

West Bridgford Junior School Special Educational Needs Policy and Information Report Sept 2026

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Contents:

Mission Statement 4

1. Aims and objectives 4
2. Responsibility for the coordination of SEN provision 5
3. Arrangements for coordinating SEN provision 7
4. Admission arrangements 7
5. Specialist SEN provision 8
6. Facilities for pupils with SEN 8
7. Allocation of resources for pupils with SEN 9
8. Identification of pupils' needs 9
9. Access to the curriculum, information and associated services 12
10. Inclusion of pupils with SEN 12
11. Evaluating the success of provision 12
12. Complaints procedure 13
13. In service training (CPD) 13
14. Links to support services 13
15. Working in partnership with parents 14
16. Links with other schools 15
17. Links with other agencies and voluntary organisations 15
18. Appendix – Information Report

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.

The government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. This legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN 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 website:

SEND code of practice: 0 to 25 years - GOV.UK

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Nottinghamshire's SEND Local Offer - Your Notts Directory

Mission Statement

The ethos of the school is one of caring for individuals and helping them to achieve their full potential in whatever they try to accomplish. Therefore, there must be a whole school approach to special needs where staff work together as a team co-operating, collaborating and coordinating all that they do for the benefit of all pupils. This policy is a working document which will not only set out the philosophy, aims and requirements of special needs within our school but most importantly the process by which this philosophy is implemented, aims achieved and requirements fulfilled. At West Bridgford Junior School we believe that all children are entitled to be valued equally and encouraged to develop their full potential across the whole curriculum. To this end we are committed to the implementation of a whole-school, coordinated, team approach necessary to address the diverse needs of the children within our school.

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*.

We want West Bridgford Junior School to be a school where:

- We aim to ensure that every member of the school community values themselves and others. We should all feel safe and secure in a caring environment, which allows our self-esteem to grow and enhances our relationships with others.
- We aim to develop a sense of our school as a community and an awareness of its relationship to the immediate, wider and global context, caring for all these by showing respect and appreciation for our surroundings.
- Through creative practice, we aim to inspire and motivate all children towards a love of learning so that they achieve their full potential, academically and socially (both collectively and individually)
- We aim to foster the necessary skills and personal qualities to enable children to make responsible choices to benefit themselves and others.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.

- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN.** Continuous monitoring of those pupils with SEN 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 SEN have 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 Junior School 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 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.

- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** West Bridgford Junior School works in partnership with professionals from Health, Social or Educational Services in assisting and planning future support.

- **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 e.g. class council and school council. 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 considered when planning their learning. Children will always be given time if they need to talk through any anxieties or concerns they have.

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 SEN is Hanna Myring (SENCO).
SEN 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
- Work with the SENCO and the Inclusion governor to determine the strategic development of the SEN Policy and provision in the school
- Determines the use of financial resources, staffing levels and staff deployment
- Ensures staff development, in-service planning for Governors, teachers and TAs
- Establishes policies on class organisation and pupil groupings with staff
- Monitors data analysis and report back to governors
- Ensure links with Family Schools

Governors:

- Have input in the recruitment of the person responsible for Special Needs (SENCO)
- Have input into the implementation of the policy via the Strategy FGB.
- Nominate a link governor to liaise with the SENCO and visit the school
- Monitor the quality and effectiveness of SEN provision and update the GB on this

SENCO:

- Works with the Executive Headteacher and Inclusion governor to determine the strategic development of the SEN Policy and provision in the school
- Ensures a consistent whole school approach to special needs.
- Ensures that relevant background information about individual children with special educational needs is collated, recorded and updated.
- Disseminates relevant information about children with additional needs.
- Maintains the upkeep of an appropriate special educational needs register and review each term (updated and shared with staff at least termly).
- Seeks advice and support and liaises with outside agencies and with other SENCOs
- Monitors the impact of interventions strategies and act upon the findings.
- Arranges 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.
- Supports 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.
- Ensures effective transition of pupils in year 2 and year 6 who are on the SEN register, in liaison with staff.
- Liaise with other SENCOs within the family regarding AFN budgets and training across the family of schools.
- Liaises with SENCOs at the West Bridgford Infant School and the West Bridgford School as well as other schools the pupils may transfer to and from.
- Monitors the use of, maintains and develops SEN resources.
- Liaise with parents and other agencies at formal and informal meetings.
- Coordinates the support of external agencies.

- Organise a timetable of Teaching Assistant (TA) support. Adjusts timetable throughout the year to respond to need and effectiveness of intervention strategies.
- Monitors the effectiveness of Teaching Assistants and support when necessary.

Class Teachers:

- Take responsibility for the needs of all their children.
- Ensure planning is fully inclusive.
- Complete SEND support plans, provision maps and tracking documents and ensure they are updated termly
- Liaise with TAs to ensure they have a full understanding of individual needs and that pupils are supported appropriately.
- Liaise with SENCO, TAs, parents and children to write appropriate targets.
- Carry out initial identification of needs and act on these appropriately through assessment, planning and evaluations.
- Meet termly with the Executive Head Teacher/Head of School and SENCO to monitor the progress of vulnerable pupils and act upon their findings to meet the needs of these pupils and support strong progress from their starting points.
- Complete notes for and be involved in attending review meetings with families and SENCO.
- Implement in-class support and adaptive teaching.
- Show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children encounter.
- Liaise with, assist and guide support staff within their classroom, to ensure delivery of the curriculum.
- Where appropriate, share with the children their learning targets, give them opportunities to voice their view on there 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.

Teaching Assistants:

- Liaise with Class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately.
- Liaise with Class teachers, SENCO and contribute to Support Plans.
- Support children to achieve their targets.
- Implement interventions, monitor their impact and feedback to the class teacher.
- 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 physical and care needs.

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.
- Where necessary, staff may need training to help with this e.g. 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: -

- Rushcliffe Primary Behaviour Partnership
- Physical Disability Specialist Services
- Integrated Children's Disability Services
- Neurodevelopmental Behaviour Support Services
- Occupational Therapy
- Specialist Family Support Services
- Speech and Language Therapy Service
- Educational Psychology Service
- Occupation Health Service
- School nurse
- Community Paediatrician
- CAMHS
- Mental Health Support Service
- Family Services
- Ask Us Nottinghamshire

Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps, support plans and progress trackers for individual pupils. These are also available to staff supporting these children.

All staff have access to:

- The West Bridgford Junior School SEN Policy.
- A copy of the SEN Register, provision maps and tracking information.
- 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, targets set and copies of their Support Plans and tracking documents.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Pupil Progress Meeting information
- 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 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.

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 SEN; those with Education, Health and Care Plans and those without. We work very closely with families and other stakeholders involved

with our children. A guide to West Bridgford Juniors School's admissions is available on the school website at: **www.wbjs.com**

Transition

Transfer to Key Stage Three

- The SENCO from The West Bridgford School is invited to the Year 6 reviews and there is close liaison with the head of Year 7. When a child is moving to a different secondary school we would also contact and liaise with the relevant staff.
- In the summer term the KS3 SENCO at both feeder schools invites pupils for whom there are concerns regarding transfer, for extra visits.
- Transfer forms are completed by the Year 6 class teachers. Relevant documentation is transferred indicating the child's needs, placement on the register, relevant assessments, special arrangements that have been made at KS2 SATs and the nature of current support.
- The SENCO informs the feeder schools of any pupils with specific learning needs, and if any special arrangements have been made at KS2 SATs. The KS3 staff visit West Bridgford Juniors to discuss all children on Special Needs Register and may attend transition meetings, if appropriate.

Transfer from Key Stage One

- Since September 2026, we are now in a Federation with West Bridgford Infant School, with the Executive Head teacher and SENCO currently working across both schools. This has helped to aid a smoother transition process.
- Transition into school, between classes and onto their next school is carefully managed by all the staff. Parents receive a booklet explaining the provision of learning support upon the admission of their child to West Bridgford Junior School. At the end of each year the staff attend a feed forward meeting with the new teachers of their old class. All relevant information including details of any interventions used, strengths and needs of the child are discussed and passed on.
- The SENCO attends the reviews of the Year 2 children transferring in September. At the reviews, parents will be invited in the Summer Term if they feel they require another meeting.
- The SENCO from KS1 passes on relevant information to the SENCO, who then disseminates it to the year 3 team.
- Pupils are invited to WBJ for the afternoon to meet their 'Buddies' and this is an opportunity for the class teachers and teaching assistants to meet the children and discuss their needs with the SENCO, if appropriate
- Pupils are invited for a morning 'Class swap' to meet their new teacher, teaching assistant.
- In the summer term some children will, with TA supporting transition, attend extra visits at West Bridgford Junior School to familiarise them with the building and meet key staff.

Specialist SEN provision

West Bridgford Junior School currently has 28 pupils on the SEN Register (Sept 2026), although this is continually under review and there is a variety of needs that require different levels of support. We still maintain a list of 'vulnerable' children. All teachers and teaching assistants in school have received specialist training in areas of SEND needs and provision. Where staff need training to support a child, we try to access this as soon as possible.

Facilities for pupils with SEN

Physical Environment

The school has been partially adapted to accommodate children with a physical disability. The main entrance to the school and building has a ramped approach and door suitable for wheelchair access. There is also a ramped approach and door suitable for wheelchairs that can be accessed from the playground. Both access doors have handrails. Soft touch taps and handrails are fitted in the Year 3 boy's toilet. There is one purpose-built access toilet in the main entrance which is equipped with a changing plinth. There is also an access toilet at our annex on Tudor Road.

Assistive technology

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

Curriculum access

Strategies may include:

- Adaptive teaching
- Preparing children before lessons (Pre-teach)
- Using technology and other supporting resources such as Clicker and Doodle Maths
- Specific, targeted interventions
- Individual and group teaching / support session with a TA
- Co-operative grouping, for example gender specific or mixed ability
- Pair working and buddying
- Specially prepared learning materials
- Visual and hearing support
- Disability access
- Specialist equipment

Allocation of resources for pupils with SEN

All pupils with SEN 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 SLT, SENCO and class teachers. Some pupils with SEN may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. The Family of Schools comprises of a secondary school (The West Bridgford School) and its feeder primary schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCOs will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

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 primaries 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 SENCOs in the family of schools. The support plan, children's work and informal observations are then moderated and agreed upon by the Family of Schools SENCOs. The AFN money would fund targeted support for named children.

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

The West Bridgford Family of schools includes:

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

Identification of pupils' needs

Identification
See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

a) During a child's school career parents or a class teacher may raise a concern. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
b) The same monitoring will take place for any pupils whose progress may be affected by emotional or behavioural needs.
c) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
d) The child's class teacher will take steps to provide differentiated learning opportunities 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.
e) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
f) Through (b) and (d) it can be determined which level of provision the child will need going forward.
g) If a pupil has recently been removed from the SEN list, they may also fall into this category as continued monitoring will be necessary.
h) Parents will be fully informed 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.
i) Pupil progress meetings are used to monitor and assess the progress being made by the child.

Published tests
KS2: Year 6 will complete SATs in the summer term
Year 4 complete multiplication check in June.

Other assessment systems

- B Squared Pre-Key Stage Primary Steps
- Dyslexia screening
- Boxall Profile

School Support

Once a pupil has been identified as possibly having SEN 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 differentiated learning opportunities 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 SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. 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. The child is recorded as being under observation due to concern by the parent or teacher but this does not place the child on the school's SEN list. If a pupil has recently been removed from the SEN list they may also fall into this category and continued monitoring will be necessary. Pupil progress meetings are used to monitor and assess the progress being made by the child.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEN 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, 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. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, 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 SENCO and SEN Manager 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 areas for development, 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 an EHCP 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
- Specialist Support Services
- Educational Psychologists
- Social Care
- Health professionals

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

Further information about EHC Plans can found via the SEND Local Offer:

Nottinghamshire's SEND Local Offer - Your Notts Directory

or by speaking to the Integrated Children's Disability Service Duty Officer
Telephone 0115 804 1275
E-mail: icds.duty@nottscc.gov.uk
Website: Integrated Children's Disabilities Service

or by contacting the Ask Us Nottinghamshire
on: **0800 121 7772 or email: 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 in 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.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN 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 SEN 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.

Provision and interventions for children with SEN as well as other groups (e.g. children with EAL, children receiving pupil premium and looked after children) is recorded on the pupil progress information. The SENCO can then use this information to provide year group or whole school provision maps.

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 SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- 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 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 Class teacher / 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 takes into an account different learning styles and sensory needs.

Inclusion of pupils with SEN

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 which includes the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Rushcliffe Primary Behaviour Partnership, the Multi-Agency Safeguarding Hub, Health services (including speech and Language and CAMHS).

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Staff make on going assessments as well as using a variety of assessment tools (see identification methods section 8). Staff also meet in the autumn, spring and summer terms to discuss progress with the parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Termly pupil progress meetings (PPMs) with the Executive Head Teacher/Head of School, SENCO and year group teams are held to monitor progress of different groups including children with SEN.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the Executive Head Teacher/Head of School, SENCO and Inclusion link Governor. Information is gathered from different sources such as feedback forms, pupil progress meetings, 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 the school improvement plan.

Complaints procedure

Parents are encouraged to contact the teacher in the first instance and arrange a convenient time to discuss any concerns. As far as possible, these concerns would be addressed by the teacher and any SEN support staff involved working with that child. If this is not possible, the SENCO/Headteacher will become involved. When concerns cannot be resolved within this existing framework, the parents may appeal (via the LA complaints procedure) to the governors of the school.

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 Head Teacher, who will be able to advise on formal procedures for complaint.

Professional Development

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 has access to the following training programmes:

- National College training
- The family of school's support and use expertise within the schools to share best practice where possible.
- The Rushcliffe Primary Behaviour Partnership has provided training for teaching staff, and TAs on behaviour management and will continue to offer support where necessary.
- Specialist Inclusion Support Services (SISS) provide training as well as sign posting a range of training that is available. Some of which has included the use of Numicon as a Maths intervention resource and the use of B Squared Pre-KS Steps and Engagement Model to assess children with SEN.

- The Educational Psychologist also provides a variety of training opportunities
- Members of staff have received training in ELSA (Emotional Literacy)
- Individual staff also attend training to support specific needs.

The SENCO attends relevant SEN courses, 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 SEN issues and we have funding available to support this professional development. The SENCO and senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. There is a whole staff SEN meeting once a term as well as weekly TA meetings to discuss the needs of the children, share best practice and disseminate information. It is led by the SENCO.

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 SENCO who will then inform the child's parents.

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

- Rushcliffe Primary Behaviour Partnership
- Physical Disability Specialist Services
- Integrated Children's Disability Services
- Neurodevelopmental Behaviour Support Services
- Occupational Therapy
- Specialist Family Support Services
- Speech and Language Therapy Service
- Educational Psychology Service
- Occupation Health Service
- School nurse
- Community Paediatrician
- CAMHS
- Mental Health Support Service
- Ask Us Nottinghamshire (formerly Parent Partnership Service)

Working in partnerships with parents

West Bridgford Junior School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
b) continuing social and academic progress of children with SEN
c) personal and academic targets are set and met effectively

West Bridgford Junior 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.

Parents are invited to reviews to contribute to their child's needs. Information on support agencies is available from the SENCO. School 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 **admin@wbjs** Tel: 0115 9140201

As a minimum entitlement, parents are kept up to date with their child's progress through parent consultation evenings in the autumn, spring term and summer term. Reports are given at the end of each year. We offer a transition meeting at the end of the Summer term before the child moves into the next year group and a new teacher.

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 SEN to the local authority *Ask Us Nottinghamshire* (formerly Parent Partnership) service 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 SEN link Governor, Lucy James, may be contacted in relation to SEN matters via the school office.

Links with other schools

The SENCO will work 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

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 (Support Plan)
- Progress meeting notes

Links with other agencies and voluntary organisations

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

- Specialist Family Support Services
- Rushcliffe Primary Behaviour Partnership
- Speech and Language Therapy Service
- Educational Psychology Service
- School Nurse
- Family Services
- Community Paediatrician
- Occupational Health
- Ask Us Nottinghamshire

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN 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.