

1. At Bleasby C.E. Primary School, we know that all children are special and, as individuals, have different learning needs. Some children may require additional support to ensure these needs are met and to improve their learning. We continually monitor and assess the progress of all children. All children access lessons through differentiated quality first teaching. Where expected progress is not being met, interventions are put in place to work on identified needs. These could include issues with cognition and learning, communication and interaction, social and emotional and mental health issues or sensory and physical needs.
2. If your child is identified as not making expected progress, we will set up a meeting to discuss our concerns with you and listen to any concerns which you may have. We will plan any additional support your child may need and discuss the options regarding referrals to outside professionals where relevant.
3. A) Your child's progress will be continually monitored by the class teacher. Progress will also be reviewed formally during a termly Pupil Progress Meeting with the class teacher and the Head Teacher. Through monitoring, observing, and assessing your child's needs, staff work collaboratively, along with the SENCO, to put appropriate support in place. This may include particular intervention strategies. Interventions will be recorded in a class timetable, an intervention log and on the school's SEN intervention list / provision map which details support given and the impact of it.

b) At Bleasby C.E. Primary School, we actively encourage parents to discuss any concerns they have as and when they occur. The first point of contact should be the class teacher, although parents may contact the SENCO or Head teacher if they wish, by making an appointment through the school office. We monitor the progress of all children. In the Autumn and Spring term we hold Parents' Evenings to discuss how children are doing. In the Summer term, all parents receive a written report, detailing progress in areas of learning. Where a child has additional needs, it may be appropriate to make arrangements for a longer meeting rather than the usual 10 minute Parent's Evening. It will also be possible to have more frequent meetings where appropriate.

c) Tasks are differentiated within class to meet the needs of all children. Teachers work hard to ensure activities offer the correct amount of support and challenge. Some individual targets are supported in lessons by Teaching Assistants or by the class teacher. Others may be supported through the use of a specific intervention program.

d) We aim to deliver an interesting, exciting and stimulating curriculum to engage all pupils with their variety of learning styles and needs. Support staff, under the direction of the class teacher, will adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support you child when working individually or in a small group.

e) The school identifies the needs of SEN children on a provision map which also identifies the support provided. It is reviewed regularly and changes are made as necessary so that the needs of

the children can be met and resources can be deployed as effectively as possible. Parents/carers will be kept informed about this support and it will be discussed at our termly review meetings or more frequently if required.

f) We aim for all children to be included on school trips and we will endeavour to provide the necessary support to ensure that this is successful. A risk assessment is made by staff which considers the needs of all children. Where necessary, we will discuss any additional support required with parents and make reasonable adjustments so that all children have the opportunity to participate.

g) Some children have extra emotional and social needs to ensure their emotional well-being. Where appropriate, plans may be put in place and may be done so in consultation with outside agencies or health professionals as appropriate. This will always be done in consultation with parents / carers.

4) Any concerns you may have about your child should initially be discussed with your child's class teacher. Mrs Sarah Smith is the school SENCO and can be contacted through the school office. You can also contact the Head Teacher, Mr Samuel Mensah or Mr Peter Cast, who is the school governor for special educational needs.

5a) The SENCO's job is to support the class teachers in planning and accessing support for children with SEN. The school provides training and support to improve the teaching and learning of children, including those with SEN. Individual teachers and TAs attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Occasionally whole-staff training is undertaken in order to meet the needs of an individual or a specific group of children.

b) We have close links with a range of outside agencies who offer specific support and guidance to our school and families.

These include;

- The Education Psychology Service
- Schools and Families Specialist Services
- Sensory Service for children with visual or hearing needs
- Ask Us Nottinghamshire (formally the Parent Partnership Service)
- SALT (Speech and Language Therapy)
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- The Behaviour Support Team
- Social Care

6) We have a disabled parking space, ramped entrances and a hygiene suite / disabled toilet in school with hand rails. Where possible, we provide equipment or would complete the necessary

bidding applications to provide any equipment which is needed to support children in school. Reasonable adjustments are made to help ensure accessibility for all.

7) The class teacher is the first point of contact to discuss your child's progress or any concerns you may have. You may also have a meeting involving the SENCO. Following these discussions, adaptations to learning or specific interventions may be needed and the child may be included on the school's SEN Register. If it is felt appropriate to involve Outside Agencies, then you will be involved in the process and be given feedback where relevant. Regular termly meetings will be held to discuss progress.

8) Wherever possible, we involve the children in discussions about their progress and opinions. Children in school who have an EHC Plan will have their views sought before review meetings and will be welcome to attend part of the review if this is deemed appropriate.

9) If you have a concern or a complaint, please contact the Head Teacher and we will endeavour to work with you to resolve the issue. If parents feel that any concern has not been resolved then you must refer to the Complaints Procedure, which can be found on the school website.

10) The school governor for SEN is Mr Peter Cast. His role is to undertake the relevant monitoring to ensure that children and families are being supported within school. Where it is felt necessary to involve Outside Agencies, then it is the responsibility of the SENCO / Class teacher to complete referral forms to access support and advice for children and families.

11) There are a variety of different organisations that can help support you and your child. Please use the Nottinghamshire County Council website (www.nottinghamshire.gov.uk) to access information on the Local Offer, Ask Us and a Special Educational Needs and Disabilities Guide for Parents and Carers.

12) i) Transitions can be difficult for a child who has Special Educational Needs, and we aim to do all we can to ensure that any transition is as smooth as possible. For example, your child may have an increased number of taster sessions / visits to their new setting, or it may be necessary for the SENCO or Class Teacher to visit your child in his / her current setting before moving to us. This is to ensure that the child's individual needs are known and planned for from the beginning. It may sometimes be necessary, for example, to produce a transition book / Passport or use a Social Story.

ii) Information will be passed on to your child's new teacher in advance and in most cases teachers will meet to discuss the needs of the children. Individual provision will be shared and where necessary, strategies can be put in place to aid a smooth transition. This could involve producing Passports or Social Stories or having extra visits.

iii) All children are encouraged and supported to achieve their full potential.

13. Your first point of contact should always be the child's class teacher.

- You could also arrange to meet with the SENCO (Mrs Sarah Smith) or the Head Teacher (Mr Samuel Mensah).
- The SEN Policy is available on the school website
- Contact Ask Us Nottinghamshire on 0800 121 7772
- Speak to an Education, Health and Care Plan Coordinator on 0115 9774012
- Nottinghamshire County Council SEND Local Offer