

# West Bridgford Infant School



## Special Educational Needs Policy and Information Report

<b>Developed by</b>	Gayle Cutts (HOS/Senco)
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**Contents:**

Mission Statement .....

1. Aims and objectives .....

2. Responsibility for the coordination of SEN provision .....

3. Arrangements for coordinating SEN provision .....

4. Admission arrangements .....

5. Specialist SEN provision .....

6. Facilities for pupils with SEN .....

7. Allocation of resources for pupils with SEN .....

8. Identification of pupils’ needs .....

9. Access to the curriculum, information and associated services .....

10. Inclusion of pupils with SEN .....

11. Evaluating the success of provision .....

12. Complaints procedure .....

13. In service training (CPD) .....

14. Links to support services .....

15. Working in partnership with parents .....

16. Links with other schools .....

17. Links with other agencies & voluntary organisations.....

## **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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

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

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

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

In 2014 the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England changed. The legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A SEND Code of Practice also accompanied this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's websites:

[SEND Code of Practice: 0-25 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303671/SEND_Code_of_Practice_0-25.pdf)

Children with the most complex needs make request for these to be assessed and the provision detailed in an Education and Health Care Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can find more information describing this pathway on Nottinghamshire's SEND Local Offer website

[SEND Local Offer | Notts Help Yourself](https://www.nottinghamshire.gov.uk/SEND-Local-Offer)

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

- Provide a safe and happy environment where barriers to learning and participation are reduced to a minimum. Therefore, encouraging children to feel respected, confident and able to succeed.
- Ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability.
- Develop our links with the wider community through co-operation, involvement and consultation thereby fostering our ethos of inclusion.
- Recognise that partnership with parents plays a key role in enabling children and young people to achieve their potential.

### 1. Aims and objectives

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*.

#### Aims

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

#### Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services, early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. West Bridgford Infants is committed to working in partnership with parents, children, and other members of the school community to provide for the needs of every

child. The school recognises that 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 review meetings, Parents' evenings and to contribute to their child's Support Plan. Information on support agencies is available from the SENCO and information about Inclusion is in admissions packs for parents. The SENCO can be contacted for an appointment to discuss other concerns. 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.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. West Bridgford Infants works in partnership with professionals and may include arranging and leading team around the child meetings so that appropriate outcomes for children can be supported by other agencies when necessary.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life. This means providing time for one to one meetings between pupils and their teacher/SENCO/TAs. Whenever appropriate, children's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their strengths and preferred learning style will always be taken into account when planning their learning. Children will always be given time if they need to talk through any anxieties or concerns they have.

## 2. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with and co-ordinating the day to day provision of education for pupils with SEND is: Gayle Cutts [SENCO] [gaylecutts@westbridgford-inf.notts.sch.uk](mailto:gaylecutts@westbridgford-inf.notts.sch.uk)

***SEND provision is a whole school responsibility;***

### **Roles and Responsibilities**

#### **Executive Headteacher & Head of School:**

- Have regard to the Special Educational Need (SEN) Code of Practice in school planning
- Determine the use of financial resources, staffing levels and staff deployment
- Ensure staff development, in-service planning for Governors, teachers and teaching assistants
- Establish policies on class organisation and pupil groupings with staff
- Monitor data analysis and report back to governors
- Ensure links with Family Schools

#### **Governors:**

- Determine school's general policy
- Appoint the 'person responsible' for Special Needs (SENCO)
- Have regard to the Code of Practice in all decisions
- Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Ensure that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- Work with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision.
- Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included

## **SENCO**

- Ensure a consistent whole school approach to special needs.
- Ensure that relevant background information about individual children with special educational needs is collated, recorded and updated.
- Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated & shared with staff at least termly).
- Seek advice and support and liaise with outside agencies and with other SENCO's
- Support staff to maintain a provision map to show who is being supported and how.
- Monitor the impact of intervention strategies and act upon the findings.
- Arrange formal reviews three times a year or when necessary and ensure completion by teachers of appropriate Support Plans.
- Attend termly Family Springboard meetings and make appropriate referrals.
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process.
- Write Higher Level Need Bids and attend Family moderation visits and meetings.
- Ensure effective transition of Year 2 who are on the SEN register, in liaison with Year 3 staff.
- Liaise with other SENCOs within the family regarding AFN and FNF budgets and training across the family of schools.
- Liaise with SENCO's at new school placements/West Bridgford Junior School
- Monitor the use of, maintain and develop SEN resources.
- Liaise with parents and other agencies at formal and informal meetings.
- With the Leadership team, coordinate the support of external agencies.
- Ensure parents are made aware of the Department of Children and Young People's Services (DCFS) published materials concerning special educational needs
- Contribute to the in-service training of staff.
- Organise a timetable of Teaching Assistant (TA) support and work out costings. Adjust timetable throughout the year to respond to need and effectiveness of intervention strategies.
- Monitor the effectiveness of Teaching Assistants and support when necessary.

## **Class Teachers:**

- Take responsibility for the needs of all their children and show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter.
- Ensure planning is fully inclusive including maintaining a whole school approach to emotional wellbeing.
- Write support plans and update termly liaising with support staff, the Inclusion team and families as necessary
- Support the completion of provision map termly as a cohort team
- Liaise with TA's to ensure they have a full understanding of individual needs and that pupils are supported appropriately including any support plans, behaviour plans, health needs and risk assessments. Ensure support staff have copies of planning in advance
- Be responsible for initial identification, assessment (including using BSquared), planning and evaluation to meet individual needs
- To complete concern forms promptly when concern arises and pass to SENCO
- Meet termly with the SENCO, assessment coordinator and Executive Headteacher to monitor the progress of vulnerable pupils and act upon their findings to ensure good progress
- Complete notes for and be involved in attending review meetings with families and SENCO
- Implement in-class support and differentiate teaching when needed including providing additional resources / scaffolding.
- Where appropriate, share with the children their learning targets, give them opportunities to voice their view on their learning and enable them to participate in decision making regarding their special needs
- Liaise with the new class teacher in school and where children move schools regarding needs, targets and involvement of other agencies etc.

- Implement strategies to ensure classrooms are friendly to specific learning needs including Dyslexia, Autism, ADHD.

#### **Teaching assistants:**

- Liaise with Class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately including any support plans, behaviour plans, health needs and risk assessments
- Liaise with Class teachers to support them to write appropriate Support Plans.
- Implement dyslexia, ADHD and Autism friendly strategies
- Implement interventions to support children to achieve their targets, monitor their impact and feedback to the class teacher and SENCO
- Work with groups and individuals to help them become independent learners
- Attend review meetings when necessary
- Attend training where necessary
  - Work alongside SENCO and class teacher to make sure all children's needs are met including, learning, emotional wellbeing, social and physical and care needs.

#### **Social Emotional and Mental Health Support**

- All Staff are responsible for supporting children who have behavioural, social or emotional needs and maintaining a whole school approach to emotional wellbeing
- When supporting behaviour TA's should; implement programs for self-esteem, anxiety and managing feelings and monitor their effectiveness. They will also work with small groups and individual children on any specific issues. They will meet regularly with the SENCO to review the needs within school.

#### **Other staff in school.**

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

### **External Agencies**

All staff have a responsibility to work with other agencies.

There may be occasions when we need advice from other professionals. We will discuss this fully with parents before contacting any agencies and they will need to sign consent forms. When external agencies are involved these children are discussed at termly Family of Schools Springboard meetings.

Other Agencies include:-

- Early Years Inclusion Team (EYIT) *previously EYSFSS*
- Behaviour Support/Rushcliffe Primary-SEMH Partnership
- Speech and Language Therapy Service
- Educational Psychology Service
- Neurodevelopment Support Team (NST)
- Healthy Families Team
- GP's and Community Paediatrician
- Physical Disability Specialist Services (PDSS)
- Ask Us Nottinghamshire (formerly Parent Partnership Service)
- Children's Centre
- Family Services/The Early Help Team
- Integrated Children's Disability Service (ICDS)
- CAMHS and Mental Health Support Service Team
- Sensory Impaired Support
- Sure Start
- Nott Alone

### 3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEND Support records such as provision maps, targets and progress review notes for individual pupils. This is also available to staff to access who are supporting these children.

#### All staff have access to:

- The West Bridgford Infant School SEN Policy;
- A copy of the full SEN Register and provision.
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their individual provision plans and tracking.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Nottinghamshire's SEND Local Offer.

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

### 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.

We work very closely with families, pre-school settings and other stakeholders involved with our children. A guide to West Bridgford Infants admissions and to primary school admissions in Nottinghamshire is available on the school website:

[Admission Arrangements | West Bridgford Infant School](#)

#### Transition

All parents receive a booklet explaining the provision of learning support upon the admission of their child to West Bridgford Infant School. Transition into school, between classes and onto their next school is carefully managed by all the staff. The SENCO and class teacher may visit Nursery settings for children with additional needs. At the end of each year the class teachers hold liaison meetings with the next teachers. Class teachers and TA's pass on all relevant information regarding children including details of any interventions, difficulties etc. Children spend 2 sessions with their new teacher in the summer term. Some children will be supported with additional transition activities and visits. Staff will work together to produce a support plan for the following year.

#### Transfer to KS2

The SENCO at West Bridgford Junior School is invited to Year 2 transition meetings when appropriate to meet with the children and their families. We liaise closely with the SENCO and the Year 3 teaching team. When a child is moving to a different school we would also contact and liaise with the relevant staff.

In the Summer term some children will, with TA supporting transition, attend extra visits at West Bridgford Junior School to familiarise themselves with the support available, meet staff and support transition. The children may have a passport produced to support their transition.

Relevant documentation is transferred indicating the child's needs and placement on register, relevant assessments and nature of current support.

The SENCO informs the school of any children with specific learning difficulties, and if they have received specific interventions or a specialised curriculum during their time at West Bridgford Infants. The SENCO visits West Bridgford Infant School to discuss all children on the Special Needs Register and School Support and may attend progress meetings if appropriate.

## 5. Specialist SEND provision

West Bridgford Infant School has 11 pupils on the SEND register (Sept 2025) and children who are also being supported and monitored as school support, although this is continually under review and there is a variety of needs that require different levels of support.

We have several members of staff who have training in specific SEND provision and support. Where staff need training to support a child we try to access this as soon as possible.

## 6. Facilities for pupils with SEND

### Physical Environment

The school has been partially adapted to accommodate children with a physical disability. The main entrance to the school building has a ramped approach and door suitable for wheelchair access to the ground floor. Both access doors have steps with yellow handrails. There is 1 purpose built disabled toilet on the ground floor, with adapted toilet seat for young children, with an area for changing. There is also 1 adapted toilet with handrails on the ground floor. We have adjustable large steps for accessing all children's toilets. All children's sinks have paddle taps. Both stairways leading to the mezzanines and top floors have handrails. One of the stairways has 2 levels of handrail and highlighted yellow visual step edge covers. All outdoor areas are on one level. We have access to sensory equipment and calm spaces for children to access for routine and informal times during the day.

### Assistive technology

In school we use technology to support the children in a variety of ways. We use specific software for the laptops and apps for the iPads to support children with different needs. We may also access equipment from Physical Disability Specialist Service.

### Curriculum access

Strategies to support children with SEND to access the curriculum include:

- Adaptive and scaffolded Teaching
- Preparing children before lessons pre-teaching and giving individual feedback after lessons
- Using technology and other supporting resources
- Adult support
- Specific interventions and groups
- Visual prompts
- Range of resources
- Subject Specific Strategies

The school has the following adaptations in place to meet sensory and physical needs:

- an equipped sensory room
- age appropriate classroom learning environment areas
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic learning resources materials

## 7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. In-school support and interventions are decided by the SENCO, the class teacher and the Executive Head teacher. Some pupils with SEND may access additional funding (AFN Funding). This additional funding is from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of the primary schools and the West Bridgford School (secondary)). For those with the most complex needs, additional funding is retained by the local authority (High Level Needs - HLN). This is accessed firstly through the West Bridgford Family of Schools. The West Bridgford Family of Schools SENCO group will then

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

### **Additional Family Funding.**

West Bridgford Family of Schools receives a devolved budget to meet the needs of individually targeted children with a range of more complex Special Educational Needs.

In order to access this funding the SENCOs of the family will complete a moderation visit to each of the schools to assess the children and also to share expertise. Every effort will be made to secure additional funding from the FAMILY moderation process and other agencies should this be considered necessary. This is accessed by submitting a Support Plan according to the level of support required alongside a moderation visit by other SENCO's in the family of schools. The SENCO formulates the intention to bid for this funding against the LA prescribed criteria.

The support plan, children's work, provision timetable and informal observations are then moderated and agreed upon by the Family of Schools SENCO's.

The AFN money would fund targeted support for named children.

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

The Family SENCO for the West Bridgford Family is Heidi Ackroyd.

The West Bridgford Family of schools includes:

The West Bridgford School (Secondary)  
Greythorn Primary School  
Heymann Primary School  
Jesse Gray Primary School  
West Bridgford Infant School  
West Bridgford Junior School

## **8. Identification of pupils needs**

### **Identification**

See definition of Special Educational Needs at start of policy

### **A graduated approach:**

#### ***Quality First Teaching***

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Some of the strategies we use to assess include:

West Bridgford Infant School Identification methods

- Baseline assessments in Reception and KS1
- Parental concerns
- Teacher and Teaching Assistant observations and assessments
- Medical reports
- Transfer records and class teacher records
- Outside agencies e.g. Speech Therapist, educational psychologist
- Early Years Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEND.
- Pre-school liaison e.g. local Nurseries and Playgroups
- Foundation Stage entry profile assessment

- Cohort tracking on the school's assessment profiles – against the expected year standards
- Termly progress meetings with the Executive Headteacher and Head of School/SENCO and class teachers to monitor children's progress
- 

### **Published tests**

Year 1 will complete phonic testing in the summer term.

Reception will complete the EYFS Baseline at the start of the autumn term (which is not published) and end of year EYFS assessment.

### **In-house assessments**

In all year groups on-going formative assessments are made to inform planning and end of year summative assessment.

### **National Curriculum assessments and tracking**

- BSquared & Engagement Model
- Dyslexia screens
- Behaviour logs
- Speech and Language Assessments

### **School Support**

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.

The child's class teacher will take steps to provide adapted and scaffolded learning opportunities in the classroom that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The class teacher and SENCO work together as a collaborative approach.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Provision is reviewed on a termly basis and key information is shared with parents.

Pupil progress meetings are used to monitor and assess the progress being made by the child. These happen termly. School staff meet frequently in addition to pupil progress meetings to discuss individual children's needs and progress being made.

### **SEND Support**

Where it is determined that a pupil does have SEND, parents informed, and the decision will be added to the pupil's school SEND register. The aim of formally identifying a pupil 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 grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, published tests and baseline assessment as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents

## **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class 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 strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

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

## **Referral for an Education, Health and Care Plan**

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

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

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Other Support Agencies

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via this link:

[Notts Help Yourself Website](#)

or by speaking to the Integrated Children's Disability Service Duty Officer

Telephone: 0115 804 1275

E-mail: [icds.duty@nottsc.gov.uk](mailto:icds.duty@nottsc.gov.uk)

Website: [Integrated Children's Disabilities Service](#)

or by contacting Ask Us Nottinghamshire (formerly Parent Partnership Service) on:

Tel: 0800 121 7772 or email: [enquiries@askusnotts.org.uk](mailto:enquiries@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 needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with 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.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Strategies to ensure all children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of 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
- Using in-class resource materials and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or small group tuition (including pre-teaching and feedback sessions) is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group or individual teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
  - Providing an environment that is friendly to specific learning difficulties including dyslexia, autism and ADHD
- and that considers different learning styles and sensory needs.

## **10. Inclusion of pupils with SEND**

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

The school curriculum is regularly reviewed by the Senior Leadership Team, to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. We will also make any reasonable adjustments to ensure that all children can access school visits and extracurricular activities.

The school will seek advice, as appropriate, around individual pupils, from external support services, such as, through the termly 'Springboard meetings', The Early Help Unit, Rushcliffe SEMH partnership, the Multi-Agency Safeguarding Hub, Children's Centres and Health services (including speech and Language, Healthy Families and CAMHS).

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Staff make ongoing assessments as well as using a variety of assessment tools (see

identification methods section 8). We also meet regularly with parents and children at progress meetings and parent consultations. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Termly progress meetings with the SENCO and cohort staff are held to monitor progress of different groups including children with SEND.

Staff record interventions and extra support on provision maps generated by the SENCO to provide an overview of provision. The SENCO also tracks progress to monitor, review and evaluate the interventions used to support children.

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

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the class teacher or SENCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The executive head teacher and senior leadership team will aim to resolve any complaints as soon as possible. The School complaints Policy is on the school website or available on request from the school office.

## **13. In service training (CPD)**

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

Our school operates the following training programmes:

- The family of schools will also support and use expertise within the schools to train each other where possible.
- TAs may access or attend specific training for their role.
- Staff can access the East Midlands Education Support Service that offer training courses for specific needs.
- TAs may attend annual conference with workshops for specific needs.
- Schools and Families specialist services provide training. This usually occurs within the family of schools or RMSA.
- Specific training has included training in ELSA an emotional learning support programme, ELKLAN an accredited course for working with children with speech and language difficulties and Makaton signing.
- The Rushcliffe SEMH Partnership has provided training for teaching staff, TAs and Middy Supervisors on behaviour management and will continue to offer support where necessary.
- The Educational Psychologist Team also provides training for example on attachment issues.
- The family of schools also work together to train staff.
- Individual staff may also attend training to support specific needs for children e.g. supporting non-verbal children

The SENCO attends relevant SEND courses, LA family network meetings, Family SENCO meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

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

## **14. Links to support services**

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

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

## 15. Working in partnerships with parents

West Bridgford Infant 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, emotional and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

West Bridgford Infant School is committed to working in partnership with parents, children, and other members of the school community as well as outside agencies to provide for the needs of every child. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. 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.

We can always be contacted for an appointment to discuss other concerns.

Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.

The SENCO: Gayle Cutts can be contacted by phoning the school office or emailing: [senco@westbridgfordinf.notts.sch.uk](mailto:senco@westbridgfordinf.notts.sch.uk)

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

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority website where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted through the school office in relation to SEND matters.

## 16. Links with other schools

The school is collaborated and works extensively with West Bridgford Junior school. The SENCO also works with the West Bridgford Family of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### Transition

Please see information in section 4.

In any transition either between schools or classes, the following information is shared:

Progress data

Evidence of involvement from other services and any information provided by them

Evidence collected to gain additional funding

Any relevant information on the emotional well-being of children

Provisions that have been made in school to give support

Targets including for some children a Support Plan

Progress meeting notes

Some children may have individual pen portraits / passports explaining their needs from a theory point of view

## 17. Links with other agencies and voluntary organisations

West Bridgford Infant School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

West Bridgford Infant School Educational Needs Policy and Information Report (2025/26)

- Paediatricians
- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

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

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

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*James Willis* (**Executive Headteacher**)

*Gayle Cutts* (**SENCO**)

*Lauren Gimson* (**SEND Governor**)