



Newlands Junior School



John T Rice Infant and Nursery School (Part of the Garibaldi Family of Schools) Special Educational Needs and Disabilities 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

At John T Rice School we follow the national SEND Code of practice this can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children with more significant and complex needs have an Education Healthcare Plan (EHCP) these plans are 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

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 Garibaldi Family of schools celebrate the differences between all of our children and young people and value the contribution which every member of each school makes to the school community and our community as a whole. At John T Rice we recognise that some children need something additional or different to support that is provided for the majority of children this is Special Educational Provision.

We recognise and embrace that good quality teaching for all children and young people and at every stage in a child and young person's journey through early education, school and further education and training is vital to unlocking their potential. (CoP 2015) All staff and the Governing Body at John T Rice are committed to inclusion and the principles found in this policy. Every member of staff have a commitment to improve the attainment, achievement, progress of SEND pupils.

Whilst many factors contribute to the range of difficulties experienced by some children and young people, we believe that much can be done to overcome them by close cooperation between all the services that support children and young people and their families through the joint planning and commissioning of services.

This policy is a statement of the aims, objectives, principles and strategies for supporting children with Special Educational Needs and Disabilities in our schools. All procedures for identifying Special Educational Needs follow the SEND Code of Practice (2015).

1. Aims and objectives

Aims

We aim to provide every child and young person with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2015*.

Our aims are:

- For children and young people to be at the heart of our systems where they are treated as individuals and their views and opinions are taken into account
- To create an environment to enable each child/young person to develop their full potential
- To provide a broad and balanced curriculum for all children and young people according to their needs
- To set high expectation for all children/young people, including those who experience special educational needs and disabilities
- To provide and deliver high quality teaching and learning experiences for all children and young people

Objectives

- **Identify the needs of pupils/students with SEND as early as possible.** This is most effective when gathering information from parents, education, health and care services and feeding schools or early years settings prior to the child's/young person's entry into the school
- **Monitor the progress of all pupils/students in order to aid the identification of pupils with SEND.** In order to aid identification of pupils with SEND Continuous monitoring of those pupils with SEND will be carried out by the Senior Leadership Team (SLT), SEND and Inclusion Teams, class teachers and support staff which will help to ensure that each child/young person is able to reach their full potential through aspirational target setting and high expectations
- **Make appropriate provision to overcome all barriers to learning and ensure pupils/students with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and SEND/Inclusion Team 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/young person and involve them in all stages of their child's/young person's education.**

Creating a partnership with parents is crucial and allows for a strong relationship and provides pathways to enable them to gain understanding of procedures in their child's educational journey. The partnership will include supporting parents in terms of understanding SEND procedures and practices, providing regular reports on their child's/young person's progress and providing information up to three times yearly on the provisions for pupils/students within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work

- **Work with and in support of outside agencies** when the pupils'/students' needs cannot be met by the school alone specialist services are referred to this may just be for advice or a package of support for actual involvement

- **Create a school environment where pupils/students feel safe to voice their opinions of their own needs.** This means providing regular opportunities for discussions between pupils/students and their teachers, support staff or SEND/Inclusion Team because pupil and student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life as a whole e.g. Assessment for Learning (AFL), pupil/student councils, pupil/student questionnaires, team feedback, target setting and reviews i.e. EHC, EHAF, Pupil Progress meetings and Multi Agency Meetings (MAM).

- **Provide a broad and balanced curriculum:** At John T Rice we have three Drivers that underpin the curriculum followed these are The Wider World, Mental Health and Resilience and Communication Skills. The curriculum is delivered by skilled professionals so that the pupils are enriched, understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalized. (Ref the Government Prevent Strategy, see the Prevent Policy)

2. Responsibility for the coordination of SEND provision

All teachers and support staff in school are responsible for the identification, teaching, target setting and assessment of children and young people with special educational needs and disabilities and are trained and supported in doing so. The Governing Body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements as outlined in the SEND Code of Practice 2015.

The responsibility for the coordination of SEND provision in our school is the Special Educational Needs Co-ordinator (SENCO) The SENCO is Samantha MacDonald. Key responsibilities of this role include:

- Working closely with the Governing Body and Senior Leadership Team to determine the strategic development of the policy
- Overseeing the day-to-day operation of the policy

- Together with the class/subject teacher (using school systems), co-ordinating the provision for pupils/students with SEND
- With the Headteacher, maintain an over-view of the budget available for special educational needs and the deployment and quality of resources
- Preparation of HLN and AFN bids for additional funding and documentation for Education and Health Care Plans and other required services
- Liaising with and giving advice to others (professionals, parents/carers, school staff)
- Managing a range of resources, including Teaching Assistants and SEND teams, to enable appropriate provision to be made
- Overseeing and ensuring access to pupils'/students' records, ensuring SEND support records are held complying with all current GDPR regulations.
- Making a contribution to CPD and training
- Liaising with external agencies such as LA support services, Health and Children's Social Care and voluntary bodies
- Ensuring with the Headteacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The Headteacher/SENCO plays a key part in planning for children and young people with SEND transferring between schools and phases of their education including entry to a college or a provider for further education. Early planning is essential. The SENCO will need to liaise with those responsible for admissions, curriculum and support for children and young people with SEND.

3. Arrangements for coordinating SEND provision

The Head or SENCO in each school will hold details of all SEND Support records such as provision maps, Pupil Profiles, Pupil Support Plans (PSPs) or alternatives, planning and review meeting documentation, correspondence from other agencies or services such as Health and target setting and achievement data for individual children and young people.

All staff in school within the Garibaldi family can access:

- The School's SEND Policy and any additional documentation provided by the individual schools to support this policy such the SEND Information Report
- A copy of the full SEND Register or alternative school document used for tracking this cohort
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans)
- Information on individual pupils'/students' special educational needs via documentation such as Pupil Profiles, pupil Support plans or alternatives

- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEND provision

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 SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils/students with special needs and their requirements which will enable them to provide for the individual needs of all pupils/students.

4. Admission arrangements

The admission arrangements for *all* pupils/students are in accordance with national legislation, including the Equality Act 2010. This includes children and young people with any level of SEND; those with Education, Health and Care Plans and those without. Information about the school's admission policy can be found on the school website.

Our school and Governing Body believe that the admissions criteria should not discriminate against children and young people with SEND and have due regard for the practice advocated in the Code of Practice. Wherever possible, our school will endeavour to ensure that arrangements are in place to meet children and young peoples' needs and not refuse to admit a child or young person to school simply because they have special educational needs.

Effective and robust transition plans are put in place, which consider the many transitions within school life such as year to year transition, transition to infant/ primary from an early years setting or a different school. Transition planning meetings are held with staff from the current school, future placement and parents. Further details can be found in the School Information Report. The Report can be accessed on the school website.

5. Specialist SEND provision

John T Rice Infant and Nursery School are part of seven schools within the Garibaldi Family of Schools all making specialist provision for pupils with special educational needs and disabilities, being committed to whole school inclusion. The numbers of children and young people in our schools varies and changes regularly, as do the numbers of staff specialising in SEN provision and support. We work together to ensure quality support for the children across the schools through regular meetings. John T Rice Infant and Nursery School are also part of the Mansfield Area Collaboration of Schools. Regular meetings are held to share good practice and support for the children's needs within the different schools.

6. Facilities for pupils/students with SEND

John T Rice Infant and Nursery School is accessible for children and young people with special educational needs and disabilities. Please see the school's Accessibility Plan and SEND Information Report for further detail.

Any additional facilities that a child or young person may require are carefully considered, with an effort made to ensure that facilities can meet needs as effectively as possible.

7. Allocation of resources for pupils/students with SEND

All pupils with SEND will have access to school Place funding from 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 our Family of Schools, known as Additional Family Funding (AFN). For those with the most complex needs, additional high-level needs funding (HLN) is retained by the local authority, which is accessed through the Family of Schools. The Family SENCO will refer individual HLN 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.

Further relevant sources of funding and resources may also be obtained from Pupil Premium funding which is allocated to raising the achievement of all children and young people who receive free school meals or have been registered for free school meals within the previous 6 years. Children within school who are Looked After by the local authority may also receive additional funding which is planned for within their Personal Education Plan (PEP).

There is a clear system within each school for organising and allocating funding, including any additional family or local authority funding, to meet the needs of children and young people with special educational needs and disabilities.

8. Identification of pupils'/students' needs

Definition of SEND

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

(Clause 20 Children and Families Act 2014 and CoP 2015)

Definition of disability

A child or young person is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

(Section 17 (11) Children Act 1989)

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

(Section 6 Equality Act 2012) (CoP 2015)

John T Rice Infant and Nursery School and the Garibaldi Family of Schools will have due regard for the Special Needs Code of Practice when carrying out our duties towards all children and young people with special educational needs and disabilities and ensure that parents are notified when SEND provision is being made for their child/young person.

Identification

John T Rice Infant and Nursery School and the Garibaldi Family of schools follow the LA's suggested 'Graduated Approach and Response' for identifying and responding to SEND, which is built into the overall approach to monitoring the progress and development of all pupils/students.

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 SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's/student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil/student in class.
- e) Through (b) and (d) it can be determined which level of provision the child/young person will need going forward.
- f) If a pupil/student has recently been removed from the SEND 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/young person's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Where a child is able their views will be taken into account however due to the age of the children this is not always possible.
- h) The child/young person is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND 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/young person's needs and progress being made.

SEND Support

Where it is determined that a pupil/student does have SEND, parents will be formally advised of this and the decision will be added to the school's data system. The aim of formally identifying a pupil/student with SEND 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/student 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/student's needs using the class or subject teacher's assessment and experience of working with the pupil/student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's/student'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/student 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, SENDCO, parents and in some cases the pupils 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/student, 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.

Do

The class or subject teacher remains responsible for working with the child/young person on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's/student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

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/student and their parents. The class/subject teacher, in conjunction with the SENDCO 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/student.

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 or young person 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 an Education, Health and Care Plan 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
- SENDCO
- 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. The process now is all digital and is done via a hub. The link to the hub is:

ehchub.nottinghamshire.gov.uk/ 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 the assessment team at the Integrated Children's Disability Service (ICDS)
on:0115 804 1275

or by contacting 'Ask Us' Notts (formally the Parent Partnership Service) on: 0800 121 7772 or
enquires@askusnotts.org.uk

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/young person's needs are not being met by the support that is ordinarily available. The school and the child's/young person'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/student's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil/student 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 SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. This includes extra-curricular activities and off-site educational visits.

Every effort will be made to educate and include pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's/young person's parents for other flexible arrangements to be made. Pupils/students will have full access to the National Curriculum and our school will endeavour to ensure that children and young people with SEND are fully included in the school community and all its activities. This is supported by the duties that local authorities, early years providers, school and colleges have towards disabled people under the Equality Act 2010. Our curriculum is driven by our school drivers which also prepare the children for their adult life. These are; effective communication, active learners, possibilities, healthy well-being and understanding of the wider world.

John T Rice Infant and Nursery School alongside each individual school within the Garibaldi family have their own arrangements for reviewing the school curriculum and reviewing and updating their provision maps. This may include:

- Keeping staff fully informed of the special educational needs of any pupils/students 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 SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND

- Making use of all class facilities and space within school
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated and personalised where necessary
- Making sure that individual or group tuition is available where it is felt that pupils/students would benefit from this provision
- Any decision to provide group teaching outside the classroom will involve the SENDCO 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/students to do their best and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Governing Body, Headteacher and SENCO within John T Rice Infant and Nursery School will oversee our School's use of this family policy (With areas specific to John T Rice Infant and Nursery School) and are responsible for ensuring that it is implemented effectively throughout the school.

At John T Rice Infant and Nursery School we regularly review our school's curriculum to ensure that it promotes the inclusion of all pupils/students. This includes learning outside the classroom.

SENDCOs from each school meet through termly 'Springboard' meetings, which include the involvement of the Family SENCO, the Sherwood Area Partnership (Behaviour support), Educational Psychology Service (EPS) and Schools and Families Specialist Service (SFSS). The schools will seek advice, as appropriate, around individual pupils/students from this range of expertise and other specialist agencies and services – see the Links to support services section of this policy.

11. Mental Health and Well being

It is advised within the Transforming Children and Young People's Mental Health Provision: a Green Paper (2017) that every school setting should have a Designated Senior Lead for Mental Health. Our Mental Health and Well being Lead is Mrs Clare Renshaw. This role makes a significant difference to children and young people through promoting whole school approaches to mental health and wellbeing for adults and children in the school. Promoting children and young people's emotional health and wellbeing can provide guidance on developing a whole school approach to emotional health and wellbeing. Young People and Self-harm: Guidance for Schools has been produced by the Nottinghamshire County Council Educational Psychology Service (EPS) and Child and Adolescent Mental Health Service (CAMHS). The need for this guidance arose from a serious case review and can be found on the NSCB website. Our school recognises the diverse needs of all children including SEN and disabilities and provide a pastoral approach to ensure that mental health and wellbeing needs are met. Approaches to any behaviour behaviour are consistent and restorative & recognise underlying needs. We are an attachment and trauma aware school and this informed our behavioural expectations and approach which can be found in our behaviour policy.

12. Safeguarding Children with SEND

KCSIE (Keeping Children Safe in Education) is clear that a Child Protection Policy for children with SEN and or disabilities needs to reflect the additional safeguarding challenges and vulnerabilities. Some children and young people may be particularly vulnerable to abuse and harm and the Snr Designated Safeguarding Lead, deputies, the senior leadership team and governors should be aware of the range of guidance and training available. Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers. At John T Rice Infant and Nursery School, we identify pupils who might need more support to be kept safe or to keep themselves safe
- Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children, which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.
- Addressing individual behaviour concerns and incidents taking into account the child's SEN and disability.

13. The Use of Reasonable Force

KCSIE (Keeping Children Safe in Education) informs of circumstances when it is appropriate for staff in schools and colleges to use reasonable force. 'Reasonable' meaning 'using no more force than is needed'. KCSIE makes specific reference to when using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions. There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour. This, is very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical

restraint and other restrictive methods. It advises schools and colleges to consider carefully the risks and recognised the added vulnerabilities of these groups and references making reasonable adjustments, under the Equality Act 2010. See KCSIE and associated guidance for specific detail and guidance. For further advice and support contact: Jon Glover, Physical Intervention Co-ordinator (Coping with Risky Behaviour) who provides advice and guidance on the use of reasonable force and physical intervention.

14. Evaluating the success of provision

The Governing Body of the school will report annually on the success of the SEND policy and to facilitate this, we have identified specific objectives which are given at the beginning of this policy. The success of the SEND policy will be analysed through the careful monitoring of the impact of interventions and whether adequate progress has been made. Where sufficient progress has not been made, settings should consider increasing the intensity and frequency of the support and review the need for increased expertise. Where sufficient progress has been made they should consider tailoring support to reflect the progress made and review whether additional SEND support for the child or young person should be continued.

In evaluating the success of this policy and in order to make consistent continuous progress in relation to SEND provision, our schools encourage feedback from staff, parents and pupils/students throughout the year.

15. Complaints procedure

John T Rice Infant and Nursery School as part of the Garibaldi Family of Schools is dedicated to ensuring that every child and young person benefits from the best possible education. If a parent or carer has any concerns or complaints regarding the care or welfare of their child/young person, they may contact the school according to the general complaints procedures for the school which can be accessed on the school website or by contacting the school.

16. In service training (CPD)

We aim to keep all staff at John T Rice Infant and Nursery School up-to-date with relevant training and developments in teaching practice in relation to the needs of children with SEND. Staff are signposted towards relevant CPD. The SENDCO attends family training and Collaboration meetings that support up-to date developments within SEND and how this will be used within our school.

We recognise the need to train all our staff on SEND issues. The SENDCO, with the Senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Training can be made available for whole staff or specific groups, such as; governors, midday staff, support staff. This can be accessed through the Local Authority, Family of schools or through in-house training. For more detail on which staff have been trained in which areas please see the Information Report found on the school website.

John T Rice Infant and Nursery School is part of the Garibaldi Family of Schools which enables the schools to build a bank of joint resources, and to share advice, training and development activities and expertise.

17. Links to support services

John T Rice Infant and Nursery School ,within the Garibaldi family continue to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion.

Our schools may involve specialists at any point to advise them on early identification of SEND and effective support, or often when a child/young person continues to make little or no progress, or continue to work at levels substantially below those expected of children/young people of a similar age, despite well-founded SEND support that is matched to the child's/young person's area of need.

Expertise, advice and support can be accessed from:

- Sherwood Area Partnership (Behaviour support)
- Educational Psychology Service (EPS)
- Schools and Families Specialist Service (SFSS)
- Speech and Language Therapy Service
- Physical Disability Support Service (PDSS)
- GPs and Paediatricians, or specialist nurses
- Physiotherapists and Occupational Therapists.
- Primary Mental Health Team and Child and Adolescent Mental Health Services (CAMHS)
- Healthy Families Programme
- NST Support- Parenting support courses
- The Early Help Unit and Family Service
- Multi-Agency Safeguarding Hub and Children's Social Care Services
- Local Children's Centres
- Registered charities and voluntary organisations such as APTCOO, Ask Us Nottinghamshire

The child's/young person's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parent and teaching staff supporting the child or young person in the same way as other SEND support. When the involvement of specialists has been agreed by everyone, the SENCO will write a referral with the help of the class/subject teacher to be presented at one of the termly Springboard meetings. Occasionally referral can be made directly with the support agency outside of the termly Springboard meetings.

The class teacher and SENDCO, together with the specialists, may consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's/young person's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. Support can be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our schools. Any one of the support services may raise concerns about a pupil. This is then brought to the attention of the Headteacher or SENDCO who will then inform the child's/young person's parents.

18. Working in partnerships with parents

John T Rice Infant and Nursery School as part of the Garibaldi Family of Schools believe that a close working relationship with parents is vital in order to ensure:

1. Early and accurate identification and assessment of SEND leading to the correct intervention and provision
2. Continuing social and academic progress of children with SEND
3. Personal and academic targets are set and met effectively

At John T Rice Infant and Nursery School parents are regularly informed about their child's/young person's progress by the class teachers in a range of ways, such as pupil progress meetings and reviews, meetings with external agencies, parents evenings and end of year reports.

Parents may request to speak to the SENDCO in conjunction with the class or subject teacher should the need arise. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

All communications between home and school should be regular, informative and centred around the needs of the child or young person. As an infant school we teach alongside very young children. The views of the children where possible are found and acted upon where necessary.

19. Links with other schools

John T Rice Infant and Nursery School as part of the Garibaldi family of Schools work closely together using Nottinghamshire County Council's 'family' model of schools for effective working and collaboration. Two of our seven schools in the Garibaldi family are Academy schools, part of Multi-Academy Trusts promoting additional links from The Nova Education Trust and Diverse Academy Learning Partnership (DALP). All links with other schools, Trusts and services enables our schools to build a bank of joint resources and to share advice, training and development activities and expertise. We ensure that all transitions between our schools and beyond are carefully planned and considered as outlined in this policy under the Admission arrangements section. John T Rice Infant and Nursery School is part of the Mansfield Area Collaboration of Schools where again good practice, ideas and training are delivered as part of regular meetings.

The Garibaldi family of schools are as follows

School	Headteacher	SENCO / Inclusion Lead
Forest Town Primary School	Mrs Celia Smith	Mrs Clare Purchase
Heatherley Primary School	Mrs Sarah James	Mr Toby Herring
Holly Primary School	Mr Duncan White	Mrs Emily Collins
John T Rice Infants School	Mrs Shelley Bennett	Mrs Samantha MacDonald
Newlands Junior School	Mrs Alison Castledine	Mrs Karen Elliott
The Garibaldi School	Mr Paddy Cassidy	Mr Tom Voice
Samuel Barlow Primary Academy	Mr Letton	Mrs Adams

The schools that are part of the Mansfield Area Collaboration are :

Crescent Primary School : Headteacher: Mrs R Spray. SENDCO: Mrs Z. Cheetham

Intake Farm Primary School : Headteacher: Mrs H Cox. SENDCO: Mrs K Bond.

Northfield Primary School and Nursery: Headteacher: Mr J Fieldwick. SENDCO: Mrs C Burgin.

Farmillo Primary School and Nursery: Headteacher: Mrs S Tryner. SENDCO: Mrs R Daysh.

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed  *Samantha MacDonald* **(SENDCO)**

Date 2/10/25

Signed _____ *[Name]* (SEN Governor)

Date _____

This policy will be reviewed annually.