Porchester Junior School

Special Educational Needs and Disability Policy

Adopted- September 2026

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Definitions of special educational needs taken from section 20 of the Children and Families act 2014.

A child or young person has a special educational need 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.

At Porchester Junior School, we follow The SEND Code of Practice. The SEN Code of Practice was first published 11 June 2014 and came into force on September 2014. The Code of Practice was updated on the 30th April 2020 due to Coronavirus and in September 2024 with qualification information for SENDCOs.

It can be viewed here:

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

The 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 that 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.

You can view an animation describing the pathway on Nottinghamshire's Local SEND Offer website: www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web browser into your mobile smart phone or tablet.

Vision and Mission Statement

The vision for our children at Porchester is:

At Porchester, our children will be knowledgeable, passionate and confident individuals.
They will be the best versions of themselves and proud of who they are.

Porchester Junior School's vision statement is inclusive of all, including our pupils with special educational needs. We strive to provide our children with a high quality education and experiences that supports and develops the whole child. We are committed to providing opportunities that enables all children to achieve and experience success every day that will not only ensure they are secondary ready, but ready for life in what will be their modern day Britain.

At Porchester Junior School, our curriculum vision is to develop our pupils' independence, resilience and aspirations; knowledge and understanding of the wider world and vocabulary. With this in mind, our curriculum is based on the following four principles (**KORE**):

Knowledge **O**pportunities **R**eading **E**quality and equity

Teachers ensure that that these principles are planned for throughout the curriculum and through our teaching and learning approach. This ensures our teaching and learning approach is 'The Porchester Way', and fully personalised to the needs of our children, including those with SEND. These principles are also referred to when designing the children's SEND All About Me profiles.

All of our children follow our PRIDE values, which run through our school like a golden thread. These values are embedded within our curriculum design and our day-to-day school life and experiences.

Our PRIDE values help our children to achieve and aspire. In our school, the values are shown through:

PRIDE – Respect, Aspiration, Responsibility, Confidence, and Resilience



We ensure that pupils are included in all aspects of learning and school experiences throughout their time at our school.

1) <u>Aims and Objectives</u>

Aims

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

Our aims are:

- To provide an environment in which all children feel safe, cared for and supported.
- To promote and encourage independent learning, resilience and the confidence to take risks. We recognise that everyone learns differently and that positivity, resilience, goal setting, self-awareness, cooperation and making mistakes are all part of learning.
- To encourage pupils to appreciate and understand the wider world in which we live
- To provide a broad and balanced curriculum which ensures equality for all, enabling all children to achieve their full potential. We recognise and celebrate the diversity of achievements for each child.
- To establish a sound working partnership between home, school and the wider community.

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 (and feeding schools-usually Standhill Infant School) 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 SENDCO 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. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information [annually] on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with outside agencies** when the pupils' needs cannot be met by the school alone.
- **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.
- **Provide a broad and balanced curriculum**, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalised. (With reference to the Government Prevent

Strategy: see also the school's Child Protection Policy with regards to Preventing Extremism and Radicalisation)

2) <u>Responsibility for the coordination of SEND Provision.</u>

The person responsible for overseeing the provision for children with SEND is Vicki Welsby, Head teacher. The person coordinating the day to day provision of education for pupils with SEND is Joseph Whittle (SENDCo).

The day to day provision and individual target setting is the responsibility of the class teacher.

The school's governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.

3) <u>Arrangements for Coordinating SEND provision</u>

The SENDCO will hold details of all SEND support records such as All About Me profiles and provision maps for individual pupils.

All staff can access:

- Porchester Junior School's SEND policy.
- A copy of the full SEND register.
- A copy of the monitoring register.
- Guidance on identification in the code of Practice.
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special needs and requirements.
- Staff meetings and training has been and will continue to be given on current legislation, SEND provision and Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and parents, in order to aid the effective coordination of the schools SEND provision. In this way, every member will have complete and up to date information about all pupils with special needs and their requirements which enable them to provide for the individual needs of all pupils.

4) <u>Admission arrangements</u>

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.

Please refer to the school's admission policy available on the school website.

The school has close links with our feeder schools: Carlton Standhill Infant School and The Carlton Academy secondary school. Together we run cohesive transition plans to ensure children are fully prepared for the next stage of their education.

The SENDCO will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENDCO will ensure liaison

between staff members and SEND teams within school to ensure that the provision is individualised where needed. This may include:

- Transition planning meeting with staff from the current school, future placement and parents
- Additional visits
- Personalised transition plans
- Sharing of information

5) Specialist SEND provision

At Porchester Junior School, we maintain SEND registers which identifies children who have SEND support plans. We also maintain a monitoring register for those children are vulnerable to SEND, and are being monitored by teaching staff and the SENDCO.

The number of pupils identified as having SEND, changes termly, as a result of the school's graduated response and Pupil Progress cycle. During this time the SEND register is updated.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 10.

6) Facilities for pupils with SEND

Porchester Junior School endeavours to comply with accessibility requirements regarding the physical environment and access to the curriculum.

Our current arrangements and identified adjustments are outlined in our accessibility plan and we recognise that modifications may need to be put in place to meet the needs of all pupils. The school has:

- Disabled toilets and shower, with hand rails and emergency pull switch.
- Ramp access, wider doors and hand rails into school. All doors in the school corridors are double access doors that are left open.
- An open plan library
- A Sensory Room

If children require further assistive technology to access the environment in order to remove barriers to learning and achievement this can be done in accordance with needs and with advice and support from the physical disability support service and inclusive technology advisors.

7) Allocation of resources for pupils with SEND.

At Porchester Junior School, resources are allocated according to the individual needs of pupils to ensure that appropriate support, provision and access to learning can be provided. The SENCO works closely with school leaders and class teachers to ensure that resources are deployed effectively and reviewed regularly in response to pupils' changing needs.

The majority of pupils' needs are met through High Quality First Teaching, adaptive teaching approaches and the resources available within the school's delegated SEND budget. Additional support may include targeted interventions, specialist resources, assistive technology, staffing and advice from external professionals where appropriate.

Decisions regarding the allocation of resources are informed by:

- Teacher assessment and professional judgement.
- Pupil progress and attainment information.
- Individual strengths, needs and barriers to learning.
- Outcomes identified within a pupil's All About Me Profile.
- Advice and recommendations from external agencies.
- The impact of previous support and interventions.

All pupils identified as having SEND have access to support funded through the school's notional SEND budget. Where a pupil requires provision that is additional to, or different from, that ordinarily available, the school may apply for Additional Family Needs Funding (AFN) through the Family of Schools moderation process. This funding supports pupils whose needs require enhanced provision beyond that which can reasonably be met through the school's delegated resources.

For pupils with the most significant and complex needs, the school may seek High Level Needs (HLN) Funding through Nottinghamshire County Council. Applications are supported by evidence gathered through the graduated approach, demonstrating the nature and complexity of the pupil's needs, the provision already in place and the impact of that provision.

The effectiveness of SEND provision and resource allocation is reviewed regularly to ensure that support remains appropriate, inclusive and responsive to individual need. Through the careful deployment of resources, we aim to remove barriers to learning and enable all pupils to access the curriculum, participate fully in school life and achieve positive outcomes.

8) <u>Identification of pupils needs</u>

At Porchester Junior School, we recognise that every child is unique and that children learn and develop at different rates. We are committed to identifying pupils' strengths, needs and any barriers to learning at the earliest opportunity so that appropriate support can be provided, enabling all pupils to thrive and achieve their full potential.

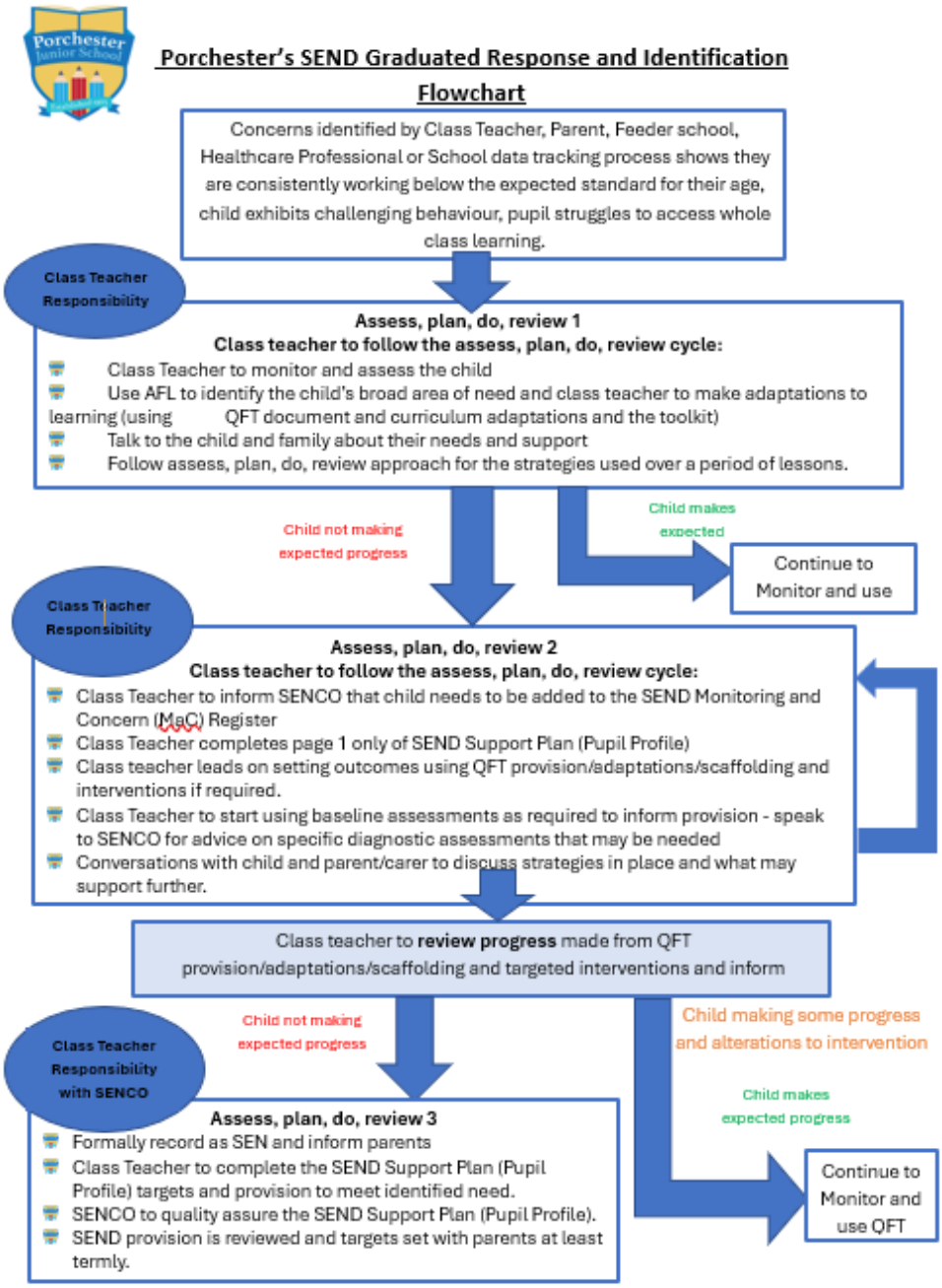
Identification of SEND is an ongoing process that is embedded within everyday teaching, learning and assessment. Concerns may be identified through teacher assessment, observations, discussions with parents and carers, pupil voice, progress monitoring, specialist assessments, information from previous educational settings or advice from external professionals. These sources of information are considered collectively to develop a clear understanding of a pupil's individual strengths and needs.

High Quality First Teaching is the foundation of our graduated approach and is paramount at every stage of SEND provision. Through adaptive teaching, effective assessment, appropriate scaffolding and a responsive curriculum, teachers continually identify and address barriers to learning, enabling

pupils to access learning alongside their peers. Additional support and interventions are used to enhance, rather than replace, high quality classroom teaching.

All teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. Where concerns arise, staff work collaboratively with pupils, parents and carers, the SENDCO and, where appropriate, external professionals to identify needs and plan effective provision.

The flowchart below outlines Porchester Junior School's graduated response to identifying, assessing and meeting the needs of pupils who may require additional support.



A Graduated Approach

High Quality First Teaching

Where a pupil is identified as requiring additional support, staff will gather information through observation, assessment, pupil voice and discussions with parents and carers to develop a clear understanding of the pupil's strengths, areas of need and any barriers to learning.

- Any pupil who is not making expected progress, or who may be experiencing barriers to learning, participation or wellbeing, will be supported through the school's graduated approach.
- The class teacher will use High Quality First Teaching, adaptive teaching strategies, appropriate scaffolding and reasonable adjustments to support the pupil within the classroom environment.
- Assessment information, observations, work scrutiny and pupil voice will be used to identify strengths, areas of need and the effectiveness of current provision.
- Parents and carers will be involved at an early stage and encouraged to share information, concerns and aspirations for their child.
- The SENDCO will be consulted as appropriate and may support through observations, assessment, advice, additional strategies or further investigation of need.
- Where appropriate, specialist assessment tools may be used to gain a deeper understanding of a pupil's individual needs and inform future planning and provision.
- Progress and the impact of provision will be reviewed regularly through teacher assessment, pupil progress meetings and discussions with pupils and parents.
- Some pupils may require a period of additional monitoring and support without being placed on the SEND register. This enables early intervention and ensures that provision is responsive to identified needs.
- Decisions regarding next steps will be informed by a range of evidence, including pupil progress, assessment information, specialist assessments and the views of pupils, parents and professionals.

SEND Support

Where it is determined that a pupil has SEND, parents and carers will be formally informed and the pupil will be added to the school's SEND register. The purpose of identifying SEND is to ensure that appropriate provision is put in place to remove barriers to learning and support the pupil to achieve positive outcomes.

When identifying SEND, consideration will be given to the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The purpose of identifying an area of need is to inform provision and support, rather than to place a child into a fixed category. Many pupils will have needs across more than one area and these needs may change over time.

Pupils receiving SEND Support will have an **All About Me Profile**, developed collaboratively with the pupil, parents and school staff. The profile identifies strengths, areas of need, outcomes and strategies that support the pupil's access to learning and participation in school life. Outcomes and provision are reviewed regularly through the graduated approach.

The support provided for pupils with SEND follows a four-part cycle:

- **Assess**
- **Plan**
- **Do**
- **Review**

This ongoing cycle enables provision to be continually reviewed and refined to ensure that support remains responsive to need and achieves positive outcomes. Through this process, the most effective approaches, strategies and interventions can be identified and implemented.

Where appropriate, specialist assessment tools may be used to support the identification of need, measure progress and inform provision. These may include:

- **Communication and Interaction** - Autism Education Trust (AET) Framework and other communication assessments.
- **Social, Emotional and Mental Health** - Boxall Profile and other wellbeing assessments.
- **Cognition and Learning** - B Squared assessments, diagnostic assessments and standardised measures.
- **Sensory and Physical Needs** - Assessments and recommendations from relevant specialist services and professionals.

Assessment outcomes are considered alongside teacher assessment, pupil voice, parental views and information from external agencies to build a comprehensive understanding of a pupil's needs and to evaluate the impact of provision over time.

Assess

This involves developing a clear understanding of the pupil's strengths, needs and any barriers to learning. Information is gathered through teacher assessment, classroom observations, discussions with the pupil and their parents or carers, previous attainment and progress data, and, where appropriate, advice from external professionals. This information is used to identify the support required and to ensure that provision is matched to the pupil's individual needs.

Assessment is an ongoing process and is reviewed regularly to ensure that support remains effective, barriers to learning are addressed and provision continues to meet the pupil's changing needs.

Plan

The class teacher, SENDCO, pupil and parents or carers work together to plan appropriate support, strategies and outcomes. This will include agreeing any adaptations, interventions or additional provision required, the intended outcomes and how progress will be measured.

All staff working with the pupil will be informed of their needs, agreed strategies and desired outcomes to ensure a consistent approach across school.

Do

The class teacher remains responsible and accountable for the progress and development of the pupil on a day-to-day basis, even when additional support is delivered by teaching assistants or external professionals.

Teachers will work closely with support staff and the SENDCO to implement agreed strategies, monitor their effectiveness and ensure that additional provision complements classroom teaching. The SENDCO will provide advice and guidance, where appropriate, to support the effective implementation of provision.

Review

The effectiveness of the support and provision will be reviewed regularly in partnership with the pupil, parents or carers and school staff. The review process will consider progress towards agreed outcomes, the impact of strategies and interventions, and any changes that may be required.

Following review, adjustments may be made to provision, outcomes or approaches to ensure that support remains responsive to the pupil's needs and enables them to achieve the best possible outcomes.

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 lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

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

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

- Parents
- Teachers
- SENDCO
- Social Care
- Educational Psychologist
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not 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 be found via the SEND Local offer:

www.nottinghamshire.sendlocaloffer.org.uk

Or by contacting Ask Us Nottinghamshire on: 0800 121 7772

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.

At Porchester Junior School, we are proud to be an inclusive school where all pupils are valued, supported and encouraged to achieve their full potential. We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have equitable access to a broad, balanced and ambitious curriculum alongside their peers.

High Quality First Teaching is at the heart of our provision and is the primary means through which pupils access the curriculum. Teachers are responsible and accountable for the progress and development of all pupils in their class and use adaptive teaching approaches, appropriate scaffolding, effective assessment and high expectations to meet individual needs and remove barriers to learning.

Provision is individualised through each child's **All About Me Profile**, which identifies their strengths, areas of need, aspirations, outcomes and the strategies that support them to access learning successfully. These profiles are developed collaboratively with pupils, parents and staff and are reviewed regularly to ensure that support remains responsive and effective.

The school has a wide range of resources, interventions and support strategies available to promote independence and ensure that pupils can fully access learning. Staff are kept fully informed of pupils' individual needs through All About Me Profiles, provision maps, professional discussions and, where appropriate, information shared by external agencies. Ongoing training and professional development

ensure that staff have the knowledge, skills and confidence to meet a diverse range of needs effectively.

Access to the curriculum may be supported through:

- High Quality First Teaching in all classrooms.
- Adaptive teaching approaches and appropriate scaffolding to meet individual needs.
- Strategies and reasonable adjustments identified within pupils' All About Me Profiles.
- Effective use of classroom resources, facilities and learning environments.
- Skilled deployment of support staff to complement teaching and promote independence.
- Targeted interventions and individual or small-group support where appropriate.
- Access to specialist resources, assistive technology and sensory equipment where required.
- Provision mapping to identify, plan, monitor and review additional support.
- Individual targets that celebrate progress, promote independence and support pupil success.
- Regular communication and partnership working with parents, carers and external agencies.
- Full participation in educational visits, enrichment opportunities, extracurricular activities and wider school life wherever reasonably possible.

Where additional provision is required, this will be tailored to the individual needs of the child and developed in partnership with the pupil, parents, school staff and relevant professionals. Through this collaborative approach, we strive to remove barriers to learning and ensure that every child feels included, valued and able to thrive within our school community.

10. Inclusion of pupils with SEND.

At Porchester Junior School, we are proud to be an inclusive school where diversity is valued and celebrated. We are committed to ensuring that all pupils, including those with SEND, feel a sense of belonging and are fully included in all aspects of school life. We believe that every child has the right to participate, achieve and thrive within a supportive and nurturing environment.

The Headteacher, SENDCO and Governing Body are responsible for promoting an inclusive culture throughout the school and ensuring that the principles of equality, inclusion and accessibility are embedded in everyday practice. Inclusion is considered in all aspects of school development, curriculum design and decision-making.

Through High Quality First Teaching, adaptive teaching approaches and appropriate reasonable adjustments, we aim to remove barriers to learning and enable all pupils to access a broad, balanced and ambitious curriculum. Provision is tailored to individual need and informed by each child's All About Me Profile, which identifies strengths, needs and effective strategies to support participation, achievement and independence.

We are committed to ensuring that pupils with SEND have equal opportunities to participate in all aspects of school life, including:

- Classroom learning and curriculum experiences.

- Educational visits and residential opportunities.
- Enrichment activities and themed events.
- After-school clubs and extra-curricular activities.
- Leadership opportunities and pupil voice initiatives.
- Social opportunities during playtimes and lunchtimes.

The school works closely with parents, carers and external agencies to identify and remove barriers to inclusion. Where appropriate, specialist advice, resources or targeted support may be accessed to ensure that pupils are able to engage fully in learning and wider school experiences.

We regularly review the accessibility and inclusivity of our curriculum, environment and practices to ensure that all pupils are supported to achieve positive outcomes. We believe that an inclusive environment benefits all members of our school community by promoting understanding, respect, acceptance and celebration of individual differences.

Through our inclusive approach, we aim to ensure that every pupil feels valued, respected and empowered to be the best version of themselves.

11. Evaluating the success of provision.

At Porchester Junior School, we are committed to ensuring that our SEND provision has a positive impact on pupils' academic achievement, wellbeing, independence and participation in school life. The effectiveness of SEND provision is regularly monitored, reviewed and evaluated to ensure that support remains responsive to individual need and contributes to positive outcomes for pupils.

The progress and development of pupils with SEND is monitored through ongoing assessment, pupil progress meetings, classroom observations, review meetings and the analysis of attainment, progress, attendance and engagement data. The impact of support is considered through the **Assess, Plan, Do, Review** cycle and informs future planning and provision.

Each pupil receiving SEND Support has an **All About Me Profile**, which identifies their strengths, areas of need, desired outcomes and appropriate support strategies. These profiles are reviewed regularly with pupils, parents and staff to evaluate progress towards agreed outcomes and identify any changes required to provision.

The success of SEND provision is evaluated through:

- Progress towards individual outcomes and targets.
- Academic attainment and progress from starting points.
- Analysis of attainment, progress and assessment data.
- Outcomes from pupil progress meetings.
- Pupil engagement, participation and wellbeing.
- Attendance, behaviour and exclusion information where appropriate.
- Pupil voice and views about their learning and support.

- Feedback from parents' evenings, review meetings and wider parent consultation.
- Teacher assessments and professional discussions.
- Monitoring of the quality and impact of teaching, interventions and provision.
- Provision mapping and intervention evaluations.
- Analysis of specialist SEND assessment information, such as AET Frameworks, Boxall Profiles, B Squared assessments and other assessment tools used to monitor progress within identified areas of need.
- Advice, recommendations and involvement from external agencies where appropriate.
- Findings from staff appraisal, coaching and professional development discussions.
- Monitoring by the SENDCO, senior leaders and governors.

The SENDCO works closely with teachers, support staff, parents, pupils and external professionals to review the effectiveness of provision and ensure that support is evidence-informed, appropriate and impactful. Findings from monitoring and evaluation activities are used to inform future planning, staff training priorities and the ongoing development of inclusive practice across the school.

The effectiveness of the school's SEND policy and provision is formally evaluated on an annual basis by the SENDCO, Headteacher and Governing Body. Evidence is gathered from pupils, parents, staff, assessment information, provision reviews and external professionals. Findings are used to inform school improvement planning, staff development priorities and the continued development of SEND provision across the school.

Through regular evaluation and reflection, we strive to continuously improve outcomes for pupils with SEND and ensure that every child is supported to achieve their full potential.

12. Complaints procedure

Refer to the general complaints procedure, as outlined on the school's website. 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 SENDCO, who will be able to advise on formal procedures for complaint.

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 SEN.

Our school operates the following training programmes:

- Inset training days.
- Staff meetings and twilight meetings
- LA/ conferences.
- Teaching alliance networking and CPD.

- Family of schools training and inset days
- Flying High Trust CPD and Network events
- Subject training.
- Whole school training.
- Specific training for teaching assistants, ECT training, midday meals supervisors.

The SENDCO attends relevant SEND courses and conferences, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (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 SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN 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 SENDCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Family springboard
- Cognition and learning team
- Communication and Interaction team.
- Occupational Therapists
- Speech and Language therapists
- Physiotherapists
- Family SENDCO
- Educational Psychologists
- Healthy Family Team
- Primary Mental Health Team
- CAMHS
- Social Services
- SBAP (Behaviour Support)

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and consent will be gained from parents for external support.

15. Working in partnerships with parents

At Porchester Junior School, we recognise the important role that parents and carers play in supporting their child's development, wellbeing and education. We are committed to developing positive and effective partnerships with families and believe that collaborative working contributes significantly to successful outcomes for pupils with SEND.

We value the knowledge, experiences and aspirations that parents and carers bring and seek to work closely with them throughout their child's educational journey. Their views are considered when identifying need, planning provision, reviewing progress and determining next steps. Through this collaborative approach, we aim to ensure that support is responsive, personalised and enables pupils to achieve their full potential.

Parents and carers are encouraged to share relevant information regarding their child's strengths, needs and development so that provision can be informed and adapted appropriately. Pupils are also encouraged to contribute their views, strengths and aspirations through their All About Me Profile and review processes, ensuring that their voice is reflected in decision-making.

Parents and carers are kept informed through:

- Parents' evenings and annual reports.
- All About Me Profile reviews and target-setting discussions.
- Review meetings and multi-agency meetings where appropriate.
- Meetings with the SENDCO and relevant members of staff.
- Information shared by external professionals and agencies, where relevant.

Where a pupil is identified as having SEND, parents and carers will be involved throughout the Assess, Plan, Do, Review process. Their views will contribute to the identification of outcomes, support strategies and provision, and they will be kept informed about their child's progress and the impact of the support being provided.

The school works closely with a range of external services and, where appropriate, supports families in accessing additional advice and guidance. Parents and carers may be signposted to Nottinghamshire's SEND Local Offer, Ask us Nottingham, Early Help and other relevant support services to ensure they have access to impartial information and support.

We welcome feedback from parents and carers and use this information to help evaluate and further develop our SEND provision. By working in partnership with families, we aim to ensure that every pupil feels supported, included and able to thrive within our school community.

16. Links with other schools

The school is a part of the Carlton Family of schools, our SENDCO works closely with the family of SENDCOS. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Porchester works closely with both Standhill Infant School and the local Secondary schools to ensure a smooth transition to the next phase of the children’s education.

Some of the transition arrangements include:

- One to one visits
- Small group visits
- Passports
- Photographs
- Visiting the other schools for planned activities.

We believe that transition needs to be tailored to meet individual needs, the SENDCO works closely with the SENDCOS in other schools to facilitate these transition packages.

17. Links with other agencies and voluntary organisations

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

- Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- Family SENDCO
- Springboard

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

This policy will be reviewed annually