Nottinghamshire County Council

Mapperley Plains Primary School

SEND Policy

Statutory

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Inspiring learners. Shaping futures.

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It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background or area of need.
This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education

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

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

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The framework for supporting children and young people with special education needs is contained within the SEN Code of Practice. A copy of which can be found on the Department for Education's website:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Nottinghamshire has developed a SEND Local Offer, which is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Nottinghamshire's SEND Local Offer | Nottinghamshire County Council
Throughout this document, the terms 'learning' and 'development' are used to refer to any of the four broad areas of need, as set out in the SEND Code of Practice - Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and/or Physical Needs.

Mission statement

At Mapperley Plains Primary School, pupils are valued for all aspects of their life and learning. Our aim is for all pupils to develop their self-esteem and confidence so that on leaving school, they are equipped with the core academic, social, emotional and behavioural skills that they will be able to use in the future. Our school has high expectations of all pupils and we provide teaching and learning experiences that target each individual pupil's needs so that they can reach their potential. We are committed to inclusion and removing potential barriers to learning and participation. We believe in equality of opportunity and we aim to create a supportive, yet challenging, environment that values difference and recognises the achievements of all pupils.

1. Aims and objectives

Aims

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

Our aims are:

- To identify pupils with special educational needs as early as possible and ensure their needs are met;
- To have in place systems whereby teachers are aware of such pupils;
- To provide all of our pupils with a broad and balanced curriculum which is differentiated to meet the needs and abilities of all individuals;
- To be sympathetic to the needs of all pupils providing a strong partnership between pupils, parents, governors, Local Authority and outside agencies;
- To ensure all pupils make effective progress and realise their full potential;
- To ensure all pupils take a full and active part in school life;
- To work with other schools to share good practice.

Objectives

- Identify the needs of pupils with SEN as early as possible. The school has links with local preschools and teachers visit these settings and meet with staff, parents and the child as part of the transition to Mapperley Plains. Where outside agencies are involved, including Early Years Support Services, EPS and health professionals, with parental permission we will work with these agencies to build a full picture of the child's needs to put in appropriate provision prior to entry.
- Monitor the progress of all pupils through ongoing observations in and out of the classroom, alongside termly tracking of academic progress. This enables the school to identify pupils with all types of SEN. Continuous monitoring of those pupils with SEN will help to ensure that they are able to reach their full potential through adaptive teaching strategies and targeted support to address other areas of need. All teachers are responsible for identifying pupils with SEN as early as possible.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. If a child is not making expected progress, then a range of strategies will be used within the classroom and using school resources. This will be coordinated by the SENCO 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. Pupils receiving SEN Support will have an individual SEND Support Plan detailing agreed outcomes, provision and review arrangements within the Assess, Plan, Do, Review cycle.
- Work with parents to share information and build a full picture of the ongoing needs of the child and to ensure that they are fully involved and part of decisions regarding their child's education. This includes supporting them to understand SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- Work with and in support of outside agencies. As a school we actively seek involvement and advice from appropriate agencies, with the knowledge and permission of parents, when 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. We give pupils regular opportunities to express their views and feelings on how their needs are being met and value these contributions in the review of their progress and targets. These opportunities for pupils to be part of the decision-making process in their education are also encouraged through wider opportunities for participation in school life through the school council.

4. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Paul Summers (Headteacher).
- The person co-ordinating the day-to-day provision of education for pupils with SEN is Carla Smith (SENCO).
- The person co-ordinating the day-to-day provision of education for pupils with mental health needs is Stephanie Mathers.
- Our school is also supported by Emotional Literacy Support Assistants Angela Dye and Lisa Hogan.

5. Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN information from previous settings, review minutes and IEP targets and reviews, progress data, health professional reports individual pupils and provision maps for individual pupils.

All staff can access:

- The Mapperley Plains Primary School SEN Policy;
- A copy of the full SEN Support Register and literacy difficulties register used for tracking children with special educational needs;
- Guidance on identification in the Code of Practice, including 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 IEP;
- Practical advice, teaching strategies and information about types of special educational needs and disabilities;
- Information on the staff IT system and CPOMS on individual pupils and their special needs and requirements;
- Information on current legislation and SEN provision through staff meetings;
- Information available through Nottinghamshire's SEND Local Offer.

(www.nottinghamshire.sendlocaloffer.org.uk)

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

6. 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.

Transition Arrangements for Mapperley Plains Primary School:

Preschool/ Nursery setting to FS2:

- Prior to entry, contact is made between preschool and foundation teacher, coordinated by the SENCO;
- Teacher and SENCO attend review meetings in setting to meet parents and other agencies;
- Records, progress data and current targets are passed to school;
- Meetings are arranged in school with parents;
- Additional visits are put in place to familiarise the child and parents with the school, their teacher and Teaching Assistant.

KS1 to KS2 Transition:

- Discussion between teachers and teaching assistants ensures the new teacher is aware of the child's needs;
- Current progress levels are shared for future planning needs;
- New class teacher attends the last multi-agency meeting for the pupil so they are aware of ongoing issues;
- Additional visits into the new class.

In addition, there is always additional transition arrangement put in place when a pupil moves onto a new class. Work in the new classroom and getting to know the new teacher is key to a smooth transition to the new school year.

KS2 to KS3 Transition:

- Staff from the receiving secondary school will discuss pupils' needs and levels with the SENCO;
- Staff from the receiving secondary school come into school to work with the pupils;
- Additional transition visits are arranged with teaching assistants from Mapperley Plains to the secondary school;
- SEN records are passed to the SEN department of the receiving school.

7. Ordinarily Available Provision

At Mapperley Plains Primary School we recognise that many pupils may require reasonable adjustments and additional support at different points during their education. We aim to meet needs through high-quality inclusive teaching and ordinarily available provision before considering specialist interventions or statutory assessment.

Ordinarily available provision may include:

- Adaptive teaching and responsive classroom practice.
- Visual timetables and visual supports.
- Explicit instruction and modelling.
- Pre-teaching and overlearning of key concepts.
- Structured routines and predictable learning environments.
- Flexible grouping arrangements.
- Use of assistive technology where appropriate.
- Sensory adaptations to the learning environment.
- Breaks, movement opportunities and regulation support.
- Social communication support.
- Emotional wellbeing and nurture-based approaches.

The school regularly reviews its ordinarily available provision to ensure it meets the needs of pupils and reflects local authority guidance.

8. Specialist SEN provision

At Mapperley Plains Primary School, we support pupils with a wide range of needs, including: Autistic Spectrum Disorders, Specific Learning Difficulties including dyslexia, Speech and Language Difficulties, Learning Difficulties and ADHD. Staff receive regular training around SEN, on an on-going, flexible basis, in response to the range of needs in school.

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. For more information on our provision for inclusion see section **10.**

9. Facilities for pupils with SEN

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

Physical Environment:

- A lift to support access from the ground to first floor.
- A fully accessible site.

Assistive technology:

- When appropriate, applications for assistive technology can be made through Inclusive Technology Services.
- Staff are trained in using radio aids.

Increased access to the curriculum and assistance during examinations:

- Pupils who meet the criteria for extra time, a scribe or a reader will have access to these arrangements during assessments.

10. 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 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.

These resources, along with Pupil Premium and other specific SEN funds, will be allocated within the school by the Leadership Team and SENCO. The provision provided by these resources will be reviewed termly and adjusted to ensure

the most effective use within school.

11. Identification of pupils' needs

Identification

See definition of Special Educational Needs on page 3 of the policy.

A graduated approach:

Universal Provision

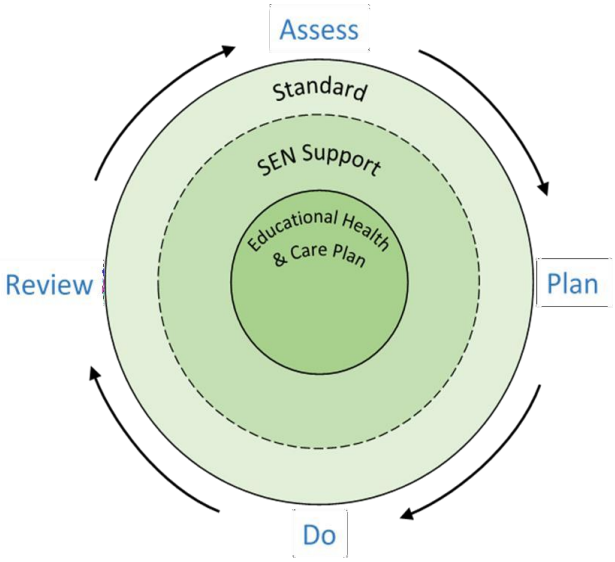
a) Any pupils who are falling significantly outside the range of expected learning development will be monitored.
b) Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning or development and possible difficulties.
c) The child's class teacher will take steps to provide appropriate support strategies that will aid the pupil's progress and enable the teacher to better understand the provision 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 this process, 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. 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.
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 support 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 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, 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 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 wi th 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 Education, Health and Care (EHC) Plan

If a child has lifelong or significant SEND, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent or young person, or in some instance by professionals from health and social care. 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 process should begin with a conversation with the SENCO.

Further information about EHC Plans can found via the SEND Local Offer:
https://bit.ly/3j1vgv8
or by speaking to an Education, Health and Care Plan Co-Ordinator on: 01157738321
gedlingsendservice@nottscc.gov.uk

or by contacting the SENDIASS :
SENDIASS

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

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.

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.

12. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum and wider school life 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. Every effort will be made to educate pupils with SEN 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.

The Primary Curriculum will be reviewed annually by the Leadership Team, Subject Leaders and SENCO.

Whole school provision is coordinated by the SENCO to support access to the curriculum and all aspects of school life, for all pupils. The whole school provision is reviewed on a termly basis and changed where appropriate in response to the needs across the school, and to make most effective use of the resources within the school.

The 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 all staff on the subject of SEN and SEN teaching;
- Making use of all class facilities and space;
- Using in-class provision and support effectively to ensure that the curriculum is adapted or personalised where necessary;
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision;
- Any decision to provide other interventions 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.

13. Inclusion of Pupils with SEND

Mapperley Plains Primary School is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are fully included in all aspects of school life. We aim to identify and remove barriers to learning,

participation and achievement wherever possible.

We recognise that inclusion is about more than access to the curriculum. It also includes participation in social, recreational and wider school activities, developing positive relationships, fostering a sense of belonging and ensuring that all pupils have opportunities to achieve their full potential.

Reasonable adjustments will be made, in accordance with the Equality Act 2010, to enable pupils with SEND and disabilities to access the curriculum, school environment and wider opportunities available within the school community.

13.1 Inclusive Practice and Reasonable Adjustments
We believe that all teachers are teachers of pupils with SEND and that high-quality, inclusive teaching is the first step in responding to pupils who may have additional needs.

Through adaptive teaching and ordinarily available provision, staff seek to ensure that all pupils can access learning and participate meaningfully in school life. Depending on individual need, reasonable adjustments may include:

- Adaptations to teaching approaches and classroom organisation.
- Visual supports and structured routines.
- Additional processing time.
- Alternative methods of recording work.
- Sensory adaptations to the learning environment.
- Access to assistive technology and specialist resources.
- Targeted intervention programmes.
- Support to develop communication, interaction and social skills.

Reasonable adjustments are reviewed regularly as part of the graduated approach and are developed in consultation with pupils, parents and relevant professionals.

13.2 Attendance and Emotionally Based School Avoidance (EBSA)
The school recognises that attendance difficulties may sometimes be linked to SEND, anxiety, emotional wellbeing or mental health needs.

Where attendance concerns arise, the school will work collaboratively with pupils, parents and external agencies to understand any underlying barriers and develop appropriate support through a graduated and personalised approach. Strategies may include:

- Enhanced transition arrangements.
- Emotional wellbeing support.
- Individual attendance plans.
- Adaptations to routines and expectations.
- Safe spaces and regulation opportunities.
- Multi-agency planning and support.

The school is committed to balancing high expectations for attendance with a compassionate and child-centred approach that seeks to understand and address underlying barriers to learning and participation.

13.3 SEND and Mental Health
Mapperley Plains Primary School recognises the close relationship between SEND and mental health and wellbeing.

Some pupils with SEND may experience anxiety, emotional difficulties or mental health needs that impact upon their learning, attendance, relationships and participation in school life. Equally, pupils experiencing mental health difficulties may require assessment to determine whether underlying SEND may be contributing to their needs.

Where concerns arise, the school will work with pupils, families and external agencies to identify needs and plan appropriate support. This may include:

- Pastoral support and nurture-based approaches.

- Emotional wellbeing interventions.
- Referral to the Mental Health Support Team (MHST) or other appropriate services.
- Consultation with health and education professionals.
- Multi-agency planning and review meetings.

The school aims to promote positive mental health for all pupils and to provide a supportive environment where children feel safe, valued and able to seek support when needed.

13.4 Partnership Working and Multi-Agency Support

The school recognises that the most effective outcomes are achieved when schools, families, pupils and professionals work together in partnership.

Parents and carers are valued partners in the identification of needs, planning of support and review of progress. The views, wishes and feelings of pupils and their families are sought and considered throughout the graduated approach. Where appropriate, the school may work with a range of external professionals and agencies, including:

- Educational Psychologists.
- Communication and Interaction Team.
- Schools and Families Specialist Services.
- Speech and Language Therapists.
- Occupational Therapists.
- Community Paediatricians.
- Mental Health Support Team (MHST).
- Child and Adolescent Mental Health Services (CAMHS).
- Social Care and Early Help services.

Advice from external professionals is integrated into planning and reviewed regularly to ensure that support remains appropriate, effective and responsive to the pupil's changing needs.
The school is committed to a culture of co-production and works collabo
ratively with pupils, families and professionals to ensure that support is tailored to each child's strengths, needs and aspirations.

14. 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. This will take place formally during termly reviews with parents, pupils, class teacher and SENCO where views are discussed and minutes are recorded. It also happens informally through the year in discussions with parents and class teacher.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. This progress data is analysed and will feed into the review of whole school and individual IEPs, using the data to identify the effectiveness of the provision in place for individual pupils.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and information is gathered from different sources such as; pupil interviews, parent surveys, staff contribution to reviews and parents' evenings. 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. This is commonly known as the SEND Information Report.

Evidence collected for the SEND information report will help inform school development and improvement planning.

15. Monitoring, Evaluation and Accountability

The Governing Body, Headteacher and SENCO are committed to ensuring that pupils with SEND receive effective support that enables them to achieve positive outcomes and participate fully in school life. The effectiveness of SEND provision is monitored through:

- Regular review of pupil progress and attainment.

- Evaluation of SEND Support Plans and provision.
- Monitoring the impact of interventions.
- Pupil voice and parental feedback.
- Attendance and engagement data.
- Monitoring of exclusions and suspensions.
- Review of provision for pupils with Education, Health and Care Plans (EHCPs).
- Annual review of the school's SEND provision.

The SENCO provides information to the Headteacher and Governing Body regarding the effectiveness of SEND provision and areas for further development.

The Governing Body has a designated SEND Governor who works alongside the SENCO and school leaders to support, challenge and monitor the provision available for pupils with SEND.

The Governing Body will monitor:

- Attainment and progress of pupils with SEND.
- Attendance and participation in school life.
- The effectiveness of SEND provision and interventions.
- Accessibility and inclusion across the school.
- Compliance with statutory duties under the Children and Families Act 2014 and Equality Act 2010.
- The deployment and use of SEND resources and funding.

Findings from monitoring activities will be used to inform school improvement planning and to ensure continuous development of SEND provision.

16. Complaints procedure

Mapperley Plains Primary School values positive relationships with parents and carers and encourages concerns to be raised as early as possible so that they can be addressed promptly.

Where concerns relate to SEND provision, parents should initially discuss these with:

1. The class teacher.
2. The SENCO.
3. The Headteacher.

If concerns remain unresolved, parents may follow the school's Complaints Policy.

Parents may also seek independent advice from Nottinghamshire SENDIASS regarding SEND procedures and their rights.

Where concerns relate to Education, Health and Care Plans, parents have access to mediation services and rights of appeal through the SEND Tribunal.

17. In-service training (CPD)

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

Our school operates the following training programmes:

- Whole school training sessions, through INSET and staff meetings.
- Training arranged through the family of schools and TA INSET day.
- Attendance at Local Authority SENCO conference.
- Attendance at Local Authority TA conference.
- Training offered through Schools and Families Specialist Services, including the Communication and Interaction Team and Cognition and Learning Team.

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 and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section **11**).

18. Working in partnership with parents

Mapperley Plains 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 SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN.
- Personal and academic targets are set and met effectively.

Mapperley Plains has an 'open door' policy towards parents which welcomes and values their views. Parents are able to share feedback with the school through informal contact with the class teacher or through more formal appointments with the class teacher or SENCO to discuss any concerns about their child and/ or the provision being made for them. Parents also have an opportunity to share their views during parents evenings and IEP review meetings.

Parents are kept up to date with their child's progress through twice yearly parent's evenings, annual report, termly SEN review meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO will signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

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

Parents will be consulted, and their consent sought before the school seeks to involve external education support services.

If a parent or carer has any concerns or complaints regarding the provision, 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's SEND governor may be contacted at any time in relation to SEN matters.

19. Links with other schools

The school is a member of the Arnold Hill Family of Schools. 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.

Transition

Mapperley Plains works closely with schools and settings involved in the transition of our pupils to ensure a smooth transition process and success in their new setting. The transition arrangements are set out in detail in section **4**.

20. Links with other agencies and voluntary organisations

Mapperley Plains Primary 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 Families Specialist Services (SFSS), including the Cognition and Learning Team, Communication and Interaction Team and Sensory Impairment Team.
- Education Psychology Service (EPS).
- PSED (Primary Social Emotional Development Team).
- Social Care.
- Speech and Language Service (SALT).
- Inclusive Technology Support Service.
- Physical Disability Support Service.
- Gedling Primary Behaviour Partnership, formerly SBAP.
- Child and Adolescent Mental Health Services (CAMHS).
- Mental Health Support Team (MHST).

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.