



Abbey Road Primary School Special Educational Needs and Disability Policy

**Reviewed by: Karen Mitchell - SENDCo
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Definitions of Special Educational Needs and Disability (SEND) taken from section 20 of the Children and Families Act 2014.

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

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were 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 Nottinghamshire SEND Local Offer can be viewed at www.nottinghamshire.sendlocaloffer.org.uk 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 have a 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

Abbey Road Primary School is an inclusive school where everyone is made to feel welcome within a safe, nurturing and happy environment. In our school, we aim to provide a broad, balanced and relevant curriculum for pupils irrespective of their ability, race, gender, background or beliefs. We strive to ensure that each child is able to reach their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability. We value and respect the opinions of our children, their parents/carers and all the staff who work in school; recognising the importance of strong links between school, home and the community and we work hard to develop and strengthen these connections. We acknowledge the importance of developing self-esteem and a positive self-image for all children and strive to recognise and reduce the barriers to learning and participation.

1. 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 work together as a team, collaborating and co-coordinating all that we do for the benefit and inclusion of all children, including working and consulting with other agencies to further support children with SEND.
- To provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children, including making appropriate provision to overcome barriers to learning and ensure pupils with SEND access the National Curriculum or further adaptations to provision if this is needed.
- To work closely with parents/carers to gain a better understanding of their child; valuing their contributions, keeping them informed about their child's learning and encouraging a partnership between home and school.
- To identify the needs of pupils with SEND as soon as possible; to recognise and reduce barriers to learning and, through a scaffolded approach and appropriate adaptations or personalised provision if needed to enable all children to make progress.
- To monitor the progress of all pupils
- To create a school environment where pupils feel safe and are able to voice their opinions

2. Responsibility for the coordination of SEND provision

Every class teacher is a teacher of special educational needs and every school leader is a leader of special educational needs. The person responsible for co-ordinating whole school provision for the education of pupils with SEND is Karen Mitchell, the Special Educational Needs and Disability Coordinator (SENDCo). The SENDCo oversees the school's policy for SEND and is responsible for ensuring that it is implemented effectively throughout the school.

3. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND records such as SEND register, notes from SEND Review meetings, reports from other agencies and assessment information.

Through staff meetings, training in school and CPD opportunities, all staff are aware of and can access:

- The Abbey Road SEND Policy
- Guidance on identification of SEND in the Code of Practice
- The SEND Support Register and other relevant SEND records
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies and resources, and information about types of special educational needs and disabilities
- Information on the latest assessment data, both attainment and progress, for all pupils, including those with SEND.
- Information available through The Nottinghamshire SEND Local Offer:
www.nottinghamshire.sendlocaloffer.org.uk

By accessing the above, every staff member will have complete and up-to-date information about all pupils with special educational needs and their requirements; enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

Where appropriate, upon admission to Abbey Road Primary School, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. Individual plans of action to aid transition may be created.

Information about admission to Abbey Road Primary School and to primary school admissions in Nottinghamshire is available on the school website: <https://abbeyroadprimary.co.uk/admissions/> or <http://www.nottinghamshire.gov.uk/admissions>.

Transition within school

At Abbey Road we believe in the importance of preparation and communication when considering the transition of pupils with SEND, either to new classes and/or key stages. During review meetings, the SENDCo discusses transition arrangements and strategies in advance with parents, teachers and teaching assistants who have worked with and supported the child; taking into account the individual needs of the child, barriers to learning, teaching approaches and resources that suit the child. The Assess Plan Do Review cycle informs continual good practice but also transition where views and ideas are considered for each individual child to have a successful and supported transition. Devoted time takes place during the Summer Term for detailed discussion between the child's existing class teacher and their new class teacher with the aid of the written Pupil Profile that has been devised over time. All staff have access to previously written information.

Transfer to other educational settings Year 6 to 7

The Abbey Road SENDCo informs secondary school colleagues at Rushcliffe Spencer Academy (and any other secondary school or settings children may transfer to) about children with recognised additional needs. Secondary schools hold open evenings for Year 6 children and parents, where parents are encouraged to approach the SEND Team. Once school places have been offered by the Local Authority, the Secondary SEND Team commits to engaging with primary schools where they are invited to SEND review meetings and/or to discuss a child's individual needs with the Abbey Road Primary School SENDCo. The Abbey Road SENDCo then consults closely with parents/carers, secondary colleagues and other agencies to make transition plans, which are then implemented by relevant staff from both settings and may include observations, with secondary staff visiting Abbey Road and consideration of additional visits to the receiving secondary school.

Transition to other educational settings at other times

If children need to transfer to other settings, prior to Year 6, the Abbey Road SENDCo is committed to liaising fully with both parents/carers and the receiving setting to discuss a child's needs, and current provision, whilst agreeing on a plan for effective transition.

5. Specialist SEND provision

Abbey Road Primary School is an inclusive school. For more information on our provision for inclusion, including our involvement in specialist programmes to aid inclusion, see **Section 10**.

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek guidance, support and training from a variety of external agencies - as appropriate.

All staff, throughout the school, are offered support, training and continuing professional development opportunities to enable them to support children with SEND effectively based upon available training but also bespoke guidance and signposting from specialist services.

6. Facilities for pupils with SEND

Abbey Road Primary School provides and uses a variety of equipment throughout school to support children in the classroom, to reduce their barriers to learning and to enable them to access the curriculum.

Sensory Provision

The school has an awareness of sensory needs and incorporates provision into day to day practice to help ensure quick and effective access for children who need sensory input. At Abbey Road, we are very well

placed to use the wider school grounds to support sensory needs in both a pre-emptive and individually responsive way as needed.

Assistive technology

In school, we use technology to support children in a variety of ways. We have specific software, and computer based interventions to support children with a variety of needs. Sometimes laptops and/or iPads are provided by the Schools and Families Specialist Services (SFSS) where a formal referral can be made for children who meet the SFSS criteria.

7. Allocation of resources for pupils with SEND

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. Such additional funding is from a budget which is devolved to and moderated by the Family of Schools and is known as 'Additional Funding Needs' (AFN). (The Family of Schools comprises of a secondary school and its feeder primary schools). To qualify for such additional funding (AFN), children with SEND have to meet very specific criteria set by Nottinghamshire County Council Local Authority. Where school agree that a child with SEND meets criteria, a submission is made to the 'Family of School's panel for their consideration. The panel will determine whether the level and complexity of need meets the threshold for this funding.

The process for allocating resources within the school setting follows this pathway and is in line with Nottinghamshire County Council's graduated approach.

- 1. Discussion between the class teacher and the SENDCo in the first instance to raise a concern. The SENDCo will direct the class teacher to appropriate resources within the school setting that could meet the pupil's needs. The SENDCo and the class teacher will monitor the outcomes of this provision and determine whether progress has been satisfactory, or provision requires escalation.*
- 2. If additional resources, including staff resources, are required to meet the needs of the pupil then a discussion between the SENDCo and senior leadership team would take place. Discussion needs to consider different funding streams that are relevant to the pupil's needs. This could include Pupil Premium or Continuing Care Packages depending upon the needs of the individual child*
- 3. When additional resources have been allocated but the pupil has not progressed as expected, the SENDCo will consider requesting input from external agencies and/ or advice and support from the Rushcliffe Family Senco Group. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of this provision.*
- 4. If the additional resources required amount to a cost which is greater than the £6000 identified above, and the child's needs meet specific criteria, then additional funding can be considered by the 'Family of Schools' through the moderation of an AFN bid (Additional Family Need). Within the moderation process, the child's needs are matched against, strict criteria and those with similar needs within the 'Family of Schools' and funding allocated accordingly.*
- 5. Pupils identified with more complex, needs who have been moderated by the Family of Schools as HLN, (Higher Level Needs) will be referred to a multi-agency panel for further funding consideration against strict HLN criteria.*

It is the responsibility of the Headteacher, SENDCo and governors to agree how the allocation of resources is used. The SENDCo and the Headteacher will allocate the funding in the best way they believe necessary to support individual children's needs. Use of funding may include:

- Adult support within the classroom (Outside the classroom as part of a small group for short periods of time if this is deemed as appropriate and more effective).
- Adult support on a one to one basis in the classroom (Outside the if this is deemed as appropriate and more effective).
- Assistive technology
- Software
- Intervention packages
- Staff training

8. Identification of pupils needs

Identification

Definition of SEND

A pupil has SEND where their difficulty or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age.

1. Progress of all children in school is monitored. Any child who is falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators, will be monitored closely. Any concerns parents have about the progress of their child will be discussed, initially with the class teacher. The class teacher and parents will agree how they will monitor and feedback. Class teachers complete a monitoring form outlining their approach, together with 'Quality First Teaching' approaches used which SENDCo accesses and monitors. Each teacher maintains a termly updated 'Class Overview' which documents the approach taken for children within their class.
2. In accordance with a graduated approach, once a child has been identified as *possibly* having SEND, they will be closely monitored by staff in order to gauge their level of learning and any difficulties.
3. The child's class teacher will take steps to provide scaffolded learning opportunities to aid the pupil's academic progression and will continue to develop the monitoring form describes in 8.1.
4. The SENDCo will be consulted for support and advice depending upon the level of need of the child in a way that is equitable and fair within the wider needs across the school community. The SENDCo may observe the child in class to help build a more in-depth profile of the individual child and view teaching through the eyes of the child to help support adaptations to class teaching. The views of the child will be sought in an age appropriate way wherever possible.
5. Through the above actions, it can be determined which level of provision is appropriate.
6. Parents will be consulted during each stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge with the school.
8. A child is monitored if concern is raised by parent or teacher, but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. School's approach is led by the child's needs as they present in school. Some children might have a particular diagnosed condition from a professional outside of school. School welcome information from other professionals and consider this in line with the needs an individual presents with, within the school setting.
9. Parents evening meetings and SEND Review meetings are used to monitor, communicate 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.

School follow the Nottinghamshire 'Graduated Approach' and understand that **'Every Teacher is a Teacher of SEND'** and **'Every Leader is a Leader of SEND.'** The 'Graduated approach' clearly outlines steps showing 4 layers of support, to aid identification and levels of support as follows:

The type of provision required for children at each of the 'Layers of Support' is indicated below:

Standard Provision

- For all pupils (including those with SEND)
- Regular Assessment
- Lessons planned to address potential areas of difficulty
- Removing barriers to learning
- Understanding of different learning styles
- Adapting teaching style in line with 'Quality First Teaching'

Monitoring

- Focus upon adapting teaching style with close reference to 'Quality First Teaching'
- Interventions/booster groups to reinforce learning (Likely to be short-term initiatives)

- Additional consideration at key transitional points
- Redeployment of or reorganisation of existing school resources could cater for the types of provision delivered to this group of learners.
- Where enhanced 'Quality First Teaching' strategies are needed, and where beneficial to the child, a pupil profile is created to document information that shows understanding of the child with a view to meeting needs as part of class teaching and/or intervention groups.

SEND Support

- Access to provision which is additional to and different from what is normally available
- Involve parents more closely in discussing needs
- School to create a SEND Support Plan, together with a pupil profile.
- Use best endeavours to ensure needs are met
- Records shared with parents and all staff with specific agreed outcomes for the individual pupil
- Specialist services sought by the SENDCo where this is beneficial or necessary to support the child effectively.

Education and Health Care Plan

Below provides a brief outline. More comprehensive information is further into this policy.

- Severe and complex long-term needs that affect everyday life.
- Requires provision and resources that are not normally available in school.
- Requires intensive support from more than one agency.
- Despite a high level of support, is making limited or no progress.

Support for Children placed at SEND Support

Continual dialogue between parents and school will help ensure a supportive approach if it is felt a child does have SEND and hence there will be a clear understanding of the implications of this, including the addition of the child's name to the SEND Support Register. The aim of identifying a pupil with SEND is to help school put effective provision in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- 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 progress with their outcomes. As part of the 'Assess Plan Do Review' cycle, SEND review meetings are held with parents/carers. These take place within extended within parents evening appointment or additionally arranged review meeting appointments.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and, where these can be ascertained, 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 child is progressing. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo. Where a child, who has recently started at Abbey Road Primary School, does not appear to have complex needs and does not have involvement from external agencies, however, parents/carers have concerns, school will monitor but appreciate the need for the child to have an appropriate amount of time to settle into Abbey Road school life. During this time, the SENDCo will liaise with the class teacher to ascertain how the child has settled and collate observations as part of the Assess element of the ADPR cycle.

Analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are identified and being addressed and that the approach used develops and evolves as required. Where external support staff are already involved, their work will help inform the assessment of need, as well as provide strategies and resources to help address those needs. Where they are not involved, referrals can be

made following discussion and agreement between school and parents. Both school and parents can then provide information about the needs of the child and strategies that have been used.

Plan

Children who are identified as having SEND and are placed at 'SEND Support' will have a SEND Support Plan written. The plan will include details of the child's strengths and difficulties. It will document strategies and resources that are currently deemed to be effective and will outline targeted outcomes and current provision. Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments 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 staff who will have interaction with the pupil, including support staff will be informed in advance 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 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 with classroom teaching.

Review

Reviews will be undertaken in line with agreed dates; although it is recognised that class teachers and support staff continually review provision as part of their day to day teaching commitment. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child, where these can be ascertained, and their parents. The class teacher, in conjunction with the SENDCo and in consultation with parents, will revise the support based on the child's progress and make any necessary amendments.

9. Referral for an Education, Health and Care Plan (EHCP)

An Education, Health and Care Plan is for a child or young person who has a significant and complex Special Educational Need or Disability. An EHCP is required when a child's needs cannot be met by support that is available to them in their school or setting. If a child's needs cannot be met through the resources that are available to school, school can discuss the possibility of an 'Education, Health & Care Needs Assessment' (EHCNA) with parents. The decision to make a referral for an EHCNA will ideally be taken as part of the regular cycle of SEND review meetings after discussion between parents, school and other agencies. If it is decided to go ahead with a referral, this is usually requested by a school but can be requested by a parent. The application for an Education, Health and Care Needs Assessment is made to the Nottinghamshire County Council department 'Integrated Children's Disability Service' (ICDS) via the EHC Hub. At this stage, the views of parents/carers and school will be considered along with evidence to support the request. Information will be gathered relating to the current provision provided, action points that have been taken and outcomes of targets set. Timescales for responses are set by ICDS. A decision will be made by ICDS about whether the child is eligible for an Education, Health and Care Needs Assessment. Parents have the right to appeal against a decision not to initiate an EHCNA. Where the ICDS decision is to initiate an EHCNA, the next stage of the process will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Specialist Families and Support Services
- Social Care
- Health professionals

Following an Education, Health and Care Needs Assessment, if it is decided that the child's needs are not being met by the support that is ordinarily available in schools, an EHC Plan will be provided by Nottinghamshire County Council (ICDS). ICDS write EHCP's but the school and the child's parents will be involved in developing the plan along with the reports of other agencies as appropriate.

Parents have the right to appeal against the content of the EHC Plan.

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.

At Abbey Road, EHC Plans are the reference point in formulating interim outcomes that are intended to build towards the longer term outcomes in the EHCP. These are regularly reviewed during the year by class teachers, the SENDCo and consultation with parents.

Further information about EHC Plans can found

- Via the SEND Local Offer at www.nottinghamshire.sendlocaloffer.org.uk
- By speaking to an ICDS Duty Officer at Nottinghamshire County Council on 015 8041275.
- By reading the SEND Code of Practice at [SEND Code of Practice January 2015.pdf](#)

Medical Diagnosis

The 'Graduated Approach' as outlined above, together with the Assess, Plan, Do, Review cycle, is based upon the needs that a child presents with in school. If an additional need is present, a medical diagnosis is not a pre-requisite to support. Support is needs led irrespective of any medical diagnosis, in a way that is equitable and fair within the level of need across the wider school community.

Where parents wish to seek further diagnosis, they can approach their GP for further guidance. If parents are seeking exploration into the possibility of neurodiversity, the GP may agree to the completion of a 'Getting to Know Me' form to be completed by parents/carers and then passed to the SENDCo to then liaise with school staff for completion of their comments. Once parents have returned the completed form to their surgery, the GP can then forward to the Neurodevelopmental Support Team (NST) where this is placed on their waiting list for triage.

Where needs around Neurodiversity are more overtly apparent, school will liaise with parents and, in accordance with the graduated approach, will monitor the child's development over time, and discuss the possibility of referral to NST.

10. Access to the curriculum

Staff at Abbey Road understand that every teacher is a teacher of SEND and that every leader is a leader of SEND, which means that pupils are taught by their class teacher through consistently good quality lessons also known as 'Quality First Teaching' described as follows:

- That the teacher has the highest possible expectations for all children in their class.
- That all teaching is based upon building upon children already know, can do and can understand.
- Scaffolded activities, together with different ways of presenting information are in place so children can be enabled to be fully involved in learning in class.
- Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support children in the most appropriate way for the individual child.
- Class teachers check children's progress and provide support to help them make the best possible progress.
- Subject leaders consider access to their subject area for all children including SEND

For children with more complex needs, class teachers are responsible for their teaching and take an adaptive approach to meet the needs of individuals and, if a Teaching Assistant is present, will plan alongside to ensure appropriate provision (See Appendix – 'Curriculum Adaptations to Support Learners with SEND')

with the support of a Teaching Assistant to help plan specific learning activities that a link with the main class teaching. Subject leaders have an awareness of how activities link within objectives for their subject.

Ensuring Access to the Curriculum for Pupils with SEND by:

- Keeping staff fully informed of the special educational needs of any child who they may be working with, including sharing any reports from other agencies.
- Providing training, learning opportunities and updates for all staff on the subject of SEND and SEND teaching.

- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is scaffolded and adapted for the individual.
- Making sure that individual or group work is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual outcomes that motivate pupils to do their best and celebrate achievements at all levels.

11. Evaluating the success of provision

1. School encourages feedback from staff, parents and pupils throughout the year. Parents/carers and staff meet at Review meetings, for pupils with SEND, to discuss progress and individual targets in addition to whole school parents evenings.
2. Staff make ongoing assessments, using a variety of assessment tools, and provide termly assessment information for tracking the progress of individual and groups of children.
3. Pupil progress is monitored continually by the class teacher which is overseen by the SENCo.
4. Interventions are recorded on SEND Support plans, class profiles and individual tracking records. The effectiveness of interventions is evaluated by the SENCo, and Senior Management team.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should make an appointment to speak to the Head teacher who will try to resolve any difficulties and also be able to advise them on formal procedures for complaint if they wish to pursue this further. The Head teacher will liaise with the SENDCo as appropriate.

12. In service training (CPD)

All staff must be kept up to date to enable them to support children in school with SEN. We provide regular updates, information and training to all school staff via staff meetings and sharing of written documents. Relevant training and developments in teaching practice in relation to the needs of pupils with SEND is provided to staff as appropriate to the recognised needs of children in school. 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.

Our school operates the following training programmes:

- The SENDCo attends the Local Authority relevant SEND courses, Rushcliffe Family of Schools SENCo meetings, Equals Trust SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for staff.
- Individual staff attend training to support specific needs as appropriate.
- The 'Schools and Families Specialist Services' (SFSS) provide support and guidance for individual children and offer training to schools.
- The Rushcliffe Primary SEMH Team provide training for all school staff with behaviour management, particularly in relationship to children with specific identified needs, as requested by schools.
- The Educational Psychology Service also provides training to teachers and teaching assistants upon request.

13. Links to support services, agencies and voluntary organisations

Abbey Road Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. Sharing knowledge and information with our support services is key to effective and successful SEND provision within our school. If any member of staff or a parent/carers has a concern about an individual child, it should be brought to the attention of the SENDCo, who will discuss the issues with them; review information gathered; liaise with parents/carers and decide on next steps.

The SENDCo is the designated person responsible for consulting with the following:

- Schools and Families Specialist Services: Early Years Support
- Schools and Families Specialist Services: Communication and Interaction Team
- Schools and Families Specialist Services: Cognition and Learning Team
- Schools and Families Specialist Services: Sensory Team

Link for Specialist School and Family Services (SFSS)

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=mjHuZeCQAY4>

- Rushcliffe Primary SEMH Team
- Education Psychology Service
- Healthy Families Team
- Community Paediatrician
- Occupational Therapy Service
- Speech and Language Service
- Physiotherapy Service

Where appropriate the SENDCo consults with Abbey Road's 'Family Link Worker', Alison Lovett, who liaises with some of the above services as appropriate. Services above, named as 'Specialist School and Family Services' and 'Educational Psychology Service', are accessed through termly 'Springboard' meetings with the 'Family of Schools' and representatives from the services. A pupil's needs are discussed, and a request is made for involvement. The relevant service will then meet to decide whether a child's needs meets their criteria for involvement.

14. Working in partnerships with parents

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

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- 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. Parents/carers are invited to attend review meetings and Parents' Evenings, kept informed of their child's progress and they receive a written report at the end of each year. Parents/carers are always consulted if a referral is considered to be beneficial.

If parents would like to raise concerns about their child's learning needs the first person to contact is their child's Class Teacher. Likewise, where class teachers have concerns they would like to discuss, they will contact parents. Following the discussion and evaluation of the effectiveness of Quality First Teaching the class teacher can seek guidance from the SENDCo to consider how to adapt classroom practice.

Where needs have been identified and where more frequent regular contact with parents is appropriate, this will be arranged based on the individual child's needs by either the Class Teacher or SENDCo.

15. Links with other schools

Abbey Road Primary School is member of the Equals Trust and remains part of the Rushcliffe Family of Schools and seek to work collaboratively, share advice, training and development activities and expertise where appropriate.

16. Links with other agencies and voluntary organisations

Abbey Road Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for consulting with the agencies as listed in section 14.

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.

Next review: September 2026

The effectiveness of our policy will be reviewed annually by the SENDCo in conjunction with the Headteacher and shared with Staff and Governors to ensure it reflects our current practice and any local or national developments.