

Arno Vale Junior School



Special Educational Needs (SEN) Policy

Adopted: September 2019
*Subject to ratification by
Governors in September 24*

Review date: September 2025

**Arno Vale Junior School
Special Educational Needs (SEN) Policy**

SEND Policy

Glossary of terms:

SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
HLTA	High Level Teaching Assistant
CPD	Continuous Professional Development
COP	Code of Practice
EHC Plan	Education, Health and Care Plan
Place Funding	Initial £6000 put in by the school to support individual pupils
AFN	Additional Family Needs Funding devolved to the Family of schools and moderated
HLN	High Level Needs Funding. Bid is put in to and allocated by the Local Authority
ASD	Autistic Spectrum Disorder
SPld	Specific Learning Difficulty
ADHD	Attention Deficit Hyperactivity Disorder
EPS	Education Psychology Service
SFSS	Schools & Families Specialist Service
Springboard meetings	Termly Family of Schools meeting involving the Educational Psychology Service and Schools and Family Specialist Services.

Arno Vale Junior School
Special Educational Needs (SEN) Policy

Contents:

Definitions of Special Educational Needs and explanations of changes to SEN	p4
Mission Statement	p5
1. Aims and objectives	p6
2. Responsibility for the coordination of SEN provision	p7
3. Arrangements for coordinating SEN provision	p7
4. Admission arrangements	p8
5. Specialist SEN provision	p9
6. Facilities for pupils with SEN	p9
7. Allocation of resources for pupils with SEN	p9
8. Identification of pupils' needs	p10
9. Access to the curriculum, information and associated services	p13
10. Inclusion of pupils with SEN	p13
11. Evaluating the success of provision	p14
12. Complaints procedure	p15
13. In service training (CPD)	p15
14. Links to support services	p15
15. Working in partnership with parents	p16
16. Links with other schools	p16
17. Links with other agencies and voluntary organisations	p17

**Arno Vale Junior School
Special Educational Needs (SEN) Policy**

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.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

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

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

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. Nottinghamshire County Council describe it as: 'an attempt to bring together information that is intended to be helpful to children and young people with special educational needs and disabilities and their families. Our aim is for this to be located in one easily searchable website.' Staff in Nottinghamshire County Council's Call Centre will also be able to provide details of the information contained within SEND Local Offer to those without easy access to the internet. They can be contacted on 0300 500 80 80.

The Local Offer 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

Arno Vale Junior School Special Educational Needs (SEN) Policy

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.

For further details see:

http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/local_offer.page

Mission statement

At Arno Vale Junior School we believe that all children should be valued equally within a climate of warmth and support in which all pupils feel valued. We strive to create a sense of community and belonging for all our pupils. We have an inclusion ethos with high expectations and appropriate targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. We believe that quality teaching for children with SEND results in quality teaching for all children.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs, leading to requirements for particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. We strive to ensure that learning environments meet the needs of all learners, whilst at times some children may need additional or different help from that given to other children of the same age.

Children may have special educational needs, either throughout or at any time during their school career, which could include learning, communication, physical or emotional difficulties. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

This Mission Statement applies to all children, including those with SEND, and this policy shows how we support that. Each child at Arno Vale Junior School will be treated as a unique individual and we will consider all their needs and requirements.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education; promoting independence, achievement and fun, through support and challenge. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- to create an inclusive environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear what is expected of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure an environment that values children's strengths, develops the child's potential and ensures the provision of basic skills for adult life;
- to ensure that our children have a voice in this process.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** Most children who join our school have already attended an early education setting and in many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning and identify any concerns.
- We use this information to provide starting points for the development of an appropriate curriculum for all our children. **All teachers are responsible for identifying pupils with special educational needs as early as possible, with the support of the SENCO.**
- **Monitor the progress of all pupils.** Monitoring progress enables teachers to identify a concern. Continuous monitoring of those pupils with SEN will enable teachers and the Special Educational Needs Coordinator (SENCO) to evaluate the success of the provision in place in terms of the differentiated learning opportunities to ensure that all pupils are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** If our assessments show that a child may have a significant difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from, or additional to, those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENCO will then take the lead in further assessments of the child's needs. This will be coordinated by the SENCO and the class 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.

**Arno Vale Junior School
Special Educational Needs (SEN) Policy**

- **Work with parents.** We have formal and informal meetings to share the progress of special needs children with their parents and to gain a better understanding of their child, and involve them in all stages of their child's education. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. We have also undertaken some research by means of questionnaires to parents, to consult them on their views of contact with school and their own involvement with their child's education.
- **Work with and in support of outside agencies.** The SENCO coordinates the work with outside agencies, including; Health, EPS, and SFSS, when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** In our school we encourage children to be independent, part of which is to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children are involved at an appropriate level in setting targets in their provision map, in reviewing their progress, and children are encouraged to make judgements about their own performance against their targets. Success is recognised here as in any other aspect of school life. We are also involving children more in their review process, either inviting them to the meeting if appropriate, or finding out their views through different forums beforehand e.g. interviews and questionnaires.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mr Andrew Rossington (Head teacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Miss E. Oates (SENCO)
- The SENCO is supported by the team of support staff including TAs (2 of whom are HLTAs) behaviour support teaching assistant, and a learning support mentor.

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records, including review minutes, pen profiles, provision maps, outside agency involvement and strategies for individual pupils.

All staff have access to:

- The Arno Vale Junior School SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their records of targets set/outcome monitoring;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on current legislation and SEN provision through staff meetings;

Arno Vale Junior School Special Educational Needs (SEN) Policy

- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEN provision. Staff are regularly reminded of these resources and are expected to use them, as and when appropriate. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Therefore, prior to pupils with known SEND attending the school, discussions will be held and planning put in place; appropriate equipment or resources that are required in line with the act will be organised and acquired. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Arno Vale Junior School Transition Arrangements:

From Key Stage 1 to Key Stage 2:

- The Head teacher/SENCO liaises closely with the Head teacher/SENCO at Woodthorpe Infants School to pass on information about specific children with SEND. If the needs are complex, then the Head teacher / SENCO will attend any review meetings.
- If appropriate, an enhanced transition package will be made for children with SEND.
- Prior to transfer, Arno Vale will receive the SEND register for that cohort, detail of outside agency involvement, any programmes of work, examples of successful methods/approaches and all confidential files including each child's individual records. This information will be held by the SENCO and shared with the class teacher.
- Prior to transfer, class teachers and SENCO visits Woodthorpe Infants to observe and meet any children with SEND.

From Key Stage 2 to Key Stage 3:

- Staff from the receiving secondary schools, meet with the SENCO at Arno Vale to discuss any pupils with SEND that will be transferring up to them.
- Transition events are planned between the schools.
- Information and details of outside agency involvement are passed onto the appropriate secondary school.
- Receiving secondary schools may come in to carry out additional work with SEN pupils to support transition.

Arno Vale Junior School
Special Educational Needs (SEN) Policy

- If appropriate, an enhanced transition package will be made for children with SEND.
- The Arnold Hill family of schools have a shared transition policy that is followed by Arno Vale

5. Specialist SEN provision

At the time of publication, Arno Vale Junior School has 14 pupils with SEN that are currently at SEN Support. 2 pupils have an EHCP and 1 is undergoing assessment for an EHCP.

We have 9 members of staff who specialise in SEN provision and support.

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

6. Facilities for pupils with SEN

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

Physical Environments:

- Disabled access, ramps, handrails, toilet and personal care facilities for pupils with physical disabilities. A stair lift has been fitted for access to the year 6 corridor.
- Acoustic adaptations to two classrooms, which reduces reverberations and ambient noise to support pupils with hearing impairments.
- Use of high visibility and contrasting colours along with matt laminated displays throughout school to support visually impaired pupils.
- All improvements to the site and buildings include special needs access in the planning stage and individual pupil's environmental needs will be accommodated wherever possible.
- Quiet spaces are available for children who require a rest from the sensory demands of the classroom.

Assistive Technology:

- Staff trained at using radio aids.
- Technology to support SEND students in their learning includes Clicker and Ipad.

Increased access to the curriculum and assistance during examinations:

- Teaching Assistant with qualifications in British Sign Language.
- Pupils who meet the criteria for extra time, a scribe, reader or prompter will have access to these arrangements during assessments.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications

Arno Vale Junior School
Special Educational Needs (SEN) Policy

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.

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs or EHC Plans.

The Head teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Head teacher and the SENCO meet to agree on how to use funds directly related to statements or EHC Plans. The Head teacher and SENCO draw up the resources bid when the school is planning for the next school improvement plan.

8. Identification of pupils' needs

Identification

See definition of Special Educational Needs at start of the SEN policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the school's SEN list. The aim of formally identifying a

Arno Vale Junior School
Special Educational Needs (SEN) Policy

pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a Statutory Assessment 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 and associates

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 be found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved 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

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is adapted appropriately, and assessment is used to inform the next stage of learning.

At SEN support level, individual targets are set with teachers in review meetings or at parental consultations. These employ a small-steps approach; breaking down the existing levels of attainment into finely graded steps and targets ensuring that children experience success.

The school supports children in a manner that acknowledges their entitlement to share the same learning experiences enjoyed by their peers. Wherever possible, children are not withdrawn from the classroom situation. However, there are times when to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom. These arrangements will be discussed with parents.

In September 2014 a new Primary Curriculum was implemented and this will be reviewed annually by the Leadership Team, Subject Leaders and SENCO.

Whole school provision includes:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up-to-date with teaching methods which will aid the progress of all pupils, including those with SEN.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is adapted where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.

Arno Vale Junior School
Special Educational Needs (SEN) Policy

- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

In our school we have high expectations of all of our children and to help them reach their potential we aim to offer excellence and choice, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation and we want all of our children to feel that they are a valued part of our school community.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

This support includes

- specially prepared materials;
- the use of appropriate ICT equipment;
- deployment of teaching assistants;
- individual and group teaching/support sessions;
- specialist equipment;

The Head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

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

11. Evaluating the success of provision

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

The SENCO monitors the movement of children within the SEN system in school.

The SENCO supports teachers and the relevant teaching assistants involved in provision maps for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area.

Arno Vale Junior School Special Educational Needs (SEN) Policy

The SENCO is available to discuss the impact of the policy on the practice of the school with the named governor with responsibility for special needs and meets at least annually with them.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The Head teacher, SENCO, Assessment Co-ordinator and Subject Leaders monitor classroom practice, analyse pupil data and test results, and identify added data for pupils with SEN. SEN is part of our school self- evaluation arrangements.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy. The evaluation is carried out by the SENCO and SEN Governor and information is gathered from different sources, such as: child and parent surveys, parents' evening feedback. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

We continually review and report on the effectiveness of the policy. This includes

- the numbers of children identified and their progress;
- the levels of parental/carers involvement;
- materials and equipment used;
- resource allocation;
- liaison with other educational establishments and agencies;
- details of the staff's continual professional development;
- our priorities for the year.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

We endeavour to do our best for all children and we are always happy to talk to parents/carers and listen to any concerns they have. We encourage those concerned to approach the class teacher in the first instance and if any further clarification or help is needed then the SENCO, Head teacher or the SEN Governor are available.

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 Head teacher or SENCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section **11**).

14. Links to support services

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

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

15. Working in partnerships with parents

Arno Vale Junior School believes that a close working relationship with parents is vital in order to ensure:

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

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

We have formal and informal meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Parent Partnership Services (PPS) provide information, advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one. In school, we advise parents how to access this service, publicise their literature and work with the PPS to make sure the views of both the parents of children with SEN and of the children themselves are known.

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

16. Links with other schools

Arno Vale Junior School
Special Educational Needs (SEN) Policy

Schools in Nottinghamshire are grouped together in 'families of schools'. Our school is a member of the Arnold Hill Family and we work together to secure successful transition. Examples of this include the Family Dyslexia Policy (Jan 22) and the Family Transition policy (Summer 23). We ensure that there is an awareness of individual pupils' special educational needs and what provision is made. We ensure that all records are passed from school to school as the child moves on. Transition arrangements are set out in section 4.

SENCOs from each school in the 'family' meet regularly to discuss issues and to ensure a collaborative approach to Special Needs within the 'family'. 'Family' training days for SENCOs are held on a regular basis. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Arno Vale Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Schools and Family Support Services (SFSS) including: Cognition and Learning team, Communication and Interaction team, Sensory Impairment team
- Education Psychology Service
- PSED (Primary Social Emotional Development team)
- Social Care
- Speech and Language Service
- Inclusive technology Support Service
- Physical Disability Support Service
- Primary Behaviour Partnership (formally SBAP)

The SENCOs from the Family of Schools meet on a termly basis with representatives from the EPS and SFSS at Springboard meetings to discuss provision in place in schools, training needs and new legislation. At this meeting SENCOs can make referrals for outside agencies.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

**Arno Vale Junior School
Special Educational Needs (SEN) Policy**

Signed _____ *[Name]* **(SEN Governor)**

Date _____

This policy will be reviewed annually.