



Cropwell Bishop Primary School

Policy for SEND

Cropwell Bishop Primary School Special Educational Needs Policy

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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 coalition government is reforming the way in which provision and support is 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 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

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

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

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

www.nottinghamshire.sendlocaloffer.org.uk

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

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. 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.

Mission statement

The school's work and vision is based on four core values of;

- Pride
- Perseverance
- Kindness
- Respect

'Cropwell Bishop Primary School will provide an inclusive environment for all, within which we will enable children, staff, parents, carers and the community to achieve personal greatness in all they do and empower them to want to do their very best.'

The following school aims outline how we will set about achieving the above mission statement:

We will provide our children with a safe, happy and nurturing environment.

We will inspire our children to fulfil their own potential in all areas of learning and in their personal development.

We will give our children the confidence to persevere where they may find challenges in learning and in life.

Above all children will be at the centre of all we do.

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:

- Staff and Governors support a whole school approach to Special Educational Needs. We work together as a team, collaborating and co-ordinating all that we do for the benefit of our children.
- We fully believe in including all children
- We recognise that all children may have special educational needs at some point in their education. We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school.
- Wherever possible, we aim to share learning objectives and success criteria with all children, including those with special educational needs, to involve them in evaluating their progress and setting new targets
- Through intervention and support we aim to close those gaps in learning between children on the special needs register and their peers

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 and 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 led by the *SENCo and curriculum leader* 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 on the provisions for their child 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 having opportunities for pupils to speak to a key member of staff outside of the whole class environment, and feedback this to the class teacher/ SENCo.
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, attending out of school clubs, participating in school trips and representing school at events.
As part of the Toot Hill family of schools and the Rushcliffe learning alliance (RLA) there are further opportunities to access support for pupils with SEN. This includes the SBAP.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is the SENCO.
- The person co-ordinating the day to day provision of education for pupils with SEN is **Sarah Marsden**. She can be contacted by phone through the school office or by telephoning the school on 0115 989 2250.

SEN provision is a whole school responsibility. Responsibility is shared as follows;

Executive Headteacher/Head of School:

- Have regard to the Special Education Need (SEN) Code of Practice in school planning
- Determine the use of financial resources, staffing levels and staff deployment
- Ensure staff development, in-service planning for governors, teachers and teaching assistants
- Decide on class organisation and pupil groupings with staff
- Monitor data analysis and report back to governors
- Ensure that teachers on the school are aware of the importance of identifying, and providing for, those pupils with special educational needs

Governors;

- Determine the school's general policy
- Appoint the 'person responsible' for Special Needs (SENCO)
- Have regard to the Code of Practice in all decisions
- Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Work with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision
- Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included

SENCO

- Ensure a consistent whole school approach to special needs
- Ensure that relevant background information about individual children is collated, recorded and updated
- Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated and shared with staff at least termly)
- Seek advice and support and liaise with outside agencies and with other SENCOs
- Maintain a provision map to show who is being supported and how
- Monitor the impact of interventions and report on findings
- Arrange formal reviews twice a year or when necessary and ensure completion of appropriate IEPs/IPPs
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process
- Write Higher Level Need and Additional Family Need bids when appropriate and attend Family moderation meetings
- Liaise with SENCOs at new/secondary schools.
- Monitor the use of, maintain and develop SEN resources
- Liaise with parents and other agencies at formal and informal meetings
- Co-ordinate the support of external agencies
- Contribute to the in-service training of staff
- Ensure parents are made aware of the Department of Children and Young People's Services (DCFS) published material concerning special educational needs
- Organise a timetable of Teaching Assistant (TA) support and work out costing. Adjust timetable throughout the year to respond to need and effectiveness of intervention strategies
- Monitor the effectiveness of Teaching Assistants and support when necessary **Class Teachers:**
- Take responsibility for the needs of all their children
- Ensure planning is fully inclusive
- Liaise with TAs to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with SENCO, TAs, parents and children to provide appropriate provision
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Meet termly with the SENCO, assessment co-ordinator and/or Deputy Head/Head of School/Executive Head to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning
- Complete notes for and be involved in review meetings with families and SENCO
- Implement in class support and differentiate teaching
- Liaise with, assist and guide support staff within the classroom, to ensure delivery of the curriculum.
- Ensure support staff have copies of planning in advance
- Show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter
- Where appropriate, share with the children their learning targets and enable them to participate in decision making regarding their special needs
- Liaise with the new class teacher in school and where children move school regarding needs, IEPs/IPPs and involvement of other agencies etc.

Teaching Assistants/Support Assistants

- Liaise with Class Teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with Class teacher to write appropriate IEPs/IPPs
- Support children to achieve their targets
- Implement dyslexia friendly strategies
- Implement interventions, monitor their feedback and report back to class teacher
- Work with groups and individuals to help them become independent learners
- Attend review meetings when necessary
- Attend training when necessary

- Work alongside SENCo and class teacher to make sure all children's needs are met, including physical and care needs

Other staff in school

- It is the responsibility of all school staff to make sure all children feel included. All staff should be aware of the schools' aims and help to create a positive learning environment for all
- Where necessary staff may need training to help with this e.g. behaviour management training for midday supervisors

External agencies

All staff have a responsibility to work with other agencies. There may be occasions when we need advice from other professional. We will then discuss this fully with parents before contacting any agencies and they will need to sign consent forms. When external agencies are involved these children are discussed at termly Family of Schools Springboard Meetings.

Other agencies include:

- Schools and Families Specialist Support Ser4vices
- Early Years Support
- Sensory Impaired support
- Behaviour Support
- Speech and Language Therapy Services
- Physical Disability Support Services
- Educational Psychology Service
- School Nurse
- Community Paediatrician
- Parent Partnership
- Sure Start
- Targeted Support
- Communication and Interaction team
- Children's Social care
- Children and Adolescent Mental Health Service

3. Arrangements for coordinating SEN provision

The **SENCO** will hold details of all *IPPS, pupil passports, reports from outside agencies and other records for individual pupils. Class teachers will also have copies where this is relevant.*

All staff can access:

- The *Cropwell Bishop Primary School SEN Policy*;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, *including action plans, targets set and copies of their IEPs, IPPs or pupil passport.*
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system and INSIGHT on individual pupils and their special needs and requirements

- Information available through Nottinghamshire's SEND Local Offer (www.nottinghamshire.sendlocaloffer.org.uk)

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

4. Admission arrangements

Please see the Cropwell Bishop Primary School/ Nottinghamshire County Council school admissions policy. This is available on the school website.

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. Until all children with statements are converted to EHC plans, this also includes children with statements.

Transitions to secondary and other schools for children with SEN are planned very carefully, taking into account their individual needs. SENCo and/or other relevant members of staff will meet and/or exchange information and a programme of visits is often arranged. Children are kept clearly informed and are included in the process of planning for transition.

5. Specialist SEN provision

All teacher and other members of staff are trained effectively to provide quality first teaching for children with SEN. Teaching assistants, Care Assistants, classroom room assistants or other members of staff may be employed to provide support for a specific aspect of SEN or to support a child with SEN depending on the pupils needs.

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

6. Facilities for pupils with SEN

Cropwell Bishop Primary School has some wheel chair access including a ramp to the higher playground and complies with all relevant accessibility requirements. There is an adapted toilet, shower and changing facilities for pupils with additional needs.

In school we use technology to support the children in a variety of ways. We have specific software for the computers to support children with different needs. Laptop computers may be provided to pupils who meet the criteria set by the Physical disability Support Services. We use computer based interventions to support children with dyslexic tendencies.

Children may also receive extra time and/or an adult reader for SATS if they meet the criteria

7. Allocation of resources for pupils with SEN

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

At Cropwell Bishop Primary School the SENCO/Head of School, Executive Headteacher and other members of the Senior Leadership Team are responsible for allocating SEN resources for specific pupils according to their particular need. These resources may differ and may be in terms of staffing, training or other resources such as specialist equipment. Funding/support may also be provided through the Pupil Premium where relevant or assistance from PDSS and inclusive technology.

The Toot Hill Family of schools consists of;

Cropwell Bishop School

Robert Miles Infant School

Robert Miles Junior School

Carnarvon Primary school

Langar Primary School

Archbishop Primary School

St Peter's East Bridgford Primary School

Gunthorpe Primary School

Flintham Primary School

Elston Primary School

Toot Hill School

We work together in a 'contracted delegation' system which means we meet as a family of schools to moderate our AFN bids and then review the family allocations. We also meet to support training needs. The family of schools also support each other with specialist knowledge and joint training.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

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

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally consulted about 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 provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

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

Assess

This involves 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 and other school staff e.g. MDSAs will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. 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/carers. The class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward. Pupils may also be involved. The SENCO monitors the appropriateness of targets at each review.

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

Referral for an Education, Health and Care Plan

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

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

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

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.nottinghamshire.sendlocaloffer.org.uk

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

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school, pupil and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

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

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting within the classroom or school environment. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. On occasion this may be at alternative educational provision.

Provision and interventions for children with SEN as well as other vulnerable groups is recorded as factors on INSIGHT (tracking software) by the class teacher and class provision maps. The SENCO can then use this information to plan provision for SEN children.

Strategies to ensure all children can access the curriculum include;

- 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.

10. Inclusion of pupils with SEN

The SENCO 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 Curriculum Leader and Head of School to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub, the Rushcliffe primary SBAP, Sure Start and Health services (including speech and language, school Nurse and CAMHS).

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Staff makes ongoing assessments as well as using a variety of assessment tools. We also meet regularly with parents and children at review meetings and parent's evenings. There are also opportunities for parents to attend parent's forum and respond to questionnaires. Interventions and extra support is recorded on INSIGHT and class provision maps, and provision maps generated by class teachers and SENCO provide an overview of provision. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and SLT and information is gathered from different sources such as intervention tracking and Pupil progress data, as well as parent and child questionnaires and information given by parents at review and parents meetings.. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

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 try to resolve any difficulties and also be able to advise on the way forward prior to formal complaint if still unresolved.

13. In service training (CPD)

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

Our school operates the following training programmes:

- The SENCO will attend a specific training event termly via the trust network meetings, as well as through external agencies including the Rushcliffe behaviour Partnership and the Communication and Language team .TAs also access training the trust network workshops and in school staff meetings.
- The family of schools will also support and use expertise within the schools to train each other where possible.

- The SENCo will also attend the LA SENCO conference
- Specialist Schools and Families Services provide training. This usually occurs within the family of schools. Recent training has included training on the use of Numicon as a Maths Intervention resource and the use of PIVATS
- Individual staff also attend training to support specific needs

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

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

14. Links to support services

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

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

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

- Schools and Families Specialist Support Services
- Early Years Support
- Sensory Impaired support
- Behaviour Support
- Speech and Language Therapy Services
- Physical Disability Support Services
- Educational Psychology Service
- School Nurse
- Community Paediatrician
- Parent Partnership
- Sure Start
- Targeted Support
- Communication and Interaction team
- Children's Social care
- Children and Adolescent Mental Health Service

15. Working in partnerships with parents

Cropwell Bishop Primary School believes that a close working relationship with parents is vital in order to ensure:

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

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher.

We encourage parents to discuss concerns with their child's class teacher, and we can always be contacted for an appointment to discuss concerns.

Parents can contact their child's class teacher at the beginning or the end of a school day to make an appointment or by phone or e mailing the school office.

The SENCO Sarah Marsden can be contacted by phoning the school on 0115 989 2250.

Parents are kept up to date with their child's progress through parent's evenings, review meetings and reports at the end of each year.

In cases where more frequent regular contact with parents is necessary, this 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 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 and appointments 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 are informed of any referral to outside agencies and are invited to meetings once support is agreed. The school's **SEN Governor Emma Wakefield** can also be contacted in relation to SEN matters.

16. Links with other schools

As well as being part of the Toot Hill Family of schools, we also have a close collaboration agreement with Burton Joyce Primary school. Also we have strong collaborative links with the other schools amongst the trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Please see information in section 4.

In any transition either between school or classes, the following information is shared;

- progress data
- evidence of involvement from other services and any information provided by them
- Evidence collected to gain additional funding
- Any relevant information on the emotional well-being of children
- Provisions that have been made in school to give support
- Targets including for some children IEPs/PPs/pupil passports
- Review notes

17. Links with other agencies and voluntary organisations

Cropwell Bishop 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:*

- Education Psychology Service
- Rushcliffe Primary Behaviour Support Partnership
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

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

This policy will be reviewed annually.