, which contains information on interventions implemented to help children in that class together with background information on a range of specific learning difficulties, the specific needs of those individuals and their targets for the year.

## **Safeguarding SEND pupils**

The School recognises that pupils with Special Educational Needs may be more vulnerable to bullying or other kinds of abuse. To ensure that all of our pupils receive equal protection, we will give special consideration and attention to any pupils who are disabled or have special educational needs, including those who do not have English as a first language. Special consideration and attention include monitoring through the pastoral systems of the School.

Where a member of staff is placed in a position of working with a 'looked after' child or a 'post-looked-after' child, they will be provided with all necessary information, including the child's status, up-to-date assessment information from the relevant Local Authority, the most recent care plan, contact arrangements with parents, care arrangements and delegated authority to carers and information available to the Designated Safety Officer. Further details are included in the Policy for Looked after Children.

## **Policy for identification, assessment and provision for all children with SEN.**

The triggers for intervention for SEND children are those identified as follows in the New Code of Practice.

The child, despite receiving appropriate education experiences:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness. On-going assessment by staff or analysis of yearly pupil data.
- Continues working at levels significantly below those expected for children of a similar age in certain areas.
- Presents persistent emotional and/or behavioural difficulties, which are not all eliminated by the behaviour management techniques usually employed in the setting.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has a medical condition or syndrome.
- Has communicative and/or interaction difficulties and requires specific individual interventions in order to access learning.

An existing profile of prospective pupils is built up with information from parents and from pre-school settings. The school also liaises with health professionals. The class teacher makes an assessment in the child's first weeks at school and these are added to the profile.

The SENDCo aims to provide time for the HLTA to spend observational sessions in the Foundation Stage monitoring children and responding to any concerns the class teacher or learning support staff may have. We aim to identify problems early.

If a class teacher has concerns about a child's learning/behaviour they are asked to complete a Request for Advice Form which is then passed back to the SENDCo and HLTA. The request for advice form is followed up and further screening/assessments are carried out by the HLTA to diagnose any specific need with the parents' knowledge. Strategies are then passed back to the teacher and the child's progress monitored. Interventions can then be put into place or if necessary referrals made to outside agencies with the parents' permission.

We have regard to the New Code of Practice on additional educational needs and fulfil our duties on identification, assessment and provision through the graduated approach recommended therein.

### **Statements of Special Educational Needs/Education, Health and Care Plans (EHC plans).**

Where a prospective pupil has a Statement of Educational Needs/EHC plan, we will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the Statement can be delivered by the School.

For any pupils with a Statement of EHC Plan, it is the responsibility of the SENDCO to;

- follow procedures as outlined in the Code of Practice
- ensure that the pupil's needs are met
- communicate with and support staff in meeting the pupil's needs
- liaise with parents about supporting the pupil's needs
- maintain effective communication
- review the Statement of SEN/EHC Plan annually as prescribed by the Local Authority.

For further information regarding the provision of EHC plans, parents should contact their Local Authority for advice.

The statements/EHC plans of all pupils in this category, whether placed by parents or the LA, are reviewed annually and the required curriculum so provided as set out in the statement/EHC plan (including the full National Curriculum, if this is specified). It is the responsibility of the LA and not the School to review the statement/EHC plan, but it is good practice for the School to check that the review takes place and the School co-operates with the LA in this review process.

### **Arrangements for providing Access for children with SEND to a broad and balanced curriculum.**

- All curriculum planning takes account of SEND.
- Differentiated Targets are identified for children. PIVATS are used to follow progress of underachieving children. (below national average in N.C)
- The progress of our children is assessed and recorded.
- Teaching styles are changed and adapted to the needs of the pupil.
- We monitor and evaluate the curriculum to ensure flexibility.
- We make use of additional support in class and/or withdrawal as appropriate to the child's needs.
- Interventions are monitored by the SENDCo half termly.

It is expected that at Carleton House, all pupils with SEND should have full access to the curriculum, and benefit from the full range of extra-curricular activities, which represent a major catalyst for the self-expression and development of students. All pupils are taught within mainstream classes, where skilful differentiation should ensure that all pupils are catered for. Gifted or talented pupils are referred to the Head teacher (G&T Coordinator). For more information please refer to Gifted and Talented policy document.

It is the aim of Carleton House to enable children, wherever possible within the financial constraints of the budget, to have access to the curriculum through careful planning, differentiation and assessment of individual needs. We consider, in all aspects of the learning environment, how children with SEND can be included in the planned activities. An audit will be undertaken of the school's physical environment and the governing body have formulated a plan of changes to be undertaken.

The school will continually look for best practice in other settings and look to evolve and improve upon our Special Needs provision.

### **Monitoring and Evaluation of the Policy**

The progress of individual pupils is closely monitored from FS1 onwards through the use of observation and a variety of assessment tools. Yearly progress is also scrutinised by the senior management.

Concerns will be discussed with the SENDCo and HLTA and recorded. The SENDCo, in consultation with the HLTA, will advise on a programme of work to be carried out in the classroom by the class teacher with the aid of support staff. A One Page Profile will be drawn up by the class teacher/pupil/SENDCo and a programme of additional intervention will be decided upon and reviewed once a term or sooner if deemed necessary.

Parents will be advised of any concerns and of ways in which they may help to address the problem.

It may be recommended that advice might be sought from health professionals where this seems appropriate.

The effectiveness of the provision made for children with SEND is evaluated through their progress towards the individual targets set.

If the expected progress is not made through additional support in the classroom the child may be withdrawn from class for an allocated time each week to work with the HLTA in a 1:1 or small group situation. A new programme of interventions will be drawn up and this will be discussed and reviewed regularly with parents and staff.

Evidence of progress will be gathered by the SENDCo and HLTA and recorded. Review meetings with parents and class teachers will be held at least half yearly or more frequently if necessary. Parents will also be invited to speak to the SENDCo and HLTA.

Further concerns will result in the pupil's referral to an external agency with the permission of the parents. A referral will be made where appropriate and with parental consent. Assessment by health visitors for pupils under 5 and the school nurse for pupils 5 years of age may also be arranged.

Any recommendations made by external specialists will be discussed with parents and staff and will form the basis of future planning. If a child's difficulties are serious enough to warrant an Education, Health and Care (EHC) Plan, a referral will be made to the Local Council. This will require the full permission of the parents.

Parents will be invited to cyclical review meetings three a year or more frequently if necessary. The class teacher (possibly), SENDCo and HLTA will be present. Head teacher will be present as appropriate. Minutes of the meeting will be recorded.

The views of the child will be sought and recorded. Pupils will be encouraged to take responsibility for their own learning and behaviour.

### **Complaints Procedure**

Our complaints policy and procedure is available on our school website and can be followed by a parent if deemed necessary.

### **Staff Development and Training – (please also see SENDCO training paragraph above)**

All staff are committed to developing their knowledge and skills in relation to SEND. They attend courses organised by the LA, by the University of Liverpool and by the National Association of Special Educational Needs and other external agencies. SENDCO attends termly conferences which include local and national updates at School Improvement Liverpool.

In-house training sessions are provided and the school has a good range of resources including books and journals on SEND. The SENDCO will lead Staff Meetings with the aid of the HLTA.

There are regular induction sessions for all new teachers in addition to a recording system which allows regular updates on all pupils with special educational needs and learning difficulties.

- The SENDCo contributes to whole school staff training in the area of SEND.
- Staff are encouraged to undertake training and development.
- The SENDCo advises all teachers of the support systems and structures in place for SEND provision and practice for the needs of individual pupils.
- The SENDCo supports staff in delivering support systems for pupils.
- The SENDCO attends appropriate development sessions.
- In turn, the SENDCO provides development for other teaching staff through meetings, INSET activities and in other appropriate contexts.
- The SENDCO and HLTA review the SEND policy and provision at regular intervals, drawing up developmental plans in order continually to increase the impact and effectiveness of this aspect of the School's educational and social role. The SEND Governor is made aware of SEND Policy and SEND Development Plan.

### **Partnership with Parents**

We value the contribution parents make and it is our policy to consult and work in partnership with them as closely as possible. Their permission would always be sought before an assessment was performed or a referral was made to an external agency.

We share information with parents in a formal way at the regular reviews of progress made by children with SEND at Parents' Meeting **and review of pupil passports**.

There are also informal opportunities to share information through exchanged notes in homework or reading diaries, which the child brings home each day. Pupils are also given a Special Book to record any work undertaken in support sessions and on occasion STAR's forms are used to inform parents of any daily occurrences.

### **Links with other settings and schools**

We have well-established links with a number of pre-school settings. Foundation Staff visit these settings to exchange information on children's needs prior to transfer into FS1 and FS2.

We have also established strong links with a range of secondary schools in the area. We aim to provide them with relevant information to assist their planning for the future education of our pupils. Children are encouraged to attend open days and workshop days organised by their prospective schools. The SENDCo attends the Transition Forum to discuss the needs of children transferring to senior school if necessary.

### **Links with Support Services**

We have worked to build up good working relationships with professionals from a number of services including

- Speech and Language Therapy
- Occupational Therapy
- Community Paediatrics
- ASD Pathway
- School Nurse
- ADHD Foundation
- Seedlings mental health and wellbeing sessions

The school nurse visits regularly.

We also have access to a number of independent educational psychologists through the British Dyslexia Association and an independent Educational Psychologist, Jim Doyle, who carries out assessments on the school's behalf when needed.

**The school pays an annual subscription to the 'Seedlings' counselling service to be used when needed.** Seedlings is a therapeutic service based in 120 primary schools. Delivered in partnership by PSS and YPAS. (Young Persons Advisory

Service) The Seedlings team works with children to explore and process feelings which are troubling them and develop confidence in expressing themselves. The qualified therapists provide a range of support that is age appropriate and tailored to what each child needs. Two children from school are selected half termly who we feel will benefit from the provision and after consultation with parents they are provided with a series of 1-1 sessions with Kim our school counsellor.

#### Sue – child coach.

Additionally, the school now works in partnership with 'Mermaids'. Mermaids has evolved into one of the UK's leading LGBTQ+ charities, empowering thousands of people with its secure online communities, local community groups, helpline services, web resources and events. Mermaids offers a range of trans-inclusive diversity awareness training, specifically tailored to needs. They regularly train professionals in the NHS, police and uniformed services, Social Services, schools and CAMHS as well as other charity, corporate and public sector clients.