



Arnold Mill Primary School

SEND Inclusion Policy and Information Report

Approved by:	S&P Committee
Last Review Date:	September 2025
Next Review Date	Autumn 2027

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:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Objectives

- Identify the needs of pupils with SEND as early as possible.
- Monitor the progress of all pupils.
- Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work with parents.
- Work with outside agencies.
- Create a school environment where pupils feel safe to voice their opinions of their own needs.

The school will provide other curricular opportunities to meet individuals' needs, e.g. speech and language support, social skills, development of community links, life skills or objectives set in partnership with parents/carers.

2. Legislation and guidance

Arnold Mill Primary School use and work within the following guidance and legislation:

- The Children and Families Act 2014, enacted on 13th March 2014 and brought into force from the 1st September 2014.
- The SEND Code of Practice.

Part 3 of the Children and Families Act 2014 sets out the schools' responsibilities for pupils with SEND and disabilities

Local authority functions: supporting and involving children and young people.

In exercising a function under this Part in the case of a child or young person, a local authority in England must have regard to the following matters in particular—

*(a) the views, wishes and feelings of the child and his or her parent, or the young person.
(b) the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned.
(c) the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions.
(d) the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.*

Nottinghamshire Special Educational Needs and Disabilities (SEND) Policy (0-25 years) 2020-2023 sets out this approach

'Nottinghamshire County Council (NCC) believes in inclusion. Our systems ensure that the majority of children and young people with SEND receive their education in local mainstream settings and access resources without the need for an Education Health care Plan (EHC). To this end, support is delivered in a timely manner by those who know them and understand their specific needs.'

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:

<http://www.nottinghamshire.SENDlocaloffer.org.uk/>

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/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

The local authority local offer

The Local Offer brings together useful information from education, health and social care within one website. You can find information, advice, guidance and a range of provider services listed to support children with SEND.

Our contribution to the local offer is: [Arnold Mill Primary and Nursery School | Notts Help Yourself](http://www.arnoldmill.notts.youself.org.uk/)

Our local authority's local offer is published here:

<http://www.nottinghamshire.SENDlocaloffer.org.uk/>

3. Definitions

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.'

Children have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

The SENDCO

The person with responsibility for overseeing and coordinating day to day provision for pupils with Special Educational Needs and Disabilities (SEND) at Arnold Mill Primary School is the SENDCO, Abbie Slater. The SENDCO coordinates the work of the TAs and meets termly with the TA team.

The SENDCO attends all Senior Leadership Team meetings. The SENDCO has weekly non-contact time to support the role. The SENDCO holds details of all SEND records for individual pupils (eg. provision maps, target cards, structured conversations etc.).

The SENDCO is responsible for:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Coordinating staff development and training on inset days.

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Coordinating the provision and assessment of all pupils with SEND.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies, to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services such as SFSS, Educational Psychologists, GAP.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor

The Governing Body in conjunction with the Head teacher has responsibility to ensure the school's provision is used to best effect. One of the governors, Melanie Haslam, has responsibility for SEND and meets regularly with the SENDCO and feeds back to other members of the Governing Body.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

All staff have access to:

- The school SEND Inclusion Policy.

- The school SEND register.
- Guidance on identification of SEND.
- Information on individual pupils' SEND.
- Practical advice, teaching strategies, and information about types of SEND.
- Information available through Nottinghamshire's SEND local offer.

This information is made accessible to all staff and parents, in order to aid the effective co-ordination of the school's SEND provision.

5. SEND information report

Definitions of SEND supported:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

Admissions 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.

Please see Nottinghamshire County Council's Admissions Policy.

A comprehensive transition plan is put in place for all Year 6 SEND children to prepare them for secondary school. More informal transition arrangements, for eg. extra visits, transition booklets etc, are arranged where necessary for transition from one class to another.

Identifying pupils with SEND and assessing their needs.

We will assess each pupil's current skills and levels of attainment on entry and build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6. Consulting and involving pupils and parents

Arnold Mill Primary School believes that a close working relationship with parents is vital, in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

Feedback from parents is gained through:

- Annual SEND parent questionnaires.
- Termly structured conversations/multi-agency reviews.
- Termly SEND Parent View Questionnaires
- Termly parent forum meetings.

Parents make contact with school by:

- Speaking to their child's class teacher in the morning/after school.
- Arranging an appointment in person or over the phone with their class teacher and/or SENDCO.

Parents are kept up to date with their child's progress through:

- Open door policy where we aim to make parents/carers always feel welcome.
- Termly structured conversations/multi-agency reviews.
- Home/school diaries (where appropriate).
- Annual school reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

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, Melanie Haslam, may be contacted at any time in relation to SEND matters.

The school has adopted the Achievement for All project's Structured Conversation approach to leading meetings with parents, to ensure parents are fully involved with their children's educational journey through school.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

7. Assessing and reviewing pupils' progress towards outcomes

We believe all teachers are teachers of children with SEND. As such all staff have important day to day responsibilities. There is a continuous cycle of planning, teaching and assessing.

Early identification, assessment and provision of individual needs are seen as crucial.

Assessment is a continuing process, and we use:

- Teacher observation.
- Baseline assessments.
- Standard assessments (SATs in Year 2 and Year 6).
- Progress against National Curriculum level descriptors.
- PIVATS/ B Squared / AET.
- English and Maths assessments.
- Provision mapping.

Once individual special educational needs have been identified staff respond using a graduated approach that encompasses a wide range of strategies (see below). The code sets out a model of actions and interventions to help children move towards independent learning.

Further action should only be taken for those children whose progress continues to cause concern. When a child is identified as having SEND at this level, they will be placed on the SEND list and a target card may be written. A target card details targets and support that is different from and additional to differentiated approaches provided for other children.

Target cards are reviewed termly, usually at a Structured Conversation or multi-agency review, which parents are invited to attend. Adaptations to support are ongoing. Each term the SENDCO, class teacher and/or parents decide whether it is appropriate to have a multi-agency review or a structured conversation, but usually 1 multi-agency review and 2 structured conversations take place per academic year (except Foundation Stage who have 2 multi-agency reviews and 1 structured conversation).

An individual provision map is also written for each child on the SEND list, who receive additional SEND funding, to outline all interventions/support the child receives, how much the support costs and how the support is funded. All pupils in school have a pupil profile and intervention log, which contain important information and support received.

Arnold Mill Primary School use a graduated approach:

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 will be monitored.
- 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 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.
- The SENDCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- Through b) and d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND list, they may also fall into this category as continued monitoring will be necessary.
- 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.
- The child is formally recorded by the school as being under observation on the School Aware list, due to concern by parents or teachers. This does not place the child on the school's SEND list. It is recorded by the school as an aid to further progression and for future reference.

- 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.

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 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 experiences of parents are taken into consideration. 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 interventions match to needs, that barriers to learning are clearly identified and overcome, and that interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of needs. 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 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 any specialist staff involved to plan and assess the impact of support and interventions. 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 SENDCO.

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 SENDCO 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.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

8. 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 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 and supporting their needs is required.

The decision to make a referral for an EHCP will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social care
- Health professionals

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

If the EHCP is successful, following statutory assessment, it will be provided by Nottinghamshire County Council. The school and the child's parents will be involved in developing and producing the plan. Once the EHCP 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.

(Further information about EHCP 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 Ask Us Nottinghamshire team on 0115 8041740).

9. Supporting pupils moving between phases and preparing for adulthood.

The Foundation Co-ordinator and SENDCO visit any SEND children due to start F1 or F2 in their setting where possible. This gives opportunities to see resources, teaching approaches and to discuss children's needs with staff.

A multi-agency transition meeting, including the KS3 SENDCO and current school staff, ensures a smooth transition and helps to reassure parents/carers. The school accesses funding to support transition when necessary. The Family SENDCO attends multi-agency reviews for Year 5 children to support and advise parents with the application process for secondary schools. Arnold Mill Primary School is part of the Redhill Family of schools, together we share resources, expertise, advice, training and development activities.

10. Our approach to teaching pupils with SEND

At Arnold Mill Primary School we currently have 50 children on the Special Needs List and 54 on school aware. There are 4 children who receive HLN funding and 11 who receive AFN funding. 1 child has an EHCP

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We also provide the following interventions:

Developing English and Maths skills

Maths – Power of 1 and 2 interventions

Toe by Toe

Working with pupils with Autistic Spectrum difficulties

PSHCE/Nurture

ELSA support

Forest Schools

Speech and language programmes

Makaton/Writing with Symbols

Music therapy

Specific ICT programmes

Children with behavioural, social, emotional or mental health issues

Complex Learning Difficulties and Disabilities

Alongside these interests we have the following resources:

Sensory equipment

Visual timetables

Fine motor skills activity boxes

Painted circles in the playground to aid lining up.

11. Adaptations to the curriculum and learning environment.

The school aims to be accessible to all. The school budget along with the plans detailed below ensure the right equipment, access and training for staff is in place to meet the needs of any pupil who enters school.

Arnold Mill Primary School being a new building was specifically designed to meet the latest requirements relating to lighting, wheelchair access, acoustics and furniture.

In line with the SENDA 2001, an accessibility plan was written to improve access at Arnold Mill Primary School. This includes improving pupil participation in the curriculum, improving the physical environment and improving the delivery of communication. Our Disability Equality Scheme outlines the aims, principles and strategy that Arnold Mill Primary School has employed to ensure equality for all with disabilities in our community.

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 wishes of their parents and the needs of the individual. We ensure a broad and balanced curriculum in a variety of ways. A variety of teaching strategies are used by the teachers and teaching assistants who are flexible in meeting needs. The curriculum is reviewed annually as part of the school monitoring and evaluation process.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Small group work and 1:1 work supports children, and a variety of nurture work supports a range of children's emotional, behavioural and social needs.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Teachers and Teaching Assistants recognise that children learn in a variety of ways and adapt their teaching styles accordingly (VAK (Visual Auditory Kinaesthetic), seating of child with hearing impairment, augmenting spoken language with Makaton etc.).

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

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

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

At Arnold Mill Primary School, we believe all children have the right to equal access of all activities. Risk assessments may identify a need for additional one to one support, specifically in relation to pupils with SEND. Children with SEND are monitored in terms of their access and take up of extended provision e.g. after school clubs, trips, breakfast club, etc.

Support for improving emotional and social development.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part of the ex-curricula clubs to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

The SENDCO and Head teacher will observe vulnerable groups of learners in class to monitor the impact of support. All TAs are observed formally yearly and this feeds into performance reviews.

Each July, teachers and TAs pass on essential SEND information to the relevant teachers and TAs in preparation for the new academic year, which is written on individual pupil profiles. Children with AFN or HLN support also have a pen portrait which is updated and shared with new staff. Each October the SENDCO gathers class provision maps which outline the support children receive and the roles various staff play in relation to that support. This information is detailed in a child's individual intervention log, on their pupil profile and is reviewed termly after pupil progress meetings. Later in the autumn term, individual provision maps are finalised for AFN and HLN children with class teachers and the SENDCO.

The SENDCO has formal termly meetings with each class teacher to discuss the progress of SEND children in all areas. Any medical reports or reports from external agencies are shared with all necessary staff before being filed in children's individual SEND records.

For more information also see:

Accessibility Plan.
Disability Equality Scheme.

Expertise and training of staff

The Head teacher and Governing Body are committed to ensuring that every member of staff has access to professional development to ensure they have the skills and knowledge needed to meet the needs of every pupil who attends school.

We have 22 teachers, 23 teaching assistants, and 2 health care assistant who all work with children with SEND. Staff are encouraged to develop their skills and share them through informal and formal meetings and INSET.

Arnold Mill Primary School operates the following training programmes for teachers, teaching assistants, the health care assistant and/or midday supervisors:

- regular training and learning opportunities are provided for staff in all departments on the subject of SEND and SEND teaching. School staff are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Controlling Risky Behaviour training.
- Diabetes, epipen, asthma training.
- In-house training from SENDDCO (eg. Disability Equality Duty/Disability Equality Scheme, Mentoring, introduction to SEND for new staff).
- Staff meetings (eg. target card writing, Structured Conversations).
- LA planned training events (eg. Induction for new TAs, TA Conference, SENDDCO Conference).
- Training from external agencies (eg. Clicker 5, CRB).
- Redhill Teaching Alliance training (eg. SEND cluster group meetings).

The SENDCO and Assistant SENDCO/Lead TA attend relevant SEND courses, Family SEND meetings and facilitate/signpost relevant SEND training opportunities for all staff.

The school's training coordinator ensures that training opportunities are matched to school improvement priorities and those identified through the use of provision management (see Section 11). The Head teacher and Governing Body are committed to providing all staff with comprehensive professional development (CPD) and this is linked into teacher and TA Appraisal/Performance Review.

12. Securing equipment and facilities

We provide the following resources.

- All pupils with SEND will have access to Element 1 and 2 of the school budgets. Some pupils with SEND may access additional funding. This additional funding (AFN) might be from a budget which is devolved to and moderated by the Redhill Family of Schools (Redhill and its feeder primary schools) and/or it may be linked to pupil premium. For those with the most complex needs, additional funding is retained by the local authority (HLN). This is accessed through the Redhill Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. After liaising with class teachers, the SENDCO and Assistant SENDCO/Lead TA complete the necessary paperwork in order to apply for funding.
- It is sometimes appropriate to apply for specialist equipment for children, for example laptops, chairs, steps, or to apply for additional funding to support complex medical needs. Some SEND children also receive funding linked to pupil premium, free school meals, and IDACI.

- Dispensations for Year 6 pupils doing SATs, if necessary. Some dispensations don't have to be applied for, but will be considered, where appropriate.

When budgeting for SEND, the Head teacher, Governing Body and SENDCO consider the following:

- Staffing – teachers/TAs/Health care assistant.
- Resources to meet the needs identified in the SEND/Inclusion Access Plan.

13. Working with other agencies

Arnold Mill Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SENDD. The SENDCO and Assistant SENDCO/Lead TA are the designated people responsible for liaising with the support services listed below.

Representatives from these agencies are invited to liaison meetings throughout the year to discuss SENDD provision and progress and keep staff up to date with legislation. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

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

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 SENDD 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 SENDDCO who will then inform the child's parents.

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

Early Years' Specialist Family Support Service (EYSFSS)

Specialist Family Support Service (SFSS)

Education Psychologist

School Nursing Service

Speech and Language Therapists (SALT)

Community Paediatricians

Child Adolescent Mental Health Service (CAMHS)

Children's Centre

SureStart

GAP (Gedling Area Partnership).

These agencies can be accessed through termly Springboard meetings or through specific referral forms.

See Equal Opportunities Policy.

14. Complaints about SEND provision

Although most concerns or complaints regarding the care or welfare of children will be resolved through talking to relevant members of staff there are more formal channels of communication adopted by the Governing Body to resolve complaints.

Formal complaints should be addressed to the Head teacher in the first instance.

See Complaints Policy

15. Contact details of support services for parents of pupils with SEND

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 effective and successful SEND provision within our school. Support services and external agencies can be found via the Local Offer website or through contact with the SENDco.

Arnold Mill Primary School seeks advice and support from external agencies in the identification and assessment of and provision of SEND.

- Gedling Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist outreach Services
- Gedling Area Partnership

Contact details for raising concerns:

Jackie Oldfield – Head teacher

Joldfield@arnoldmill.notts.sch.uk

Shaun Hewlett – Deputy head teacher

shewlett@arnoldmill.notts.sch.uk

Kelly Broniewska – Assistant head teacher

kmyland@arnoldmill.notts.sch.uk

16. Monitoring arrangements

Evaluating the effectiveness of SEND 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.

Pupil progress will be monitored on a termly basis, in line with the SEND Code of Practice, via the general assessment tools, PIVATS, Portage, B Squared and target card reviews.

Each term we monitor the progress children with SEND make. We track interventions/support each child receives on individual provision maps and the cost of this. We then evaluate the success of each intervention related to the progress children have made and the performance of TAs, quality of planning and type of differentiation in lessons. This means we can identify how effective our provision/interventions are in enabling pupils to achieve academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school's SEND provision and policy. The evaluation is carried out by the SENDCO, Head teacher and SEND governor, and information is gathered from different sources such as child and parent surveys, structured conversations, multi-agency review meetings, class teacher pupil progress meetings. This is collated and published by the governing body 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.

This policy and information report will be reviewed by Liz Anscombe **every year**. It will be available to view on the website and it will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

15. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Admissions
- Complaints
- Consultation
- Equal opportunity
- Safeguarding
- Supporting pupils with medical conditions