



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY



PART OF SHINE MULTI ACADEMY TRUST
COMPANY NUMBER 081634448

Management log

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Please note that the version of this document contained at <https://www.langold-dyscarr.org/policies/> the only version that is maintained.

Any printed copies should therefore be viewed as 'uncontrolled' and as such, may not necessarily contain the latest updates and amendments

Policy	Website link
Accessibility plan	https://www.langold-dyscarr.org/policies/ ¹
Anti-bullying	https://www.langold-dyscarr.org/policies/
Assessment	https://www.langold-dyscarr.org/policies/
Behaviour	https://www.langold-dyscarr.org/policies/
Child protection	https://www.langold-dyscarr.org/policies/
Complaints	http://www.shine-mat.com/pupil-welfare/
Equality	http://www.shine-mat.com/pupil-welfare/
Exclusions	http://www.shine-mat.com/pupil-welfare/
Teaching and learning	https://www.langold-dyscarr.org/policies/

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¹ Should any of the named policies not be available through the website – please seek a copy from the school office

1. Background information

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.

1.1 The government reformed the way in which provision and support was made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and

Families Act 2014) enacted on the 13 March came into force from the 1 September 2014. A new SEN Code of Practice also accompanies this legislation.

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

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

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

www.nottinghamshire.sendlocaloffer.org.uk

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

1.5 The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an EHC 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.

2. Mission statement

2.1 All our children are included; we teach compassion, open-mindedness and acceptance. Our teachers strive to ensure that pupils experience a rich, varied curriculum based on first-hand experience. We challenge our pupils to achieve aspirational goals and we will not settle for second best. We know that every time we enter a classroom, we make a difference; we know that our attitude towards each other is crucial to establish a caring school environment and we know that we all matter.

2.2 At Langold Dyscarr Community School, we work in partnership with parents, governors and the wider community to ensure that all our pupils succeed. By ensuring that our pupils work in an organised self-disciplined manner where their talents and skills are rewarded, we will see our children bloom into confident, creative individuals willing to take a risk with their learning.

2.3 We believe that respect for our learning environment, each other and our community is crucial. We show respect by using our manners and remembering to acknowledge others when they achieve well.

2.4 The community is at the heart of our vision. We wear the school badge with pride because we are proud to contribute to our community and we look forward to becoming good citizens in the future.

3. Aims and objectives

3.1 Aims

3.1.1 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.

3.1.2 The fundamental principles of the school policy are that all children have the right to a broad and balanced curriculum. We will value individual children's strengths and to help them develop to their full potential. We will to promote life-long learning.

3.1.3 To achieve this we will:

- provide an adapted curriculum appropriate to the individual's needs and ability;
- undertake identification of all pupils requiring SEN provision as early as possible in their school career;
- promote high standards, inclusion and equal opportunities;
- encourage the participation of children with SEN in making decisions about their education;
- allow children to enjoy a broad and balanced curriculum at their own level;
- ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment;
- allow children to develop at their own rate, recognising both strengths and weaknesses;
- ensure vulnerable pupils receive the support needed to achieve;
- ensure that parents and where appropriate extended family/carers are involved in the working with the school.

3.1.4 The governing body will make sure that:

- they are fully involved in developing and monitoring the school's SEN policy through reviewing funding allocation, reviewing how provision is organised, assessing the impact of provision and analysis of progression data with the SENCO;
- SEN governors are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- provision mapping exercises are carried out to monitor the use of resources;
- SEN provision is an integral part of the School Improvement Plan;
- the quality of SEN is continually monitored.

3.2 Objectives

- **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 or early year's 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 National Curriculum.** This will be co-ordinated by the SENCO /Deputy

Headteacher 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.

- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually 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** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENCO and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

3.3 Partnerships

3.3.1 Our family SENCO is Karen Slater. As a family, we work closely with outside agencies to support our children. We work closely with our family SENCO, who is also on the Bassetlaw Primary Behaviour Partnership (BPBP) panel, to ensure that all support can be signposted effectively.

4. Responsibility for the coordination of SEN provision

4.1 The person responsible for overseeing the provision for children with SEN is Mrs Gemma Barlow

4.2 The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Gemma Barlow [SENCO].

4.3 Visiting agencies also support us in our co-ordination of special education needs. They are as follows:

- Family SENCO
- Bassetlaw Primary Behaviour Partnership
- Schools and Family Specialist Service
- Educational Psychologist
- Healthy Families Team
- Physiotherapy
- Occupational Therapy
- Habilitation
- Healthy Families Team

5. Arrangements for coordinating SEN provision

5.1 The SENCO will hold details of all SEN Support records such as provision maps and pupil passports, a copy will also be available in class SEN files.

5.2 All staff can access:

- Langold Dyscarr Community School SEN Policy;
- a copy of the full SEN census or alternative school document used for tracking this cohort;
- guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- information on individual pupils' special educational needs, including action plans, targets set, Pupil Passports and copies of their review minutes;
- practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- information on current legislation and SEN provision;
- information available through Nottinghamshire's SEND Local Offer.

5.3 This information is made accessible to all staff and parents in a clear summary version, available on the school website 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

6.1 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.

6.2 Transition arrangements are organised by the SENCO during the Summer Term review meetings. Our pupils attend four different secondary schools who the SENCO and year 6 teacher work with to ensure a smooth transition providing relevant information where needed.. Bespoke packages are organised for children with significant needs and for those who have an Education Health Care Plan.

7. Specialist SEN provision

7.1 The school currently supports 12 funded children, 40 SEN support pupils, 4 pupils have an EHCP and two more EHCPs have been requested and are undergoing assessment.

7.2 We provide support for pupils with a variety of special educational needs including visually impaired, autism, ADHD, moderate learning difficulties, dyslexia, global delay, behavioural and communication difficulties and emotionally vulnerable.

7.3 We are committed to whole school inclusion. For more information on our provision for inclusion, including our involvement in specialist programmes to aid inclusion, see section **12**.

8. Facilities for pupils with SEN

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

1. wheelchair access to all areas of school;
2. feedback loop in the reception area of school;
3. highly qualified staff;
4. physical environment; all of the school is at ground level and we have easily accessible disabled parking;
5. alterations have been made to ensure the site is accessible for a visually impaired pupil;
6. increased access to the curriculum and assistance during examinations.
7. An enhanced provision is in place for some of our pupils who require a more specialised approach to their learning.

9. Allocation of resources for pupils with SEN

9.1 All pupils with special educational needs and disability 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 16 feeder primary schools.

9.2 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 multiagency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

9.3 Children are monitored carefully in the school and if they are displaying significant difficulties that are impacting on their education then the class teacher initially has a meeting with the SENCO. Together they look at the provision and environment that the child accesses and look for things that can be changed to see if it has an impact. After a graduated response has been considered, including consultation with parents, a support package is arranged. This may include support in the classroom, a referral to springboard or an application for extra funding.

9.4 Allocation of resources at Langold Dyscarr Community School is completed by the senior leadership team on advice from the SENCO and is referred to the governing body if the need for SEN provision exceeds our usual staffing complement.

10. Identification of pupils needs

10.1 Identification

10.1.1 Pupils have special education needs if they have a learning need that calls for special education provision to be made. Pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;

- have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Education Authority;
- is under compulsory school age and falls within the definitions above or would do so if special educational provision was not made for them;
- receive additional input because they have exceptional ability in any area (refer to Gifted and Talented Policy).

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

10.2 A graduated approach:

10.2.1 Quality First Teaching

- any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored;
- once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties;
- the child's class teacher will take steps to adapt 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 SENCO 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 SEN 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;
- Achieving Potential 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.

10.3 SEN Support

10.3.1 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 SEN register. 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

10.3.2 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.



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10.4 Assess

10.4.1 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.

10.4.2 This analysis will require regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

10.4.3 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.

10.5 Plan

10.5.1 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.

10.5.2 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.

10.6 Do

10.6.1 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. The SENCO will support further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support.

10.7 Review

10.7.1 Reviews will be undertaken in line with agreed dates. There will be three reviews during the academic year; The SENCO will lead on two meetings in order to set targets and involve any agencies; class teachers will lead on one meeting with the SENCO attending all three meetings of those pupils who receive additional funding. 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.

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

10.8 Referral for an Education, Health and Care Plan

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

10.8.2 The decision to make a referral for an EHC Plan will be taken at a progress review and will be a joint process with parents having the final decision.

10.8.3 The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Teachers

- SENCO
- Social Care
- Health professionals

10.8.4 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. If parents wish to do so, they will be signposted to the 'Nottinghamshire's Education, Health and Care Plan Guidance Document' which explains the process in detail.

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

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to IDCS on: **0115 977 3779**

10.9 Education, Health and Care Plans

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

10.9.2 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. If parents wish to do so, they will be signposted to the 'Nottinghamshire's Education, Health and Care Plan Guidance Document' which explains the process in detail.

10.9.3 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.

11. Access to the curriculum, information and associated services

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

11.2 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.

11.3 The school's approach has the aim of:

- keeping staff fully informed of the special educational needs of any pupils in their charge, including sharing progress reports, medical reports and teacher feedback;
- providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN;

- making use of all class facilities and space;
- using in-class provisions and support effectively to ensure that the curriculum is differentiated 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 group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made;
- setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

12. Inclusion of pupils with SEN

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

12.2 The school curriculum is regularly reviewed by the senior leadership team together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom – where an alternative learning environment is required or necessary for the child to access the skills and information being delivered.

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

12.4 We support children with the following conditions in the following way:

- ASC (Autistic Spectrum Condition) – children are assessed on their particular difficulties but support could include a visual timetable, signs and symbols, sensory assessment, meet and greet, handover to parents, support with lunch time, referral to communication and interaction team, speech and language support (if required), extended transition, additional funding, individual timetable.
- ADHD (Attention deficit and hyperactivity disorder) – children are assessed on their particular difficulties but support could include a visual timetable, short tasks and rest breaks, tasks broken down into smaller tasks, clear boundaries, rewards and sanctions, personalised timetable, personalised behaviour management system, referral to BPBP or Educational Psychologist.
- Dyslexia – children are assessed on their particular difficulties, but support could include a dyslexia screener which highlights particular difficulty, buff paper, coloured overlays, reading rulers, one step instructions, support with organisation, visual timetable, sitting near the front, specific intervention.
- Physical disabilities – PEEP (personal emergency evacuation plan), support for specific disability, fun fit, physio programmes, adapted seating, disabled access, disabled toilets.

12.5 We also provide support in many other ways and have experience in areas such as:

- intimate care plans;
 - manual handling;
 - Type 1 diabetes
 - behaviour plans;
 - risk assessments;
 - sensory assessments;
- classroom audits; attachment; emotional health
and wellbeing and much more.

13. Evaluating the success of provision

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

13.2 Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

13.3 The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. These actions might include:

- use of different teaching and learning styles;
- suggestions for work for teacher/TA to use with the pupil;
- provision of alternative learning materials/special equipment;
- group support, including using Wave 2 interventions;
- staff development/training to undertake more effective strategies;
- access to LA support services for advice on strategies, equipment or staff training.

13.4 These interventions will be recorded and monitored through the use of OTrack, B Squared and achieving potential grids. It is important to see the impact of the intervention, to evaluate its effectiveness and to question why if it does not move the pupils forward.

13.5 Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

13.6 Termly the schools data for vulnerable children is monitored by the SENCO. Strategic meetings with class teachers take place to discuss and implement relevant intervention/support for those individuals or groups of children who are not meeting expectations.

13.7 Provision maps and achieving potential grids are updated termly to reflect the above so that all staff are aware of the priorities for these children. These are discussed with parents termly to identify their priorities for their children.

13.8 There is regular 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 child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/

feedback forms. 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.

13.9 Evidence collected will help inform school development and improvement planning.

14. Complaints procedure

14.1 See complaints policy <https://www.shine-mat.com/pupil-welfare/>

14.2 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 parent will be issued with a copy of the general complaints procedure

15. In-service training (CPD)

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

15.2 Our staff are trained in the following areas:

- Zones of Regulation
- ELSA strategies
- Lego therapy;
- Precision Teaching;
- Take 5, Each amazing Breath
- ADHD and ASC awareness training;
- Emotional Literacy training;
- Whole word reading
- Demand Avoidance

15.3 Training needs are regularly reviewed at Family SENCO meetings

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

15.5 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 improvement priorities and those identified through the use of provision management. We can access the family network fund through our family of schools and our family SENCO is responsible for co-ordinating our training needs.

16. Links to support services

16.1 The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. These services can be accessed only via the Springboard process.

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

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

- West Bassetlaw Children's Centre;
- Speech and language therapy;
- Educational Psychology;
- Child and Adolescent Mental Health Services (CAMHS);
- Mental Health Support Team (MHST)
- BPBP;
- Schools and Families Specialist Services (SFSS);
- Early Help Unit;
- Physiotherapists/ Occupational therapists;
- Social Services;
- Family Service;
- Healthy Families Team;
- Communication and Interaction Team;
- Clinical Psychologists;
- Concerning Behaviours Pathway;
- Integrated Children's Disability Service (ICDS);
- Other relevant voluntary organisations.
- Disability Nursing Team

17. Working in partnerships with parents

17.1 Langold Dyscarr Community School believes that a close working relationship with parents is vital in order to ensure:

- 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.

17.2 Parents are kept up to date with their child's progress through progress reports, parents' evenings, SEN reviews, multi-agency reviews and reports at the end of each term.

17.3 In cases where more frequent regular contact with parents is necessary, these will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the Local Authority Parent Partnership Service where specific advice, guidance and support may be sought.

17.4 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 along with their child, to attend meetings with external agencies regarding the child, and are kept up to date and consulted on any points of action drawn up in regards to the provision arranged to meet the child's needs. Parents are encouraged alongside the child to contribute to target setting (which has been found to raise the aspirations of the parents and the child).

17.5 The school's SEN governor, may be contacted at any time in relation to SEN matters by telephoning the school office to arrange an appointment.

18. Links with other schools

18.1 The school is a member of the SHINE Multi-Academy Trust and the Worksop Family of Primary Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. The sharing of good practice is widely recognised amongst the family of SENCOs.

18.2 Transition - All relevant information regarding SEND is discussed with the SENCO of the new school and all documentation is sent via registered post to the designated person so that a history is kept on that child.

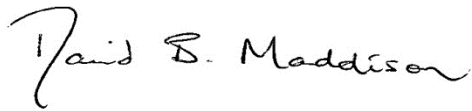
19. Links with other agencies and voluntary organisations

19.1 Langold Dyscarr Community 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:

- West Bassetlaw Children's Centre;
- School nursing;
- Speech and language therapy;
- Educational Psychology;
- CAMHS;
- BPBP;
- Schools and Families Specialist Services (SFSS);
- Early Help Unit;
- Physiotherapists/ Occupational therapists;
- Social Services;
- Family Service;
- Healthy Families Team;
- Communication and Interaction Team;
- Clinical Psychologists;
- Concerning Behaviours Pathway;

- ICDS;
- Disability Nursing Team
- Other relevant voluntary organisations.

19.2 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.

A handwritten signature in black ink, reading "David B. Maddison". The signature is written in a cursive style with a large initial 'D'.

Chair of Governors

12.5.2025