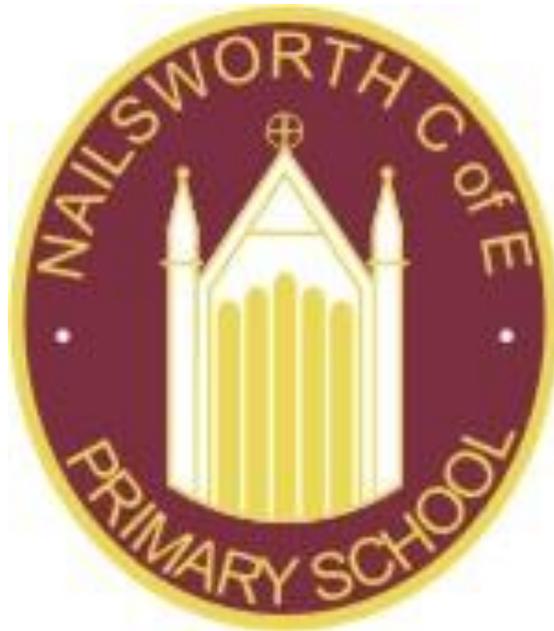


## Policy Statement for

# Special Educational Needs & Disabilities

Other related policies to cross reference and refer: Behaviour and Anti-Bullying, Safeguarding, Equalities



<b>Change History</b>	<b>Summary of Key Changes</b>
May 2017	Updated new SEND governor
May 2018	Review – no updates
Nov 2018	Updated to be in line with new Safeguarding changes Sept 2018
Jan 2019	Updated to include levels of intervention and graduated pathway support
Jan 2021	Review and check web links

## Nailsworth C of E Primary School Special Educational Needs and Disabilities

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<p><b>1</b></p>	<p><b>SEND Policy</b></p> <p>This policy has been developed by the SENDCO, Head Teacher and SEND Governor in consultation with the governing body, staff, parents and pupils. The policy is based on the following statutory documents:</p> <p>Special Educational Needs and Disability (SEND) Code of Practice (2015); which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report</p> <p><a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p> <p>Supporting Pupils with Medical Conditions at School (2014)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf#:~:text=1.%20On%201%20September%202014%20a%20new%20duty,be%20expected%20to%20make%2C%20based%20on%20good%20practice.">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf#:~:text=1.%20On%201%20September%202014%20a%20new%20duty,be%20expected%20to%20make%2C%20based%20on%20good%20practice.</a></p> <p>in consultation with Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities</p> <p><a href="https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted">https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted</a></p> <p>The policy is available to staff, volunteers, parents and carers through the school website, as a hard copy upon request at the school office and for staff in a central intranet folder.</p>
<p><b>2</b></p>	<p><b>Introduction:</b></p> <p>Nailsworth C of E Primary School provides encouragement and challenge for all. We have a growing reputation for innovative, inspirational and creative ways of encouraging children to learn to their highest potential. Our school environment both nurtures and encourages children to develop their talents, allowing them to tackle their challenges, with careful, targeting support and direction. We include children in the running of the school so that they feel involved and proud of the school.</p> <p>The class teacher is responsible for the progress of all children in their class. The teacher and the class teaching assistant work together to ensure every child makes their expected progress.</p> <p>The most important contributors to children making progress are consistent quality teaching and high pupil expectations. We invest heavily both in coaching/mentoring and training for all staff and children. The Successful Learner programme has contributed significantly to children's attitude towards learning. We have implemented a six-times-a-year cycle which focuses on short</p>

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	measurable interventions and outcomes. These are closely managed and monitored by the Senior Leadership Team through our detailed Pupil Progress Meetings.
<b>3</b>	<p><b>Terminology</b></p> <p><b>SEND</b> - Special Educational Needs and Disabilities  <b>SENDCO</b> - Special Educational Needs and Disabilities Coordinator  <b>SLT</b> - Senior Leadership Team  <b>TA</b> - Teaching Assistant  <b>EYFS</b> - Early Years Foundation Stage  <b>EHCP</b> - Educational Health &amp; Care Plan  <b>CAF</b> - Common Assessment Framework  <b>TAC</b> - Team Around the Child  <b>LA</b> - Local Authority, Gloucestershire County Council (GCC)  <b>Parents</b> – where parents are referred to this means any adult with a legal responsibility for the child outside the school e.g. parent, guardian, carer.</p>
<b>4</b>	<p><b>Who is responsible?</b></p> <p>At Nailsworth CofE Primary School the Headteacher, the Deputy Headteacher, SENDCO, Governors and all other members of teaching and non-teaching staff have responsibility for ensuring that classroom practice conforms to this policy.</p> <p>The Governing Body appoint a representative with responsibility for SEND and report annually to parents on SEND.</p> <p><b>SEND Governor</b> – Lisa Knowles</p> <p><b>SENDCO</b> - Mark Davis</p> <p>The SEND Coordinator (SENDCO) is responsible for the day to day management of SEND provision and is supported by the Senior Management Team and School Office Administrator, who manages the administrative aspects of the role. The class teacher is responsible for the progress and educational provision for the SEND children in their class.</p>

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5	<p><b>Definition of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014.</b></p> <p>A child or young person has Special Educational Needs and Disabilities (hereafter called SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ol style="list-style-type: none"> <li>a) has a significantly greater difficulty in learning than the majority of others of the same age, or</li> <li>b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools</li> </ol> <p>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.</p> <p>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.</p> <p>More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: <a href="https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities">https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities</a></p> <p>The School uses Gloucestershire Local Authority guidance in matters concerning SEND. The guidance can be found on the <b>Gloucestershire SENCOSpot</b> website: <a href="http://www.gloucestershire.gov.uk/schoolsnet/sencospot">http://www.gloucestershire.gov.uk/schoolsnet/sencospot</a></p> <p>The main reference document is the Gloucestershire's Guidance for Education and SEND Professionals, located on the <b>Gloucestershire's SEND Graduated Pathway</b> website page: <a href="http://www.gloucestershire.gov.uk/schoolsnet/article/116736/Gloucestershires-SEND-Graduated-Pathway">http://www.gloucestershire.gov.uk/schoolsnet/article/116736/Gloucestershires-SEND-Graduated-Pathway</a></p> <p>The School's <b>SEND Information Report &amp; Local Offer</b> and <b>SEND Governor's Annual Report</b> combine with this policy in contributing to the Gloucestershire County Council local offer. These documents outline the specific provision available at our school and is available on the school website or via the school office.</p>
6	<p><b>Aims &amp; Objectives for children with SEND</b></p> <p>We believe that all children are entitled to an education which allows them to:</p> <ul style="list-style-type: none"> <li>• Achieve their best</li> </ul>

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	<ul style="list-style-type: none"> <li>• Become confident individuals living fulfilling lives</li> <li>• Make a successful transition into adulthood</li> <li>• Become successful human beings</li> </ul> <p>As a school we aim to:</p> <ul style="list-style-type: none"> <li>• Ensure that the culture, practice, and management of Nailsworth Primary School supports the needs of all pupils with SEND.</li> <li>• Ensure that our Early Help strategy effectively supports pupils with SEND, identifying, assessing, providing for and regularly reviewing their needs.</li> <li>• Place the views and wishes of the child and their parents at the heart of decision making.</li> <li>• Provide children and their parents with the information, advice and support they need to enable them to participate in discussions and decisions about their support.</li> <li>• Talk to the child and listen to their voice to understand and take into account their views and wishes.</li> <li>• Work in partnership with parents, involving them from the earliest stage and throughout the process, listening to their views and enabling them to make an active contribution to the education of their child.</li> <li>• Ensure the effective deployment of resources in order to meet the needs of pupils with SEND.</li> <li>• Enable pupils with SEND to maximise their achievements. Ensure that all pupils with SEND are offered full access to a broad balanced and relevant curriculum including the Early Years Foundation Stage Curriculum and the National Curriculum as appropriate. Cooperate closely with other agencies, where relevant.</li> <li>• Liaise with and share information, where appropriate, with pre-school providers, other primary school and secondary schools, primarily on transfer.</li> </ul>
7	<p><b>Early Help Assessment - Identify, Assess, Plan, Do, Review</b></p> <p>School has adopted the Gloucestershire's SEND Graduated Pathway that enables the right level of intervention and support when needed.</p> <p>The pathway follows the listen, plan, do, review stages of continued support and has four levels:</p> <ul style="list-style-type: none"> <li>• <b>My Profile:</b> this covers every child in school accessing the inclusive services that school provides</li> <li>• <b>My Plan:</b> covers the support needed to meet any additional needs for a child</li> <li>• <b>My Plan+:</b> covers the inclusion of multi-agency support to meet additional needs for a child</li> <li>• <b>Education, Health and Care Plan (EHCP):</b> covers the statutory plan to meet significant educational needs</li> </ul> <p><b>My Profile:</b></p>

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My Profile is completed for every child in school by the teacher, in consultation with the child. This provides an overview of the child's likes/dislikes and what helps/hinders them. This aids the teacher in the process of assessing how best to support the pupil's learning. Pupil Progress Meetings are held 6 times a year by each class teacher with the Senior Leadership Team where progress, interventions and targets are evaluated and agreed respectively for all children.

As part of these meetings any child not currently identified as SEND, but who is a concern will have special educational needs or disabilities identified in the following areas:

Communication & Interaction needs	Cognition & Learning needs	Social, Emotional and Mental Health needs	Sensory and/or Physical needs
Speech, language and communication needs (SLCN)  Autism Spectrum Disorder (ASD)	Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD)  Specific Learning Difficulty (SpLD)	e.g.  Attention Deficit Disorder (ADD)  Attention Deficit Hyperactivity Disorder (ADHD)	Visually impaired  Hearing impaired  Multi-sensory impaired  Physical disability

Gloucestershire's SEND Graduated Pathway guidance will be used to identify the needs, define the assessment and planning actions, guide on the intervention and support required. These will be documented through the Pupil Progress Meeting notes and summarised on the child's SEND pupil tracker.

**My Plan:**

A SEND pupil tracker will be created at the My Plan level for all new children identified with SEND. Parents are informed at the earliest stage possible. Parents and the child are placed at the centre of decision making throughout the process.

At the Pupil Progress Meetings, progress, interventions and targets are evaluated for all children with SEND.

Where progress is being made, another cycle of interventions and targets will be agreed.

Where children with SEND have closed the gap and overcome their challenges, then they will be taken off the SEND register.

Where progress over time is not being made, consideration will be made regarding moving to the My Plan+ level. The decision will be made by school, and parents will be invited to a specific meeting

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to discuss the next step and contribute to the My Plan+ process, which is documented using the Gloucestershire My Plan+ documentation. Parents are encouraged to contribute at home and in school to support the child's progress.

### **My Plan+:**

At this level other agencies are identified and involved. These may include: educational psychologists, speech and language therapists, occupational therapists etc.

Parental consent will be gained for each agency involved.

The professional, where appropriate, will meet the child, their family and school staff to undertake their initial assessment of need. All professional assessments and reports are then used in conjunction and brought together in a TAC meeting to create an individual analysis of assessment of the child and their needs. The TAC will then in partnership with parents and young people set SMART outcomes and targets that aim to meet the needs of that child and/or family.

Reviews of My Plan+ programmes occur after each Pupil Progress Meeting, 6 times a year, by the SENDCO and class teacher. Parents are encouraged to be involved with this.

Where progress is being made another cycle of interventions and targets will be agreed or the My Plan+ programme agreed as successfully completed.

Where progress over time is not being made, consideration will be made regarding the request of an Education, Health and Care Plan or to change resources. The decision will be made by school in consultation with parents.

### **Education, Health and Care Plan:**

A Team Around the Child meeting will be organised to review the My Plan+ programme and supporting evidence. The team, which includes all supporting professionals and parents, will either decide to submit a request for statutory assessment or to collect more evidence.

If the request is submitted and agreed by the multi-agency panel, a statutory assessment of the child's/young person's educational needs takes place.

The multi-agency panel examines the evidence from the statutory assessment and decides whether or not to issue an Education, Health and Care Plan.

If agreed, an Education, Health and Care Plan Co-ordinator (currently SEND case worker) works with the child and parents and to agree the resourcing of the Education, Health and Care Plan.

The Education, Health and Care Plan is reviewed annually.

### **Monitoring and evaluating the success of the education provided for pupils with SEND**

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	<p>The school is committed to regular and systematic evaluation of the effectiveness of its support to pupils with SEND. The Governing Body reports annually to parents upon the quality of education provided for and the achievements of pupils with SEND. The school employs a series of methods to gather data for analysis including:</p> <ul style="list-style-type: none"> <li>• Three times per year analysis of achievement and progress data of pupils with SEND, including information gained from Management Reviews</li> <li>• The views of parents and the pupils, including use of surveys</li> <li>• Monitoring by SEND governor</li> <li>• Monitoring of pupil progress six times a year through Pupil Progress Meetings</li> </ul>
8	<p><b>The National Curriculum and SEND – Our Offering</b></p> <p>All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes and study the curriculum appropriate for their age.</p> <p>All teaching and support staff strive to:</p> <ul style="list-style-type: none"> <li>• Provide suitable learning challenges</li> <li>• Meet pupils’ diverse learning needs.</li> <li>• Remove barriers to learning and assessment in their planning and teaching.</li> </ul> <p>Teachers plan carefully for their classes, having due regard for differentiation, coherence, breadth and balance. They match learning to the needs and abilities of the pupils. They use a range of strategies and teaching styles to develop pupils’ knowledge, understanding and skills, where appropriate materials are modified, or support is provided, to enable pupils with SEND to access learning or assessment processes.</p> <p>In addition to the statutory curriculum the school provides a wide range of additional activities to support children to become successful human beings including an extensive range of extracurricular clubs such as football, rounders, gym, art, science and nature, musical instruments, country dancing. Where appropriate, children are invited to attend breakfast club and Jigsaw after school club and attend interventions such as The Fizzy Programme, Change for Life Club, Therapeutic Story Writing, FLIP, Mindfulness and mentoring sessions. Pupils with SEND are actively encouraged and supported to join in and benefit from a range these activities.</p> <p>We annually review our Local Offer and publish the range of support our school provides through our SEND Information Report. Both of these are available in the Policies section of our website.</p>

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9	<p><b>Pupil Partnership</b></p> <p>At Nailsworth Primary School, we talk and listen to all our children. We believe all our children have a right to be involved in their education and we actively seek to include our children in the journey of their learning. Children with special educational needs often have a unique knowledge of their own needs. We listen to their views about what sort of help they would like to enable them to make the most of their education. Nurturing a good relationship between the class teacher and the TA and the child is essential. Initially, My Profile is created by the child and the teacher and in class there is a constant dialogue between the class teacher and child and the TA and the child about their work. My Profile is updated throughout the child’s school life and is a crucial part of the process at every stage.</p> <p>All children with statements/EHC Plans are invited to contribute to and attend their annual review meeting and other meetings concerning their support. Children are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.</p>
10	<p><b>Parent Partnership</b></p> <p>Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children’s education. Parents will be kept informed throughout the process.</p> <p>We have regular meetings each term to share the progress of SEND children with their parents. We inform parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with SEND.</p> <p>We aim to empower parents to:</p> <ul style="list-style-type: none"> <li>• Recognise and fulfil their responsibilities as parents and play an active and valued role in their child’s education.</li> <li>• Make their views known about how their child is educated.</li> <li>• Have access to information, advice and support throughout the process so that parents are empowered to support their child.</li> </ul> <p>Parents who want more advice about the provision put in place for their child in relation to a statement/EHCP or want advice about the LA’s decision not to make a statutory assessment, are</p>

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	<p>encouraged to consult the SENDIASS (<a href="http://sendiassglos.org.uk/">http://sendiassglos.org.uk/</a>) and, if appropriate, the Local Authority SEND Case Work team.</p> <p>Parents whose children are on My Plan, My Plan+ or have an EHCP are invited to discuss any concerns they have with the class teacher, SENDCO or Head teacher.</p> <p>In the rare event that the child's needs cannot be reasonably met by the school and where these needs are complex and acute, a referral to the Local Authority SEND team for EHC assessment and consultation on the possibility of Specialist School placement will take place in agreement with parents.</p>
<b>11</b>	<p><b>Allocation of Resources</b></p> <p>The Headteacher is ultimately responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with statements of special educational needs.</p> <p>The Headteacher informs the governing body of how the funding allocated to support SEND has been used. The funding comes from the school's base budget, delegated SEND budget, standards' fund and funds allocated to pupils with statements of SEND.</p> <p>The Senior Leadership Team and the SENDCO meet regularly to discuss allocation of resources; human resources, consumable resources, published resources and specialist equipment.</p>
<b>12</b>	<p><b>Provision</b></p> <p>Each term the class teaching team look at the needs of their children together with the SENDCO/SLT. This is recorded in the Pupil Progress Meeting record, and where a need is identified, the Assess, Plan, Do, Review process (outlined in section 7 above) will be followed to meet the needs of the child. See <b>Appendix 1</b> for an Early Help Diagram that outlines our provision in further detail.</p> <p><b>Medical conditions</b></p> <p>Where a child also has medical conditions, the child's Healthcare Plan will be considered alongside the SEND information as part their Early Help Assessment (the First Aid and Medical Policy should be referred to for more detail).</p> <p><b>Resources</b></p>

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<p>Every class has a TA who supports all children and additional TA time may be assigned to individual children depending on an assessment of needs basis. Our dedicated and hardworking TAs have specialist training so that we can offer the best possible support to children. Further training is undertaken as the need arises.</p> <p>Our nurture room provides a quiet area for small group and one-to-one support where children work with our Thrive trained TAs.</p> <p>Children have been involved in a number of holistic and empowering activities such as Thrive, Therapeutic Story writing, Mindfulness, FLIP! (Focus, Language, Imagine, Power) to support their health and wellbeing. Mental Health Lite training has been undertaken by all staff as part of the Mental Health Services-School Link pilot. The SENDCO is trained in Mental Health First Aid.</p>
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### Graduated Support / Levels of Intervention

Area of Need	Universal	Additional (My Plan)	Intensive (My Plan+ leading to potential EHC assessment request)	Specialist Needs (needs potentially greater than school can support)
<i>Cognition and Learning</i>	<p>QFT - Differentiated curriculum planning, activities, delivery and outcome</p> <p>In class TA support</p> <p>Increased visual aids / modelling</p> <p>Visual timetables</p> <p>Dictionaries / word wall / tricky words /high frequency words</p> <p>Use of writing frames</p>	<p>Extra Phonics / Reading / Writing / Maths/</p> <p>Numicon/Nessie and ICT to support learning</p> <p>Write from the start /Dancing Bears</p> <p>Booster lessons – handwriting / reading / writing / maths</p> <p>In class support from TA</p> <p>Guided reading within lessons / paired reading</p> <p>Learning buddies</p> <p>Pre-learning / Over learning</p>	<p>My Plan+ / multi agency assessment / support</p> <p>TA support</p> <p>Advice from outside agency</p> <p>Personalised Curriculum</p> <p>Coloured overlays/large font</p> <p>Multisensory learning</p> <p>Timers/Visual Timetables</p> <p>Pre-learning-Over learning</p>	<p>MP+/ EHCP emergency review</p> <p>Short term placement at SCAPS</p> <p>Managed move to mainstream school</p> <p>EHCP Specialist school admission request to panel</p> <p>Parent elected home schooling</p>

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	<p>Access to ICT</p> <p>Modelling</p> <p>Letters &amp; Sounds</p> <p>Dyslexia friendly classrooms</p> <p>Parent helpers – extra reading</p> <p>Classroom organisation</p>	<p>My Plan written and outcomes shared and reviewed</p> <p>Parental meeting to support learning and understand needs further</p>	<p>Family Link Worker /Families First Plus (if appropriate)</p> <p>Possible Ed Psych Assessment</p> <p>EHC assessment if deemed necessary</p>	
<i>Sensory and Physical</i>	<p>QFT - Differentiated curriculum planning, activities, delivery and outcome (if required)</p> <p>Staff aware of implications of physical impairment</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Accessibility of building</p> <p>Classroom organisation</p>	<p>Additional fine motor skills practice</p> <p>In class support for supporting access, safety</p> <p>Fizzy / Write from the Start</p> <p>Support for dressing / undressing in PE</p> <p>Support for toileting</p> <p>Parental meeting to support learning and understand needs</p>	<p>In addition to wave 1&amp;2</p> <p>Advice from Advisory / Specialist Teacher</p> <p>Individual support in class during appropriate subjects</p> <p>School Nurse service / continence service</p> <p>Physiotherapy programme</p> <p>Occupational therapy programme</p> <p>Paediatric assessment</p> <p>Use of appropriate resources e.g. radio aids</p> <p>Advice from Ed Psychology</p> <p>Signage</p> <p>Total Communication</p> <p>Fizzy / multi-sensory learning</p>	<p>MP+/ EHCP emergency review</p> <p>Short term placement at SCAPS</p> <p>Managed move to mainstream school</p> <p>EHCP Specialist school admission request to panel</p> <p>Parent elected home schooling</p>

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			Moving and handling training EHC assessment	
<i>Communication and Interaction</i>	QFT - Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words  Increased visual aids / modelling  Visual timetables  Use of symbols Structured school and class routines  Classroom organisation	In addition to Wave 1  In class support with focus on supporting speech and language  Visual timetables/Use of symbols/Now and Next cards  ICT – ‘Communicating in Print’  Talk Boost  Language for Thinking  Lego for social skills – Intervention  Nurture Room access at break time and lunchtime  My Plan targeted intervention  Parental meeting to support learning and understand needs	In addition to wave 1&2  Small group or 1:1 support for language  Own workstation  Social skills group – Leo intervention 1:1  Speech and Language Therapist  Total Communication  Advice from EP / Specialist teacher  Incredible 5-point scale  Comic Strip conversations  Time out card/activity breaks  My Plan+ / multi agency assessment / support  EHC assessment  Paediatrics for Autism assessment (advice to parents if deemed appropriate)	MP+/ EHCP emergency review  Short term placement at SCAPS  Managed move to mainstream school  EHCP Specialist school admission request to panel  Parent elected home schooling  Permanent Exclusion
<i>Social, Emotional and Mental Health Needs</i>	In class Support  QFT - Differentiated curriculum planning, activities, delivery and outcome	In addition to Wave 1  Vast Majority in class support with additional resource	In addition to wave 1&2  Time-out card / physical activity breaks / more time out of class  Small group or 1:1 support for social skills	MP+/ EHCP emergency review  Short term placement at SCAPS  Managed move to mainstream school

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Review Author	Mark Davis, SENDCO	Published on Website	Yes

	<p>Whole school behaviour policy</p> <p>Whole school rules</p> <p>Whole school reward and sanctions systems</p> <p>Lunchtime and afterschool clubs</p> <p>Peer role models</p> <p>Social and Emotional Aspects of Learning</p> <p>Classroom organisation</p> <p>PSHE</p>	<p>Group Circle</p> <p>Time/Therapeutic Story Writing</p> <p>TA In class support for supporting behaviour targets, access, safety</p> <p>Behaviour charts/ Book of Positives</p> <p>Buddies /Seating arrangements</p> <p>Calm place / Mentoring</p> <p>Head teacher awards</p> <p>Family Link Worker</p> <p>Alternative lunch and playtime arrangements</p> <p>Jobs, roles, responsibilities to develop self esteem</p> <p>Nurture Room access at break time and lunchtime</p> <p>My Plan graduated intervention</p> <p>Parental meeting to support learning and understand needs</p>	<p>Individual support or mentoring</p> <p>Individual behaviour support plan</p> <p>Anger management / incredible 5 point scale</p> <p>Nurture Group / Thrive intervention</p> <p>Parent Link Worker</p> <p>Circle of Friends / Therapeutic Story Writing</p> <p>Book of Positives</p> <p>Advice from EP or Specialist teacher</p> <p>Families First Plus /Early Help/ Social Services (if appropriate)</p> <p>Inclusion LA advice</p> <p>My Plan+ / multi agency assessment / support</p> <p>Paediatrics/GP parental advice for Emotional Dysregulation assessment</p> <p>EHC assessment (if deemed appropriate)</p> <p>CYPS / 2gether Trust assessment</p> <p>Individual behaviour timetable</p> <p>Advice from Specialist school outreach</p>	<p>EHCP Specialist school admission request to panel</p> <p>Parent elected home schooling</p> <p>Permanent Exclusion</p>
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**Information for parents of children with Social, Emotional, Mental Health (SEMH) Needs or children that are displaying violent behaviour:**

Children who receive eight letters home regarding behaviour will receive a ½ day internal exclusion

Unsafe behaviour or violence towards staff or another pupil will result in fixed term exclusions

Any physical violence towards staff / child, the child goes home for the rest of the day and returns the next day for a fresh start (unless the physical aggression is significant, and it is deemed a longer exclusion is required).

If a child receives 15 days equivalent fixed term exclusions, the school will hold an emergency review to consider if alternative setting/provision/resource is required (this review will be in addition to any already planned/set My plan+/EHCP reviews).

Our Behaviour Policy and Exclusions Policy should be referred to for further detail (available on the website here: <https://www.nailsworthschool.org.uk/index.php/about-us/our-policies/> or on request from the school office).

**13**

**Extended school, off-site and school trips arrangements**

Where extended school activities are provided by and managed by the school (such as breakfast and after school club, sports clubs), our SEND policy applies. Only key information that is relevant to the activity will be communicated to the adult leader so that the child with SEND can be supported and empowered.

When our children attend off-site activities, we will communicate only relevant information about support needs to the professionals involved so that they can provide support and differentiate activities as necessary to ensure all children enjoy a valuable educational experience.

All school trips are risk assessed and relevant high needs of any child with SEND will be assessed as part of this process (see our Off-site Educational Visits policy, available on the website or on request from the school office).

**14**

**Transfers to other schools.**

The main transfer is moving to Secondary school. Year 6 parents are encouraged to visit as many different schools in the area as possible to find the right school for their child. The class teacher and SENDCO offer advice and support to help families make the best choice of secondary school for their child.

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	<p>Children with statements or Educational, Health and Care Plans receive additional support in choosing the best secondary for their child. A plan is normally agreed during the annual review when the child is in Year 5 or Year 6.</p> <p>All transfers to another school, where in year or end of Year 6, will include all SEND records and where appropriate more detailed communication with the receiving school in order to ensure a successful transition.</p>
15	<p><b>Duties of the SENDCO team, class teacher and Teaching Assistant (TA)</b></p> <ul style="list-style-type: none"> <li>• Working closely with the governors, Senior Leadership Team and class teaching teams to determine strategic development of the SEND policy and provision.</li> <li>• Overseeing day-to-day operation of the SEND policy.</li> <li>• Co-ordinating provision for pupils with SEND.</li> <li>• Liaising with and advising fellow teachers.</li> <li>• Overseeing records of pupils with SEND.</li> <li>• Liaising with parents of pupils with SEND.</li> <li>• Contributing to training</li> <li>• Liaising with external agencies</li> <li>• Maintaining resources and a range of teaching materials to enable appropriate provision to be made</li> <li>• Leading the annual reviews of pupils with statements or educational, health and care plans</li> <li>• Overseeing the CAF procedure</li> </ul> <p><b>Duties of the class team (Teacher and Teaching Assistants)</b></p> <ul style="list-style-type: none"> <li>• Have high expectations of every pupil and Identify pupils ‘causing concern’ who may not yet be identified as having SEND needs</li> <li>• Use appropriate differentiation in planning and teaching</li> <li>• Determine the appropriate level of intervention as agreed through the Pupil Progress Meetings</li> <li>• Assess, plan, do and review targets for pupils in their class</li> <li>• Work in partnership with parents, reporting regularly, formally and informally and listening to parents’ views</li> </ul> <p><b>In-service training</b></p> <p>The school is a member of the Stroud SEND cluster of schools, where good practice and local and national updates are shared. This is attended three times a year.</p>

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	Staff attend targeted external training e.g. Working with Autism, Transforming Behaviour, Attachment Theory, Mental Health First Aid, Thrive, Therapeutic Story writing, as well as internal training based on Management Review outcomes.
16	<p><b>Admission arrangements</b></p> <p>The Headteacher is responsible for the admission arrangements, which accord with those laid down by the Gloucestershire Local Authority.</p> <p>These arrangements apply to ALL children and even in the event of being over-subscribed the school will not refuse admission to a child simply because we cannot cater for his or her special educational needs.</p> <p>It is the school's statutory duty under the Equality Act 2010 to make 'reasonable adjustments to ensure disabled students are not disadvantaged compared to their typically developing peers. Our Accessibility Policy and Plan should be referred to for more detail. This is available on our website or in hard copy upon request at the school office.</p>
17	<p><b>Useful Links</b></p> <p><b>SEND Code of Practice 2015:</b> <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p> <p><b>Early Help for children, young people and families:</b> <a href="https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/early-help-and-targeted-support/">https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/early-help-and-targeted-support/</a></p> <p><b>SENDIASS (Parent Partnership Scheme)</b> <a href="http://sendiassglos.org.uk/">http://sendiassglos.org.uk/</a> 0800 158 3603</p> <p><b>Children's services in Gloucestershire</b> <a href="https://cayp.ghc.nhs.uk/parents-and-carers/gloucestershire">https://cayp.ghc.nhs.uk/parents-and-carers/gloucestershire</a></p> <p><b>Contact Early Help Partnerships, Stroud:</b> <a href="mailto:stroudearlyhelp@gloucestershire.gov.uk">stroudearlyhelp@gloucestershire.gov.uk</a> 01452 328130</p> <p><b>Family First Plus team:</b> our local name for the national Troubled Families programme. <a href="http://www.gloucestershire.gov.uk/families-first">http://www.gloucestershire.gov.uk/families-first</a></p> <p><b>Family Information Service (FIS)</b> advisors give impartial information on childcare, finances, parenting and education: <a href="http://www.gloucestershire.gov.uk/fis">http://www.gloucestershire.gov.uk/fis</a></p>

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## APPENDIX 1 - SEND: EARLY HELP OFFER

