

The Lanes Primary School



Special Educational Needs Policy

| | |
|---------------|---------------|
| Last reviewed | November 2025 |
| Review Cycle | Annually |

The Lanes Primary School Special Educational Needs Policy

Adopted: November 2025

Review date: November 2026

Contents:

Mission Statement

1. Aims and objectives
2. Responsibility for the coordination of SEN provision
3. Arrangements for coordinating SEN provision
4. Admission arrangements
5. Specialist SEN provision
6. Facilities for pupils with SEN
7. Allocation of resources for pupils with SEN
8. Identification of pupils' needs
9. Access to the curriculum, information and associated services
10. Inclusion of pupils with SEN
11. Evaluating the success of provision
12. Complaints procedure
13. In service training (CPD)
14. Links to support services
15. Working in partnership with parents
16. Links with other schools
17. Links with other agencies and voluntary organisations

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.

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*.

- We believe in delivering an exciting and broad curriculum through high quality teaching and innovation.
- We believe in having high standards.
- We believe in developing and knowing children as individuals.
- We believe in enabling pupils to become well-rounded, happy and confident children who achieve to the best of their ability.
- We believe in being inclusive so that all children can thrive.
- We believe in working in partnership with our community and other schools.

Our aims are:

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services, including previous 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 SEN.** Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the breadth of the National Curriculum at a level appropriate to their individual needs.** This will be co-ordinated by the Senior Leadership Team, including SENCos, and subject leaders. It will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.** Engage in open and supportive discussions that encourage parental confidence to share information that would be helpful in supporting their child. This will include supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress.
- **Work with and in support of outside agencies** when pupils' needs cannot be met by the school alone. We work closely with SBAP (Schools Behaviour and Attendance Partnership), Notts LA SFSS (Schools and Family Support), The Hive at John Clifford and the MHST (Mental Health Support team) as well as a variety of medical professionals as appropriate.
- **Create a school environment where pupils feel safe to voice their opinions about their needs and the provision made to meet them.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Responsibility for the coordination of SEN provision

Provision for pupils with Special Educational Needs and Disabilities is a matter for the school as a whole, as stated in the Code of Practice, 2014. In addition, the Governing Body, Head Teacher, Special Needs Coordinators (SENCos) and members of staff all have important responsibilities:

The SENCo

The acting SENCo Natasha Williams who is supported by Liz Ireland as Lead Teaching Assistant.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- 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.

- 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 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.
- 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 Head Teacher and Governing Board 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.
- Monitor provision maps, SEND Support Plans (SSPs) and termly reviews.

The SEND Governor

The chair of governors is Andrew Barker.

The SEND link governor is Cheryl Heath.

They will:

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

The Governing Body will adhere to the Code of Practice in all decisions regarding access to learning and the provision and progress of pupils with SEND, in particular:

- Assist with developing and monitoring the school's policy, ethos and approach to meeting pupils' special educational needs.
- Appoint a member of the Governing Body to have a specific oversight of the school's arrangements and provision for pupils with special educational needs and disabilities.
- Ensure that information regarding the school's accessibility plans are published.
- Ensure the school publishes a statement on SEND for inclusion on the school website.

The Headteacher

The Headteacher is Mr Pete Wilkes. He will:

- Work with the SENCo and wider team 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 SEN and/or a disability.
- Keep the governing body fully informed of SEND issues.
- Provide time and resources for the SENCo to carry out their role.

Teaching Staff

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 SENCo and wider team to review each pupil's progress and development and decide on any changes to provision.
- Ensuring that children at SEND Support have SSPs with SMART targets and that these are formulated in conjunction with parents on a termly basis.
- Ensuring that PEEPs (Personal Emergency Evacuation Plans) are completed for those children who require them.

- Hold termly review meetings with parents to review support.
- Adopt the ethos of inclusion so that children with SEND are included in as many classroom activities as possible, within the classroom
- Ensure that children's needs are either met through 'top down' planning or via individualised provision.
- Ensuring they follow this SEND policy.
- Be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.
- Maintain any agreed special educational needs and disabilities records by completing provision maps, writing individual targets and collecting or recording additional information for the SENCOs and other agencies.
- Produce an end of year report which may differ from those issued to the majority of the children, upon request.
- Together with the SENCO and wider team collect the views of pupils relating to the identification and assessment of their learning needs as well as their learning environment and include them in decision making where possible.
- Together with the SENCO (if appropriate) advise and inform parents on their child's progress.

All **Teaching Assistant Staff** employed to support children with special educational needs and disabilities should:

- Liaise with the class teacher and SENCOs on the early identification of children with SEND, planning appropriate provision, monitoring and reviewing progress.
- Contribute to the formulation of a child's Support Plan and targets.
- Where designated, assist the class teacher to enable children with SEND to meet whole class learning objectives or access an individualised curriculum.
- Contribute to the formulation of a PEEP.
- Access appropriate training.
- Contribute to formal review meetings where appropriate.
- Have appropriate responsibility for the child's specific needs during their time teaching that child.

Supply teachers working with the children are provided with essential information surrounding children's individual needs and how they can support them within the classroom.

We also employ a Speech and Language Therapist. She works with individual children and small groups to support learning. She also works closely with parents and carers and trains and supports staff where needed.

Our Outdoor Learning teacher supports some of our SEND children with bespoke activities outside as necessary.

Staff are trained as appropriate to manage specific conditions and needs, for example diabetes.

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as Support Plans, structured conversations, assessment data and external correspondence for individual pupils.

All staff can access:

- The school's SEN Policy.
- A copy of the full SEN Register used for tracking the 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 Support Plans, structured conversations, assessment data and external correspondence.

- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the staff IT system on individual pupils and their special needs and requirements.
- Information on current legislation.
- Information available through Nottinghamshire's SEND Local Offer
- www.nottshelpyourself.org.uk

This information is made accessible to all staff and parents 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.

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. Close links have been established with local nursery/ pre-schools to aid transition of pupils with SEND.

At The Lanes Primary School, we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage.

On entry:

- Parents are asked to inform the school of any special needs their child may have. This is noted on the admission form and in the child's individual record folder.
- The school will assess each child's current levels of attainment, either by carrying out their own assessments, or by referring to information sent from the child's previous educational setting.
- Parents/carers will then be invited to meet with the class teacher and SENCo in order to develop an appropriate educational programme with additional support provided where necessary and appropriate.
- On-going observations and assessments will then form the basis for planning the next stage of learning.
- An individual record folder will be set up.
- Our school currently provides additional and/or different provision for a range of needs, including:
- Communication and interaction: for example, Autistic Spectrum Condition (ASC), speech and language difficulties.
- Cognition and learning: for example, Dyslexia, Dyspraxia.
- Social, emotional and mental health (SEMH) difficulties: for example, Attention Deficit Hyperactivity Disorder (ADHD), anxiety and behavioural needs.
- Sensory and/or physical needs: for example, visual impairments, hearing impairments, processing difficulties, epilepsy

On transition to secondary school or if a child leaves The Lanes, all documentation is passed onto the new school and the SENCo will liaise closely with the new staff.

5. Specialist SEN provision

At the time of writing, The Lanes Primary School has 59 pupils on the SEN register.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo and wider team, with the Senior Leadership Team, ensure that training opportunities are matched to school development priorities and those identified through the use of provision management.

The SENCo and wider team attend relevant SEND courses, Family SEND meetings (Springboard meetings) and facilitate/signpost relevant SEND focused external training opportunities for all staff.

In addition to this, in-service training events are organised for staff in school that link to priorities outlined in the School Improvement Plan or that meet the specific needs of pupils as they arise. When appropriate, Governors and Support Staff are also invited to attend such meetings and INSET training events in order to disseminate information and establish a whole school ethos.

Opportunities to disseminate information from courses attended by staff members are provided at weekly staff meetings/ briefings, as well as at regular TA meetings.

All Staff members, including support staff are routinely asked, through annual staff audits and appraisal meetings, as to their training requirements.

We are committed to whole school inclusion. Inclusion covers more than special educational needs and would incorporate gender, sexual orientation, race, religion and culture. It is important to recognise that some of these additional barriers may exist for some children and young people with special educational needs so that we may promote understanding and ensure that support and provision is tailored to meet the individual needs of the child or young person.

6. Facilities for pupils with SEN

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

- Physical environment Indoors-wheelchair access around the site and into all classrooms; adjustment to internal doors, toilets/ sinks, a variety of seating/ desks to suit the needs of individual pupils with disabilities.
- Outdoors- widened footpaths, railings, visible markers on steps and ramps.
- Assistive technology including: laptops, iPads and computer software programs, including Clicker 7.
- Increased access to the curriculum and assistance during formal assessments.

Adaptations to the curriculum and learning environment

- The school will ensure that all children have access to a broad and balanced curriculum.
- No child will be excluded from any activity due to their impairment or learning difficulty, unless it is clearly of the benefit to that individual and leads towards inclusion
- Staff will work sensitively in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where it is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum (learning about routines, understanding how to organise yourself and how relationships work) and extra-curricular activities are barrier free and do not exclude any pupils. Reasonable adjustments will be made as necessary and appropriate.
- Details of the school's plans for increasing access to the curriculum with targets are contained in the Accessibility Plan.

The SENCo is consulted regarding the content of the school curriculum to ensure that pupils with SEND can participate fully as members of the school community and have access to all elements of the school curriculum.

We have Teaching Assistants who support teaching and learning in school. They are assigned to the areas of school based on need in year groups. They may be used to support children in whole class teaching, to provide interventions 1:1, or in small groups or to provide 1:1 support.

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). The SENCo will identify pupils who may benefit from this, following consultation with staff members. 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 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.

Pupil Premium is included in the budget for each child who receives Free School Meals, or has ever been on FSM in the previous 6 years or are children of service personnel. Where a child is entitled to FSM and has identified SEND, the Pupil Premium is used to provide further support to help the child's learning.

Pupil Premium Plus is included in the budget for children who are currently in care or who were adopted from care in the past. Where a child is Looked After and has identified SEND, the pupil Premium Plus is used to further support staffing costs needed to help the child's learning.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

At The Lanes, we believe in the importance of delivering an exciting and broad curriculum through high quality teaching and innovation (see Teaching and Learning Policy). Inclusive quality first teaching underpins our practice. A Graduated Approach

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 reviewed by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide scaffolded/differentiated, meaningful learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through the points above, it can be determined which level of provision the child will need going forward and any/or professional development that may be required by school staff.
- If a pupil has recently been removed from the SEND Support register, they may also fall into this category as continued oversight will be needed.
- Parents will be informed fully of every stage of their child's development. Parents are encouraged to share information and knowledge that they feel would be useful in helping with the school's understanding of the child and their broader needs. This information will be handled confidentially and sensitively.
- The child is formally recorded by the school as needing closer review of their needs due to concern raised by the parent or teacher, but this does not place the child on the school's SEND Support list. This

may be recorded by the school as an aid to further progression and to ensure that support arrangements are tailored to needs.

- Pupil progress meetings are used to review the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and pattern of progress.

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 pupil's school record. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support 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, 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, so that the pupil benefits from a consistent approach.

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.

Request for an assessment Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which is usually requested by the school, but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENCo.

Further information about EHC Plans can be found via the SEND Local Offer - www.nottshelpyourself.org.uk

or by speaking to the Integrated Children's Disability Services on: 0115 804 1275

or by contacting the Ask Us Nottinghamshire on: 0800 121 7772

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

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

- Parents
- Teachers
- SENCO
- Social Care
- Educational Support Services
- 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 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: www.nottshelpyourself.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 (EHCP)

Following Statutory Assessment, an EHCP 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.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

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.

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

- Staff are kept fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- We provide regular training and learning opportunities for staff 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.
- We make use of all class facilities and space.
- We use in-class provisions and support effectively to ensure that the curriculum is scaffolded /differentiated to address a range of different needs, as necessary.
- We make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- We ensure that any decision to provide group teaching outside the classroom will involve the teacher and/or SENCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- We set appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.
- The school will ensure that the hidden curriculum (learning about routines, understanding how to organise yourself and how relationships work) and extra-curricular activities are barrier free and do not exclude any pupils. Reasonable adjustments will be made as necessary and appropriate.
- The SENCo is consulted regarding the content of the school curriculum to ensure that pupils with SEND can participate fully as members of the school community and have access to all elements

10. Inclusion of pupils with SEN

The inclusion of all pupils with SEND should be seen in the context of inclusion in its broadest sense, which will include the groups identified under the Equality Act 2010, namely those facing additional barriers due to race, gender, sexual orientation and religion. It is recognised that some pupils with SEND will also face additional barriers by virtue of the prejudices associated with belonging to these groups (whether conscious or unconscious). 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 Senior Leadership Team, which includes the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school is committed to ascertaining the views of pupils by:

- Involving pupils in decision making processes where appropriate.
- Encouraging pupils to make choices
- Ensuring that pupils are aware of agreed targets for development.

This is achieved by:

- **Gathering information** about a pupil's needs and views in order to tailor their learning. Inviting pupils to attend review meetings where appropriate.
- **Encouraging pupils** to contribute to planning, reviewing and evaluating the provision made for them wherever possible.
- **Gaining and recording the views of pupils** on their progress using appropriate communication strategies, such as the use of play, art and audio, as well as verbal communication.
- **Encouraging pupils with SEND to become representatives** on the School Council (if they wish to participate) in order to reflect the views of all pupils in the school or, alternatively, encouraging them to voice their opinions through Class Council.
- **Providing clear, age appropriate and jargon free information** to pupils about their SEND and the purpose of any assessment, individual targets or other intervention.
- If appropriate, ensuring that the **pupils have access to a designated member of staff** with whom they can discuss any difficulties or concerns.
- **Involving pupils in transition** planning.

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

We also feel that it is important for pupils with SEND to improve their emotional and social development by having access to and participating in the same activities which are available to all.

- All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to take part in sports day/school plays/special workshops etc.
- All pupils are encouraged to go on our day and residential visits.
- All pupils are encouraged to be part of the pupil leadership groups.

Where any of the above activities need adapting to enable a pupil with SEND to engage with it, staff will make the appropriate adjustments, liaising with parents and providers of these activities.

11. Evaluating the success of provision

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

Performance indicators used to evaluate the effectiveness of the SEND Policy include:

- The early identification of children who have SEND.
- The confidence of class teachers to identify children with SEND.
- The effectiveness and manageability of the recording system.
- The extent to which individuals make progress and meet their targets.
- The extent to which gaps are closed for identified vulnerable groups of children.
- The regularity of review meetings with staff involved.
- The monitoring of parental and pupil views.
- The involvement of relevant support agencies

Key personnel with responsibility for monitoring and reporting on the effectiveness of the SEND policy are the SENCo, the Head Teacher and the Governing Body. The LA have an additional responsibility to monitor the provision made for pupils with EHCPs.

Pupil progress will be monitored on a termly basis, in line with the SEN Code of Practice, in order to identify how effective provision (intervention) is in enabling pupils to achieve academic and wider outcomes. The review process will evaluate the impact and quality of the support and interventions. The class teacher, in conjunction with the SENCo, parents and pupil, and where relevant external agencies, will revise the support and outcomes based on the pupil's progress and development.

Necessary amendments will be made to current SMART targets or new ones will be set.

There is an annual, formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCo, Head Teacher and SEND Governor and presented to the School Governors at the Pupil and Personnel Committee Meeting. 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.

12. 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 be able to advise on formal procedures for complaint. The school complaints policy is available on the website or from the school office.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice. The school will maintain a strategic overview of training for its staff which will include training opportunities targeted at specific areas of SEND and inclusion, more widely. The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development.

14. Links to support services

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

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

We work closely with SFSS from Notts LA, the SBAP, the MHST team and Health professionals as appropriate. We work closely with our in house Speech and Language Therapist.

15. Working in partnerships with parents

The Lanes Primary School believes that a close working relationship with parents is vital.

No pupil will be entered onto the school's SEND Support Register without prior discussion with parents.

The school endeavours to recognise and remove barriers for pupils with SEND through an ongoing discussion with parents to develop an evolving understanding of the pupil's strengths and needs. This will be informed by the:

- Early and accurate identification and assessment of SEND leading to appropriate interventions and provision.
- Detailed tracking to ensure the continued social and academic progress of children with SEND.
- Reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the pupil.

The school is committed to involving parents in the decision-making process at every stage. This is achieved by:

- Welcoming parents from the outset and encouraging their participation e.g. Transition open afternoons/ meetings with teachers, Meet the Team and other events.
- Ensuring that parents are informed when their child is identified as having additional learning needs and consulted at every stage.
- Having 'structured conversations' and review meetings with parents.
- Inviting parents into school at least three times a year to discuss their child's progress and any future provision. In cases where more frequent, regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.
- Seeking parental permission before referring pupils to outside agencies for support.
- Inviting parents to attend meetings with external agencies regarding their child and keeping them up to date and consulting with them on any points of action drawn up.
- Sign-posting parents of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required through a parent email service, regular school newsletters and the school website.
- Ensuring the school produces written information which is accessible and straight-forward for parents.
- Clearly identifying areas in which parents can support their child's learning at home.
- Enabling parents to have access to the SENCo by appointment to discuss their child's needs.
- Providing parents/ carers with opportunities to contact the school's SEND Governor to arrange a meeting in relation to SEND matters.
- Establishing informal communication links as appropriate, e.g. home school diaries, parents talking to class teachers at the end of the school day to check progress.

The school obtains feedback from parents in a variety of ways: parent surveys, parent forums, pupil progress review meetings and parents' evenings. We endeavour to use this feedback to improve the quality of SEND provision during policy review.

If a parent or carer has any concerns regarding the care or welfare of their child, an appointment can be made by them to speak to the Class Teacher, SENCo or the Head Teacher. All of these can be contacted via phoning the school office and the SENCo can be reached via the following email senco@thelanes.notts.sch.uk

We would encourage parents/carers to follow the above procedure should they have any complaints regarding SEN provision. If they remain dissatisfied, they should follow the procedures laid out in the school's Complaints Policy which can be accessed via the school website. A parent leaflet explaining the complaints process is available from the office.

The school's SEND governor Cheryl Heath can also be contacted in relation to SEN matters.

16. Links with other schools

The school is a member of the Chilwell Family of Schools. This network enables the school to build a bank of joint resources and to share advice, training and development activities and expertise that support children with SEND. Termly Springboard meetings are held with the SENCos from the Chilwell Park family of schools, where a representative of the Schools and Families Specialist Services is also present. The Lanes also works closely with White Hills Park Trust which allows us to access training and support for key staff.

The same Family SENCo, Kayley Allcoat, offers advice and support, enabling us to make links with a wider group of schools through the SENCo's support network. We are always looking for opportunities to work with other schools to develop our practice.

In addition, close links are also established with local nursery/ pre-schools and feeder secondary schools

Transition

Transition between year groups in school is handled carefully. A range of strategies are used including:

- Holding additional meetings between previous teacher, new teacher and parent if necessary.
- Giving additional time for the pupil to get to know their new teacher if needed.
- Holding a discussion between parents, current teacher and/or new teacher. They will discuss the child's needs and review/set targets ready for the following year.
- Analysing of performance data.
- Ensuring that transition forms are completed, with any SEND information shared, including category of need.
- Updating the pupil profiles. This includes: any diagnoses, child's views, involvement from external agencies plus notes on a pupil's strengths, areas of need and strategies to support them.
- Ensuring that new staff read information contained within the child's individual SEND folder.
- Sharing of additional information, including access arrangements/ PEEPs, latest annual school report, etc.

Transition to secondary schools

- Liaise with the secondary school SENCo and SEND Team to organise a transition programme for pupils with special educational needs and/or disabilities. This may be personalised/adapted based on the child's individual needs.

- Organise a transition meeting in the Summer Term of Year 6, inviting the child's current teaching team and parents/carers. Sometimes outside agencies, and the Secondary SENCo, will also be called to these meetings in order to exchange information about the pupil's needs and answer questions about concerns they may have.
- Share information at Springboard meetings.
- Where appropriate, raise the child's needs at the SBAP (Schools Behaviour and Attendance Partnership) in order to share information and provide the right support for successful transition.

Transfer between schools.

- On transferring to another school, information is sent within 15 school days of the child leaving (provided the child's new school is known). A discussion will take place if necessary to agree any transfer of funding that may be required.

17. Links with other agencies and voluntary organisations

The Lanes Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated people responsible for liaising with external agencies.

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

- Education Psychology Service (EPS)
- Children's Social Care
- Community Paediatricians
- Physical Disability and Sensory Service
- Occupational Therapy Service
- School and Behaviour Attendance Partnership
- Speech and Language Services (SALT)
- Schools and Families Specialist Services (SFSS)
- Healthy Families Team
- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapists
- Early Help Unit
- Social Emotional and Mental Health Team (SEMH) – primary phase or the Behaviour Partnerships
- Mental Health Support Team (MHST)

Representatives from voluntary organisations and other external agencies may be invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation. Parents will normally be invited to and informed about meetings held concerning their child unless there are over-riding safeguarding issues.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Anyone of the support services may raise concerns about a pupil and this will be passed on as appropriate.

This policy will be reviewed annually.