



## Special Educational Needs and Disabilities Policy

Adopted: September 2015   Reviewed: March 2024   Next Review date: March 2025

The effectiveness of our policy will be reviewed annually by the SENCOs in conjunction with the Head Teacher and shared with Staff and Governors to ensure it reflects our current practice and any local or national developments.

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

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

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

In 2014 the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England changed. The legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March came into force from the 1<sup>st</sup> September 2014. A SEND Code of Practice also accompanied this legislation.

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

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

Children with the most complex needs make request for these to be assessed and the provision detailed in an Education and health care plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can find more information describing this pathway on Nottinghamshire's SEND Local Offer website:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=mXkJrYe7SWE>

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

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## Mission statement

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

## Aims and objectives

### Aims

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

### Our aims are:

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

## 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 early years settings 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 and regular progress meetings 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 Inclusion Team and the class teachers and will be carefully monitored and regularly reviewed in order to ensure that individual outcomes 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. We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings, Parents' evenings and to contribute to their child's Support Plan. Information on support agencies is available from the SENCOs. Information about Inclusion in admissions packs for parents. SENCOs and members of the inclusion team can always be contacted for an appointment to discuss other concerns.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. This may include arranging and leading team around the child meetings so that appropriate outcomes for children can be supported by other agencies when necessary.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [*e.g. membership of the School Council, Green Group and access to wider extracurricular groups*]. This means providing time for one-to-one meetings between pupils and their teacher/SENCO/Inclusion team/TAs and will be made easier by carefully monitoring the progress of all pupils. Whenever appropriate, children's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their strengths and preferred learning style will always be taken into account when planning their learning. Children will always be given time if they need to talk through any anxieties or concerns they have.

## Responsibility for the coordination of SEND provision

- The people responsible for overseeing the provision for children and co-ordinating the day-to-day provision of education for pupils with SEND are **Cora Whitney and Sophie Goswami**.
- [Senco@heymann.notts.sch.uk](mailto:Senco@heymann.notts.sch.uk)

*SEND provision is a whole school responsibility:*

### **Roles and Responsibilities**

#### **Headteacher:**

- ◆ Have regard to the Special Educational Need (SEND) Code of Practice in school planning
- ◆ Determine the use of financial resources, staffing levels and staff deployment
- ◆ Ensure staff development, in-service planning for Governors, teachers and teaching assistants
- ◆ Establish policies on class organisation and pupil groupings with staff
- ◆ Monitor data analysis and report back to governors
- ◆ Ensure links with MAT schools

#### **Governors:**

- ◆ Determine school's general policy
- ◆ Appoint the 'person responsible' for Special Needs (SENCOs)
- ◆ Have regard to the Code of Practice in all decisions
- ◆ Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- ◆ Ensure that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- ◆ Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- ◆ Work with the governing bodies of other schools in the area and the MAT where necessary to co-ordinate special educational provision.
- ◆ Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included

#### **SENCO / Inclusion Team**

- ◆ Ensure a consistent whole school approach to special needs including emotional wellbeing and mental health needs.
- ◆ Ensure that relevant background information about individual children with special educational needs is collated, recorded and updated using CPOMS.
- ◆ Maintain the upkeep of an appropriate special educational needs register through ScholarPack/Arbor and review when necessary (updated & shared with staff at least termly).
- ◆ Seek advice and support and liaise with outside agencies and with other SENCOs
- ◆ Support staff to maintain a provision map to show who is being supported and how.
- ◆ Monitor the impact of intervention strategies and act upon the findings.
- ◆ Arrange formal reviews three times a year or when necessary and ensure completion of appropriate Support plans, including gathering pupil feedback on their experiences of school
- ◆ Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process. Including setting up vulnerable groups on OTrack for assessment.
- ◆ Write Higher Level Need bids and attend Family moderation visits and meetings.
- ◆ Attend Family Springboard meetings and make appropriate referrals
- ◆ Liaise with other SENCOs within the family regarding AFN and FNF budgets and training across the family of schools.
- ◆ Complete transfer forms for those children at the end of Year 6 who are on the SEND register, in liaison with Y6 staff.
- ◆ Liaise with SENCOs at new/secondary schools.
- ◆ Monitor the use of, maintain and develop SEND resources.
- ◆ Liaise with parents and other agencies at formal and informal meetings.
- ◆ With the Head teacher, coordinate the support of external agencies.

- ◆ Contribute to the in-service training of staff.
- ◆ Ensure parents are made aware of the Department of Children and Young People's Services (DCFS) published materials concerning special educational needs.
- ◆ Organise a timetable of Teaching Assistant (TA) support and work out costings. Adjust timetable throughout the year to respond to need and effectiveness of intervention strategies.
- ◆ Monitor Dyslexia practice alongside Dyslexia Specialist. Heymann was awarded the Notts Dyslexia Friendly Standard in September 2018.
- ◆ Monitor the effectiveness of Teaching Assistants and support when necessary.

#### **Class Teachers:**

- ◆ Take responsibility for the needs of all their children and show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter
- ◆ Ensure planning is fully inclusive including maintaining a whole school approach to emotional wellbeing
- ◆ Write support plans and update termly liaising with support staff, the Inclusion team and families as necessary
- ◆ Complete year group provision map termly as a cohort team
- ◆ Liaise with TAs to ensure they have a full understanding of individual needs and that pupils are supported appropriately including any support plans, behavior plans, health needs and risk assessments. Ensure support staff have copies of planning in advance
- ◆ Be responsible for initial identification, assessment (including using Bsquared), planning and evaluation to meet individual needs
- ◆ To complete concern forms promptly when concern arises and pass to SENCo and Behaviour support lead
- ◆ Meet termly with the SENCo, assessment coordinator and Headteacher to monitor the progress of vulnerable pupils and act upon their findings to ensure good progress
- ◆ Implement appropriate in-class support and differentiate teaching when needed including providing additional resources / scaffolding.
- ◆ Where appropriate, share with the children their learning targets, give them opportunities to voice their view on their learning and enable them to participate in decision making regarding their special needs
- ◆ Liaise with the new class teacher in school and where children move schools regarding needs, support plans and involvement of other agencies etc.
- ◆ Implement strategies to ensure classrooms are friendly to specific Splds including dyslexia, autism and ADHD.

#### **Teaching assistants:**

- ◆ Liaise with Class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately including any support plans, behavior plans, health needs and risk assessments
- ◆ Liaise with Class teachers to support them to write appropriate Support Plans
- ◆ Implement dyslexia friendly strategies and interventions; TAs that have been trained in the dyslexia strategies by Dyslexia Action should ensure these are implemented fully and monitored carefully for effectiveness
- ◆ Implement interventions to support children to achieve their targets, monitor their impact and feedback to the class teacher and Inclusion Team.
- ◆ Work with groups and individuals to help them become independent learners
- ◆ Attend review meetings when necessary
- ◆ Attend training where necessary
- ◆ Work alongside SENCo, Inclusion Team and class teacher to make sure all children's needs are met; including, learning, emotional wellbeing, social and physical and care needs.

### **Social Emotional and Mental Health Support**

- All Staff are responsible for supporting children who have behavioural, social or emotional needs and maintaining a whole school approach to emotional wellbeing.
- The Behaviour and Relationship lead and support staff including ELSA trained TA should; implement programs for self-esteem, anxiety and managing feelings and monitor their effectiveness. They will also work with small groups and individual children on any specific issues and develop nurture throughout the school. They will meet regularly with the SENDCOs / Inclusion Team to review the needs within school and make prompt referrals where appropriate.

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

- It is the responsibility of all staff in school to make sure all children feel included. All staff should be aware of the school's aims and help to create a positive learning environment for all.
- All staff where necessary should be made aware of behaviour plans and risk assessments
- Where necessary staff, staff may need training to help with this e.g. behaviour management training for midday supervisors.

### **External Agencies**

All staff have a responsibility to work with other agencies.

There may be occasions when we need advice from other professionals. We will discuss this fully with parents before contacting any agencies and they will need to sign consent forms. When external agencies are involved these children are discussed at termly Family of Schools Springboard meetings.

Other Agencies may include:-

- Schools and Families Specialist Services (SFSS)
- Behaviour Support / Rushcliffe SEMH Partnership
- Speech and Language Therapy Service
- Neurodevelopment Support Team (NST)
- Educational Psychology Service
- The Healthy Families Team
- GPs and Community Paediatrician
- Physical Disability Specialist Service (PDSS)
- Ask Us Nottinghamshire (previously Parent Partnership)
- Children's Centres
- Family Services / The Early Help Team
- Integrated Children's disability service (ICDS)
- City Services such as Targeted Support and The BEMH team
- CAMHS and the Mental Health Trailblazer Team.

## **Arrangements for coordinating SEND provision**

The SENCO will hold details of all SEND Support records such as provision maps and Support Plans for individual pupils. These will be available for staff to access through SharePoint and Cpoms. Any correspondence from support services will be scanned into Cpoms. All information will be kept in a paperless format.

### **All staff have access to:**

- The Heymann SEN Policy;
- A copy of the full SEN Register, provision map and tracking information
- 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 targets set and copies of their support plans and tracking through SharePoint and Otrack.
- Practical advice, teaching strategies, resources and information about types of special educational needs and disabilities.
- Information available through Nottinghamshire's SEND Local Offer.
- Staff may also have access to information from parental contact, social logs, medical issues and behavioural issues through CPOMS depending on restrictions in place.

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.

## 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.

We will work very closely with families, our nursery, the other pre-school settings and other stakeholders involved with our children. A guide to Heymann Nursery admissions and to primary school admissions in Nottinghamshire is available on the school website:

<https://www.heyman.notts.sch.uk/page/?title=Admissions&pid=73>

### **Transition**

Transition into school, between classes and onto their next school is carefully managed by all the staff. At the end of each year the class teachers hold meetings with the children's new teachers. TAs also meet at the end of each year to pass on information about targeted children. Class teachers pass on all relevant information regarding children including details of any interventions, difficulties, etc. Some children will be supported with additional transition activities.

### **Transfer to KS3**

The SEN Team and the Year 7 Pastoral Assistant at West Bridgford School are invited to Year 6 Summer Term reviews to meet with the children and their families and Heymann SENCOs. We also liaise closely with the head of Year 7 and the pastoral assistant. When a child is moving to a different secondary school we would also contact and liaise with the relevant staff.

Where possible, some children will also attend extra visits at West Bridgford School (or other secondary if placement required). to familiarise themselves with the support available, meet staff and support transition. The children also produce a passport to support their transition.

Transfer forms are completed by the SENCO/class teacher and relevant documentation is transferred indicating the child's needs and placement on register, relevant assessments and nature of current support.

The SENCO informs the school of any children with specific learning difficulties, and if any special arrangements have been made at KS2 SAT's. The KS3 SENCO will discuss all children on the Special Needs Register and may attend transition meetings if appropriate. The SENCO will also liaise with other secondary schools when necessary and build in an appropriate transition package.

Additional transition activities either in small groups or 1:1 will be planned for as appropriate.

## Specialist SEND provision

Heymann has 35 pupils on the SEND register (March 24), 1 child with an EHCP plan and children who are being supported and monitored through the school support register at pupil progress meetings and provision map tracking.

We have several members of staff who have training in SEN provision and support. Where staff need training to support a child, we will try to access this as soon as possible.

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

## Facilities for pupils with SEND

Provision includes:

### **Physical Environment**

#### KS1 Building

The building is fully adapted to accommodate children with a physical building. There is an incline between the two outside levels. Although year 2 use the steps to reach the first floor, there is access to a lift where necessary. There are handrails on all stairs. The doors are all wide enough to accommodate wheelchairs. Each floor has a disabled toilet. All classrooms have an adjustable table for wheel chair access. One of the disabled toilets is equipped with a changing plinth.

The car park has 2 disabled car parking spaces.

The KS1 Building also has a well-equipped, purpose built sensory room.

The linking path between the two sites meets DDA requirements.

#### KS2 Building

The school has been partially adapted to accommodate children with a physical disability. The car park has a designated disabled parking space with ramped access to the pavement. The entrance to the main school building has handrails, ramped approach and doors suitable for wheelchair access. There is purpose built disabled toilet with shower facilities. The steps leading to the Year 6 classrooms, the Y4 block and small playground have handrails; yellow paint identifies the edge of steps and pillars around the whole school for children with a visual impairment. There is also a smaller disabled toilet in the Year 6 area, Green room classroom and an adapted toilet/changing room.

Where additional adaptations may be necessary, the SENCOs will meet with relevant external agencies for advice (e.g. PDSS, SFSS)

### **Assistive technology**

In school we use technology to support the children in a variety of ways. We have specific software for the laptops and apps for the iPads to support children with different needs. We are able to use computer-based interventions to support the children with dyslexic tendencies. We have also accessed equipment from Physical Disability Specialist Service.

### **Curriculum access**

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

- Adaptive and scaffolded Teaching
- Sensitive Classroom approach
- Preparing children before lessons (pre teaching and giving individual feedback after lessons)
- Using technology and other supporting resources
- Adult support
- Specific interventions and groups
- Dyslexia friendly strategies
- Visual prompts
- Range of resources
- Subject Specific Strategies

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

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

- A well-equipped, purpose-built sensory room in the Nursery/ KS1
- A lift in Nursery/ KS1 building
- Adjustable furniture
- Software for the computers and apps for the iPads

## 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. In-school support and interventions are decided by the Inclusion team, the class teacher and the Head teacher. Some pupils with SEND may access additional funding (AFN funding). This additional funding is from a budget which is devolved to and moderated by the Family of Schools. (The West Bridgford Family of Schools comprises 5 primary schools). For those with the most complex needs, additional funding (HLN) is retained by the local authority. This is accessed through the Family of Schools. The SENCOs within the Family of schools will refer individual HLN applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

In order to access AFN funding from the family of schools, SENCOs of family primaries complete an annual moderation visit to each of the primary schools. This is to assess the children and also to share expertise. Every effort will be made to secure additional funding from the family moderation process and other agencies should this be considered necessary.

**The West Bridgford Family of schools are: -**

Heymann Primary and Nursery School  
West Bridgford Infants School  
West Bridgford Junior School  
Jesse Gray Primary School  
Greythorn Primary School  
West Bridgford Comprehensive School

We work together in a 'contracted delegation' system which means we meet as a family of schools to moderate our AFN bids and then review the family allocations. We also meet to support training needs. The family of schools also support each other with specialist knowledge and joint training. This is led by our family SENDCO Helen Holmes.

Depending on the need of the individual child, we can also access support from the health-related education team and for inclusive technologies.

## Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy

**A graduated approach: See Appendix 1**

### ***Quality First Teaching***

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries or with specific diagnosed needs will be monitored. Some of the strategies we use to assess include

### **Identification Methods:**

- Foundation Stage entry profile assessment
- Baseline assessments in Nursery, Foundation and KS1
- Parental concern
- Teacher and Teaching Assistant observations and assessments
- Medical reports
- Pre-school transfer records and class teacher records
- Outside agencies e.g. Speech Therapist, educational psychologist
- Pre-school liaison e.g. local Nursery and Playgroups
- Cohort tracking on OTrack (software)- National curriculum levels
- Assessments for Specific learning difficulties, including:
  - Dyslexia screeners (see appendix 2 for information on the identification of dyslexic characteristics in children)

- Termly progress meetings with the Head teacher, SENCo / Inclusion Team, assessment coordinator and class teachers to monitor children's progress
- Published tests
- National Curriculum assessments and tracking for
- B-Squared and Pre- Key Stage standards
- Behaviour logs
- Speech and language Assessments
- Observations both formal and informal

Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide adapted and scaffolded learning opportunities in the classroom 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. The class teacher and SENCos/inclusion team work together as a collaborative approach.

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. Provision is reviewed on a termly basis and key information is shared with parents.

Pupil progress meetings are used to monitor and assess the progress being made by the child. These happen termly. School staff meet frequently in addition to pupil progress meetings to discuss individual children's needs and progress being made.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents informed, and the decision will be added to the pupil's school SEND register. The aim of formally identifying a pupil with SEND 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, published tests and baseline assessments 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 reviews 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, SENDCO / Inclusion Team 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 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 SENDCOs / Inclusion Team.

### ***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 SENDCOs 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 will be taken at a progress review.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Other support agencies

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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

### ***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.

## Access to the curriculum, information and associated services

Pupils with 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 needs of the individual and as far as possible taking into account the wishes of themselves and their parents

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

Provision and interventions for children with SEND as well as other groups (e.g. children with EAL, children receiving pupil premium and looked after children) is recorded termly year group provision maps.

Strategies to ensure all children can access the curriculum 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
- Using in-class resource materials and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or small group tuition (including pre-teaching and feedback sessions) is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group or individual teaching outside the classroom will involve the SENDCO/ Inclusion Team 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 be the best that they can be and celebrates achievements at all levels.
- Providing an environment that is friendly to specific learning difficulties including dyslexia, autism and ADHD and that considers different learning styles and sensory needs.

## Inclusion of pupils with SEND

The SENCOs 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 Senior Leadership Team and curriculum teams within school to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. We will also make any reasonable adjustments to ensure that all children can access school visits and extracurricular activities.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', The Early Help Unit, Rushcliffe SEMH partnership, the Multi-Agency Safeguarding Hub, Children's centres and Health services (including speech and Language, Healthy Families and CAMHs)

## 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. Staff make ongoing assessments as well as using a variety of assessment tools (see identification methods section 8). We also meet regularly with parents and children at review meetings and parent evenings. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Termly progress meetings with the assessment coordinator, SENCOs and cohort staff are held to monitor progress of different groups including children with SEND.

Staff record interventions and extra on provision maps generated by the SENCOs to provide an overview of provision. The SENCO and behaviour support TA also use tracking to monitor the effectiveness of interventions to support children with behavioural, emotional and social difficulties.

An annual report is presented to Governors regarding our SEND provision and impact (in accordance with section 69 of the Children and Families Act 2024). Data and impact of interventions is reviewed each half term and altered when necessary. Pupil voice and parent feedback is gathered at SEN review meetings. Progress is discussed with class teachers at termly pupil progress meetings or more frequently if needed.

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.

## Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The Head Teacher and Senior Leadership Team will aim to resolve any complaints as soon as possible.

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

## 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:

- The family of schools and The Equals Trust (including qualified speech and language therapist) will also support and use expertise within the schools to train each other where possible.
- Specialist schools and Families services provide training. This usually occurs within school or within the family of schools. Recent training across the school has included training on SEND phonics, AET Autism Awareness, Talk for Writing and Bereavement.
- The Rushcliffe Primary Behaviour Support can provide training for teaching staff, TAs and Midday Supervisors on behaviour management and will continue to offer support where necessary.
- CPD from our Trust Inclusion lead regarding individual children, cohort issues or whole school themes e.g. behaviour systems
- The family of schools also work together to train staff, e.g. interoception training and use of Boxall profile
- Individual staff also attend training to support specific needs. E.g. moving and handling training and in house support from Physiotherapists to deliver Physio programmes.

The Behaviour and Relationships lead alongside the SENCO/ Inclusion Team and Senior Leadership Team will ensure all TAs and Middays are included in CPD.

The SENCO / Inclusion Team will also attend other relevant SEND courses, Family SEND meetings and facilitate/signpost relevant SEND focused external training opportunities for all staff (for example training in Makaton and Attention Autism)



We recognise the need to train *all* our staff on SEND issues. The SENCO /Inclusion Team, 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).

## 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 SENCO, who will then inform the child's parents.

## Working in partnerships with parents

**Our Parent Partnership Policy and policy for separated parents are available on the school website.**

Heymann believes that a close working relationship with Parents and Carers is vital to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social, emotional and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child, and we encourage them to share this knowledge with the class teacher. Parents/Carers are invited to review meetings, Parents' Evening, Inclusion drop ins and to contribute to their child's support plan. Information on support agencies, including Ask Us Nottinghamshire (previously the Parent Partnership Project), is available from the SENCO. Parents/carers receive information about Special Educational Needs at Heymann in their admission packs.

Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.

SENCOs: Cora Whitney and Sophie Goswami can be contacted by phoning the school office or emailing:

[senco@heymann.notts.sch.uk](mailto:senco@heymann.notts.sch.uk)

Parents are kept up to date with their child's progress through parent's evenings, reviews meetings and reports at the end of each year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCOs may also signpost parents of pupils with SEND to the local authority Ask Us Nottinghamshire (previously Parent Partnership service) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor, may be contacted through the school office in relation to SEND matters.

## Links with other schools

Heymann is part of the Equals Trust;

Equals Trust passionately believes that partnership working raises educational standards and improves life chances for students within the partnership.

More information can be found on the school website;

<http://www.heyman.notts.sch.uk/page/?title=Equals+Trust&pid=141>

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**Signed** \_\_\_\_\_ *[Name]*  
**(Headteacher)**

Date \_\_\_\_\_

**Signed** **Cora Whitney, Sophie Goswami**  
**(SENCoS)**

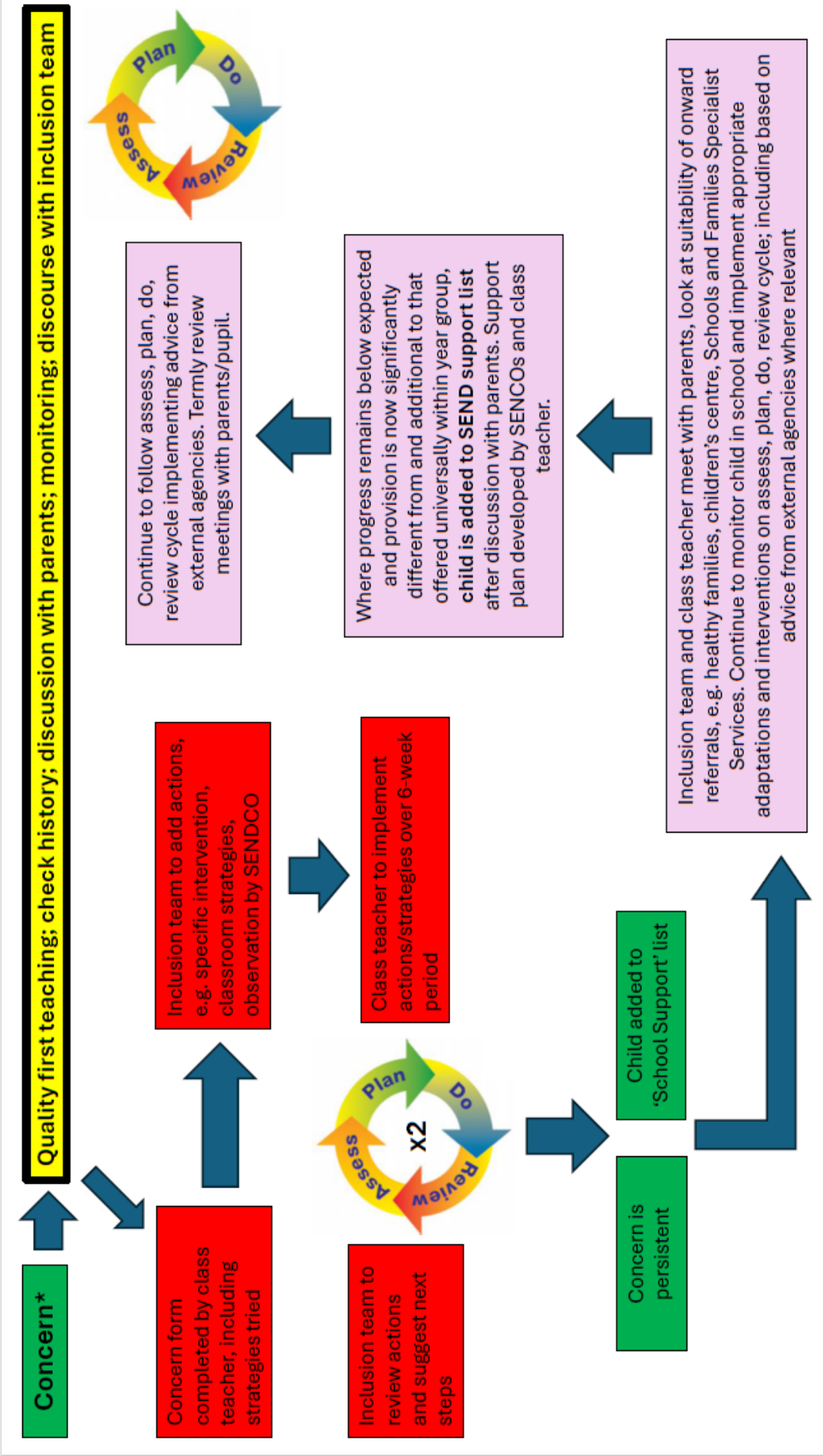
Date 11/3/24

**Signed** \_\_\_\_\_ *[Name]* **(SEND**  
**Governor)**

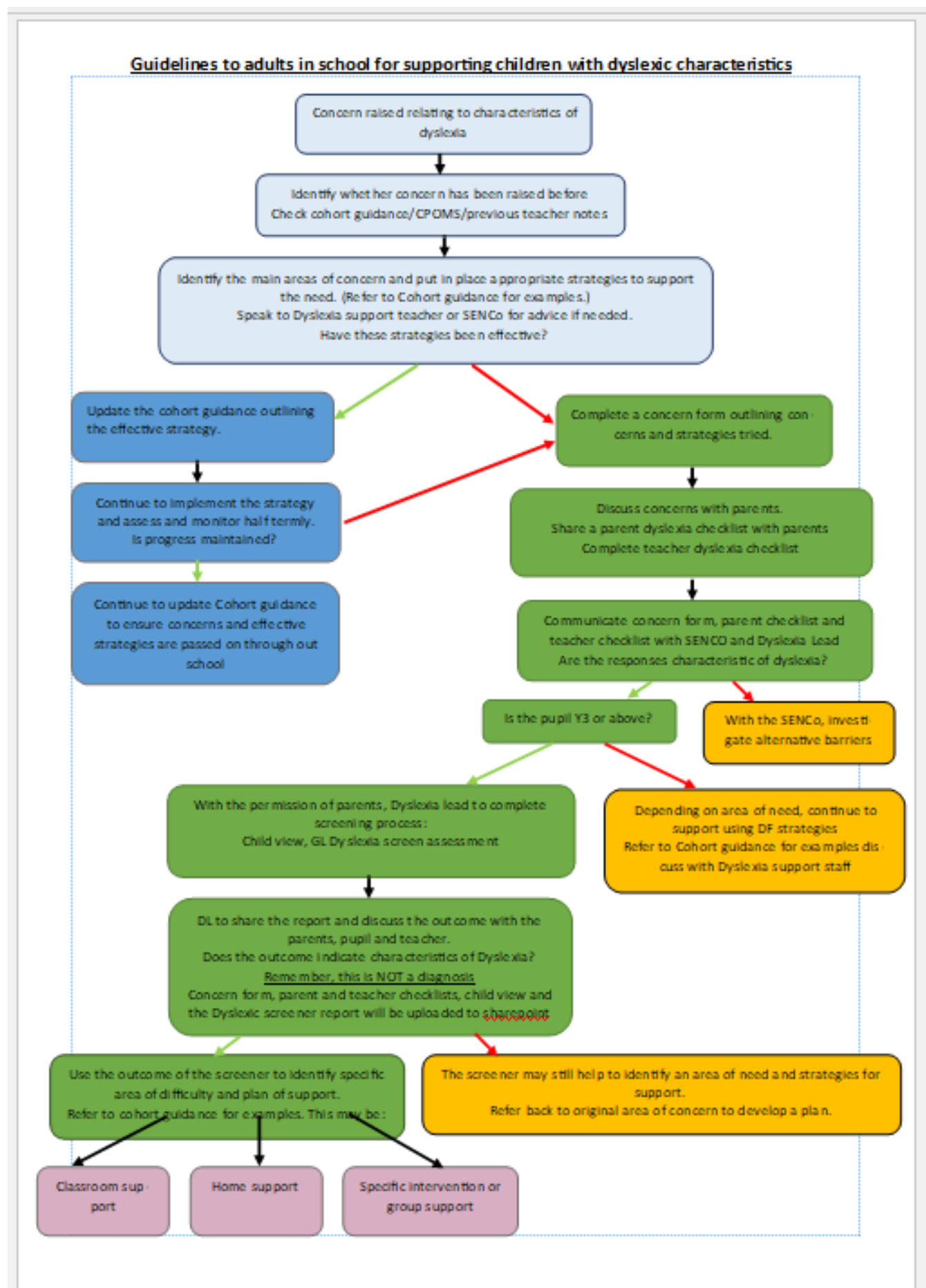
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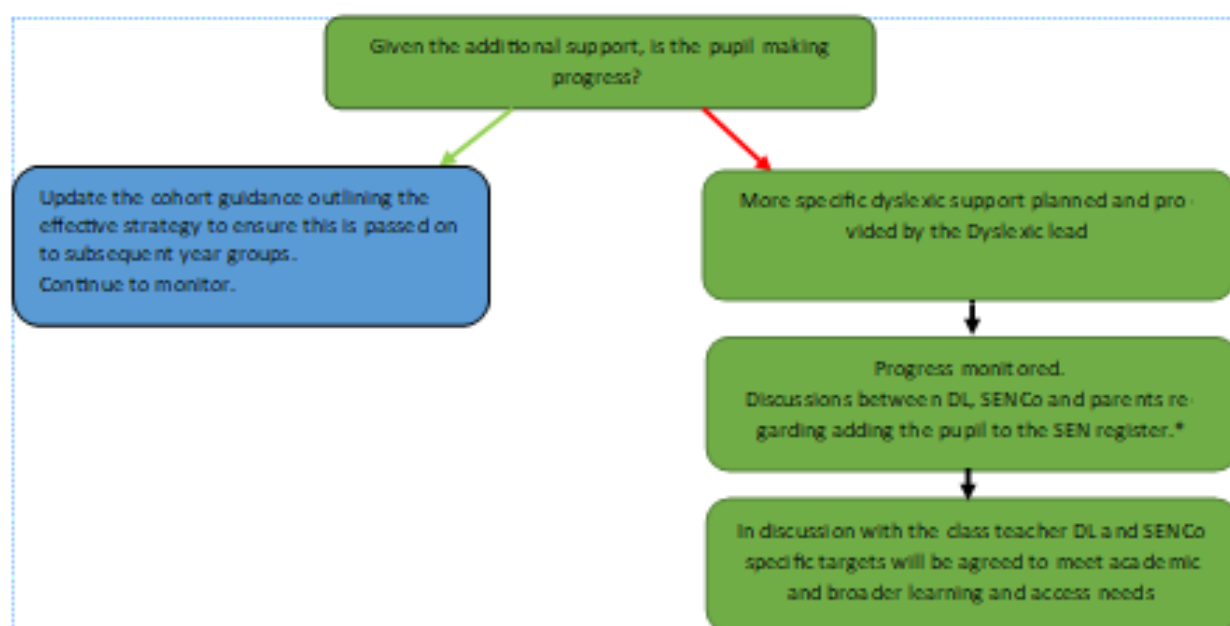
**This policy will be reviewed annually.**

Appendix 1 – Graduated Response to concerns raised



## Appendix 2 – Guidelines to support children with dyslexic characteristics





**\*Criteria for adding a pupil with Dyslexic characteristics to the SEN register:**

- Is quality, adapted teaching in place?
- Have specific strategies been used in class based on the identified difficulties?
- Have small group interventions been put in place?
- Is the additional input consistent and sustained?
- Is the pupil's progress below expectation in spite of the additional support?
- Have the concerns been shared with parents?
- Are there broader learning needs of a Dyslexic nature?  
(These would be identified using the parent and teacher check lists)
- Has a Dyslexic screener been carried out and does the outcome of the screener indicate dyslexia?
- In the opinion of the Dyslexic support staff, SENCo and class teacher is the learning disability making it more difficult for the pupil to learn than most children of their age?