



# Special Educational Needs and Disability Policy 2024-2025

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Signed			

Adopted from Nottinghamshire CC.

## Document History

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# John Clifford School

## Special Educational Needs Policy

Adopted: Autumn Term 2024

Review date: Autumn Term 2025

### **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 reformed the way in which provision and support was 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 2014 came into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

One significant change arising from the reforms was 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. More information on this can be found through the SEND Local Offer:

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

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.

Information can also be found on Nottinghamshire County Council's SEND strategy, support and future plans here:

<https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

## **Mission Statement**

**“At John Clifford School we believe that all children should be valued equally within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn without fear of criticism”** (A curriculum for all 1989 NCC)

John Clifford School is a mainstream school (ages 3 – 11) that is a member of The White Hills Park Trust – we are an inclusive school and we believe that:

- All teachers need to provide a differentiated curriculum for a range of abilities
- There should be a whole school approach to SEND with the staff working together for the benefit of the children
- There should be close consultation and partnership with parents of children with SEND
- The views of the child should be sought and taken into account wherever possible
- The policy and practice provided in the school must have regard to the SEND Code of Practice published by DFES

## **1. Aims and objectives**

### **Aims**

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

- to develop effective and enthusiastic learners
- to ensure that each child realises their full potential intellectually, emotionally, physically and socially
- to ensure a broad, balanced, differentiated curriculum for a range of abilities
- to develop the whole child by valuing their strengths, and to raise the levels of children's attainment continuously
- to provide basic skills in order to improve the quality of learning and life chances
- to help prepare all children to contribute to society as responsible citizens

- to set achievable targets and measure progress against the targets set
- to engage in regular dialogue and report to parents and governors about progress
- to maintain an effective liaison with a range of external agencies
- to ensure the policy is implemented, monitored and reviewed to ensure its fairness and equitability to pupils from all groups
- to foster caring relationships in a secure environment
- to maintain an accurate system of tracking children's progress
- to involve our pupils in decisions made regarding them and their education wherever possible

## Objectives

- Identify the needs of pupils with SEND 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 SEND. Continuous monitoring of those pupils with SEND 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 SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO, Assistant SENCo and Head Teacher 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 SEND 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 SEND policy and the school's SEND work.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** When our quality first teaching approach is not providing the children with enough to overcome their barriers to education we will seek the support and advice of outside agencies to help us to do this.
- Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular opportunities for discussions between pupils and their teaching assistant/teacher/SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

## 2. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEND is Janine Waring (Head Teacher). The person co-ordinating the day-to-day provision of education for pupils with SEND is Kayley Allcoat [SENCo]. The person supporting this day-to-day provision is Tanya Jacques-Tolley [Assistant SENCo]. From November 2024, the school anticipates that a SEND Administrator will join the team to support the ongoing work and increasing need within the SEND department [Appointment to be confirmed].

*Note. As of November 2024, the day-to-day provision will be directly managed by Tanya Jacques-Tolley as the SENCo, Kayley Allcoat, commences a period of Maternity Leave.*

### The Child

The children will:

- Where appropriate, be involved in discussions about their School Based Plan, target setting and reviews
- Be encouraged to record their views, using appropriate communication strategies, such as pictures, symbols, audio, play, as well as verbal communication

### Class Teachers

Teachers will:

- Take responsibility for the initial identification of the needs of their children, ensuring parents are informed as early as possible
- Identify these SEND concerns early using the schools SEND Concern Forms and supporting documents
- Provide quality first teaching as part of an 'assess-plan-do-review' cycle and using the schools SEND Concern documentation for recording
- Be responsible for monitoring the progress of each child in their class
- Plan and organise appropriately differentiated work to meet each child's needs
- Inform parents on their child's progress together with the SENCo or Assistant SENCo (if appropriate)
- Complete the planning, implementation and review of the children's School Based Plan (together with the SENCo or Assistant SENCo if appropriate)

### The Teaching Assistants

Teaching Assistants will:

- Be actively involved in discussions, drawing up and monitoring of School Based Plans and the delivery of the provision of support
- Have regular liaison with the SENCo or Assistant SENCo to discuss programmes of work, timetables and progress

### SENCo and Assistant SENCo

The SENCo and Assistant SENCo will:

- Take day to day responsibility for the operation of the SEND Policy
- Co-ordinate the provision made for individual children with SEND, working closely with staff, parents and carers, children and external agencies
- Support staff to complete the schools SEND Concern procedures and accurately record the 'Assess, Plan, Do, Review' cycle
- Provide related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND
- Seek to develop ways of overcoming barriers to learning and ways of sustaining effective teaching through the analysis and assessment of children's needs and by the setting of targets for improvement
- Support Teaching Assistants who have responsibility for children with SEND and meet regularly to discuss progress of children, timetables and programmes of work
- Oversee the implementation of targets and plans, giving advice on programmes, approaches and suitable resources
- Maintain and monitor SEND resources
- Liaise with the Secondary School SENCo with regards to transition of children with SEND

### The Headteacher

The Headteacher will:

- Take responsibility for the overall management of all aspects of the school's work, including provision for children with SEND
- Keep the governing body fully informed of SEND issues
- Work closely with school's SENCo and Assistant SENCo
- Provide time and resources for the SENCo and Assistant SENCo to carry out their role

## The Governing Body

The Governing Body via the Link Governors for SEND [Anna Worsching and Liz Marder], will have regard to the Code of Practice in all decisions, in particular:

- In developing and monitoring the school's general policy and approach to meeting pupils' special educational needs
- In setting up appropriate staffing and funding arrangements to ensure the necessary provision is made for pupils with SEND
- In ensuring a member of the governing body has specific oversight of the school's arrangements and provision for meeting special educational needs
- In ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND
- In ensuring that pupils with SEND join in the activities of the school together with pupils who do not have SEND, so far as it is reasonably practical and compatible with the child receiving the special educational provision where their learning needs call for and the efficient use of resources
- In drawing up a statement on special educational needs for inclusion in the school's prospectus

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

The SENCo will hold details of all SEN Support records such as SEND Concern Forms, School Based Plans or alternatives or structured conversations and subject targets for individual pupils.

#### **All staff can access:**

- The John Clifford School SEND 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 School Based Plan 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 and in confidential SEND Folders on individual pupils and their special needs and requirements
- Information on current legislation and SEND provision
- Information available through Nottinghamshire's SEND Local Offer (<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>)

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special educational needs and their requirements which will enable them to provide for the individual needs of all pupils.

*The Lamb Inquiry (2009) and the DfE (2011) make it clear that good SEN policies should, as well as being short and clear, be developed in collaboration with parents. There is also an increasing interest in making policies and SEN provision arrangements clear to pupils. A SEN policy should be aimed at a range of audiences not just teachers and school support staff, but this might be achieved through the provision of summary information for particular groups.*

#### **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 SEND; those with Education, Health and Care Plans and those without. On admission, parents/carers are asked to inform the school of any special needs their child may have. This is noted on the admission form in the child's individual folder. Pre-school settings will meet with the School SENCo/Assistant SENCo regarding children with SEND who currently have individual targets or external agency support.

On leaving or transferring from the school the child's individual record folder is updated to include

- details of targets and reviews
- information and reports from any external agencies

At John Clifford School, our aim is to make the transition for children identified as SEND from, Foundation to Key Stage 1 and Key Stage 1 to Key Stage 2, a smooth and supportive one. This includes:

- Children entering Foundation Stage from nurseries
- Key Stage 1 children regularly attend whole school assemblies in Key Stage 2 and access the school library in Key Stage 2 e.g. reading buddies.
- Children have visits to their new class and meet their new teacher. Become familiar with facilities they will access e.g. cloakrooms.
- Passports produced for children to take home where appropriate.
- Pupil profile created to support staff with an immediate understanding of the child.
- Dialogue between current staff working with child and new staff who will be working with child.
- Specialised meetings between the SENCo/Assistant SENCo, current and new staff where a child has a high level of funding or additional needs

#### **5. Specialist SEND provision**

John Clifford School currently has 20 pupils listed as SEND Support.

We have 20 members of staff who specialise in SEND provision and support in school and a further 3 who work within The Hive, our Enhanced Resource Provision Unit.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 10.

#### **6. Facilities for pupils with SEND**

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



1. A lift in the Foundation Unit and at the main entrance to school
2. Ramps for wheelchair access at the side entrance and exit to school
3. Disabled toilets and changing facilities
  
4. Modification to KS2 staircases with extended rails and nonslip surfaces
5. Disabled parking bay at front of school
6. Access to iPads and electronic resources
7. Sensory Room
8. Nurture Unit (Honeypot)
9. The Hive, our Enhanced Resource Provision Unit

## **7. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. In both cases the SENCo and/or Assistant SENCo will bid for the additional funding. The Family SENCo will support 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.

### Element 1: Age Weighted Pupil Unit (AWPU)

Every pupil attracts an amount of money depending on his/her age. Some of this money could be used to support SEND.

### Placement Funding

This money is given to school to meet predictable SEND. Allocation is linked to the free school meals factor.

### Element 2: Additional Family Needs (AFN)

Additional money is allocated to cover SEND via a bid system. Money will come via the family of schools for those pupils needing additional support and is considered against a set of AFN criteria of need. This is moderated within the Family of Schools.

### High Level Needs (HLN)

Additional money is allocated to cover SEND Support via a bid system to the HLN panel at the Local Authority. This is for children with the most significant needs and is based on a clear set of criteria.

## **8. Identification of Pupils' Needs**

### **Identification**

The school recognises the importance of the early identification and assessment of SEND. They will therefore assess each child's current levels of attainment on entry to the school by referring to information sent from the child's previous educational setting (if applicable) and by carrying out a range in class assessments. Further assessments may then be carried out by a member of the SEND team where appropriate.

### **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) 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.
- c) Once a pupil has been identified as *possibly* having a SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- d) If the concern remains then the staff will start the John Clifford SEND Concern process and carry out the first 'Assess, Plan, Do, Review' cycle.
- e) The child's class teacher will assess their need and make a plan to support in addressing any concerns.
- f) The class Teacher will put class-based support into place and following a programme of 6-8 weeks they will then review if any further support is required.
- g) If further support is felt to be required, then the SENCo and/or Assistant SENCo will become involved and carry out an observation.
- h) Through stages d-g it can be determined which level of provision the child will need going forward.
- i) 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.
- j) 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 SEND register at this stage. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- k) 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.

### **SEND Support**

Following the Class Teachers SEND Concern support outlined above, if a concern remains then the SENCo and/or Assistant SENCo will become involved. A second 'Assess, Plan, Do, Review' cycle will be carried out to see what further support the child may require. A child would be considered to have a special educational need if they were to be receiving something that was 'additional to and different from' their teachers' quality first teaching as outlined in the SEND Code of Practice. As a school, we place a high importance on children being entitled to the level of support they need to access the classroom as standard and therefore consider additional to or different from at a much higher threshold than many other schools. This often includes involvement of external agencies or being in receipt of additional funding as outlined in section 7. A diagnosis alone will not add a child to the School's SEND register.

Where it is determined that a pupil does have a Special Educational Need, parents will be formally advised of this and the decision will be added to the pupil's school file. The aim of formally identifying a pupil with a Special Educational Need is to help school ensure that effective provision is put in place and so to 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, a range of in school assessments, as well as the views and experience of parents. The pupil's views will also be considered where appropriate. 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/Assistant 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. Parents will be informed if their child needs to be added to the SEND register at this stage.

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 or Assistant 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 or Assistant 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.

When two 'Assess, Plan, Do, Review' cycles have been carried out then a referral to external agencies will be considered for further support if this is felt to be required by the school team. Some external agencies now have a threshold which has to be met for a referral, usually at least AFN High Additional Funding, but many do operate a Surgery Model where we can seek advice and support.

At John Clifford, children who are on the SEND register have School Based Plans completed by the class teacher each term which highlight targets being worked upon and these are shared with parents. Additionally, they will have an Assess, Plan, Do, Review Form that will set out the provision that is being put in place for the child and these are reviewed half-termly.

### **Referral for an Education, Health and Care Plan (EHCP)**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the parent but can be requested by the school. 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.

We ask that parents work with us when applying for an EHCP as this supports in making the process a more successful one.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- External Educational 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 not 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:

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

or by speaking to the Education, Health and Care Plan Assessment Team on:

**0115 804 1275**

or via email at: [icdsehcbgrlocality@nottsc.gov.uk](mailto:icdsehcbgrlocality@nottsc.gov.uk)

or by contacting the Ask Us Service on:

**0800 121 7772**

**or completing their online contact form**

### **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 in 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**

At John Clifford we aim to provide children with a Special Educational Need and/or Disability, a supportive and caring environment where they can fulfil their potential. We are committed to supporting children within their classroom environment, working alongside their peers. This is made possible through the careful planning and timetabling of Teaching Assistant support. Pupils with a SEND will be given access to the curriculum through the specialist SEND 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.

Where it is not possible to support children with SEND in the classroom they will be withdrawn for short sessions for additional support. E.g. One to one specialist programmes of work e.g. interventions, speech and language or physiotherapy.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo or Assistant SENCo will consult with the child's parents for other flexible arrangements to be made. Other considerations include:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space

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

The Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Head Teacher and Senior Leadership Team together with the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Other strategies used include:

- 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.
- Reviewing termly whole school provision, monitored by the SENCo.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard' meetings, Early

Help Unit, CAMHS, the school nurse, the Multi-Agency Safeguarding Hub and SBAP.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

We are aware of the need to ensure that our policy for supporting children with SEND is effective and to do this we employ the following strategies:

- Measure the level and form of SEND support at John Clifford. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.
- Maintain records and informal feedback from parents/carers, staff and external support agencies and children's views on SEND provision within the school.
- Record and monitor formal concerns.
- Measure and evaluate amount of withdrawal taking place within school.
- Review of policy annually by Pupils and Personnel/Strategic Development Committee.
- The extent to which individuals make progress and meet their targets.
- The confidence of staff to identify SEND children.
- The early identification of children who have SEND.

Success will be measured by the effect the policy has on the performance, attitude, behaviour and general inclusion of children with Special Educational Needs and/or Disability.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCo, Head teacher and SEND Governors - information is gathered from different sources such as parents evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the proprietors of Academy schools 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**

Any complaint concerning the Special Educational Needs and Disability Policy should be directed to the SENCo or the Headteacher in the first instance.

If parents remain dissatisfied, they should follow the procedures laid out in the School's Complaints Policy. A parent leaflet explaining the complaints process is available 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 SEND.

Our school operates the following training programmes: Inset days, weekly staff meetings, family joint working parties, in school working parties, family of school's TA training, TA meetings and courses where available.

The SENCo and Assistant SENCo attend relevant SEND courses, Family SEND meetings and facilitate/signpost relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

#### **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

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

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

- Educational Psychologist
- School Nurse
- Community Paediatrician
- Physiotherapist
- Speech and Language Therapist
- Schools and Families Specialist Services
  
- PSED Team
- Primary SBAP
- Sure Start
- Early Help Unit
- CAMHS
- PDSS – physical disability support service
- Primary Mental Health Team
- Occupational Therapists

These professionals have mixed working patterns following Covid and so some carry out some work online whilst others make visits to the school. They will devise programmes for specific children to use in school and also offer advice on strategies and resources for school staff to use.

As of January 2022, we have also secured the services of a Speech and Language Therapist who works directly for the school in order to support on the ground work and recommendations by their Local Authority and NHS partners.

The school also has close links with a 'family' of local schools. The SENCo attends regular meetings with the SENCo's of those schools, to develop a joint approach to providing for pupils with SEND.

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

John Clifford believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision

- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

At John Clifford we actively involve parents/carers at every stage of intervention by holding:

- initial meetings to discuss concerns and gaining knowledge and views about their child
- review meetings to discuss progress as appropriate/required
- helping parents/carers to access support from external agencies
- transition meetings with the Secondary School SENCo before referring children to external agencies for support
- meetings and discussions with SENCo, parents/carers and external support agencies (where necessary)

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 SEND to the local authority Ask Us 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 SEND governors can be contacted at any time in relation to SEND matters.

### **15. Links with other schools**

John Clifford School is a part of the White Hills Park Academy Trust. This enables the schools across the Trust to work together to best support children with SEND. This includes training opportunities as well as shared best practice and advice.

The school is a member of the Chilwell 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 to Key Stage 3 facilitates:

- The SENCo at John Clifford School meeting with the SENCo from Secondary School to share information e.g. Individual targets and Agency reports.
- Visits are arranged to Secondary School depending on individual needs.
- Class Tutors from Secondary Schools visit John Clifford School to meet children.
- Pupil Profiles are produced and forwarded to secondary school.

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

John Clifford School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo and



Assistant SENCo are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Schools and Family Support Service
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

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**Signed** \_\_\_\_\_ *[Janine Waring]* **(Headteacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Kayley Allcoat]* **(SENCo)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Anna Worsching/Liz Marder]* **(SEND Governors)**

Date \_\_\_\_\_

**This policy will be reviewed annually.**

