



Special Educational Needs Policy

John Hunt Academy Special Educational Needs Policy

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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	5
4. Admission arrangements	6
5. Specialist SEN provision	6
6. Facilities for pupils with SEN	6
7. Allocation of resources for pupils with SEN	6
8. Identification of pupils' needs	7
9. Access to the curriculum, information and associated services	13
10. Inclusion of pupils with SEN	14
11. Evaluating the success of provision	14
12. Complaints procedure	15
13. In service training (CPD)	15
14. Links to support services	15
15. Working in partnership with parents	16
16. Links with other schools	17

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.

More details about the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

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

John Hunt Academy is an inclusive school where everyone is made to feel welcome within a safe, nurturing and happy environment. In our school, we aim to provide a broad, balanced, relevant and differentiated curriculum for pupils irrespective of their

ability, race, gender, background or beliefs. We strive to ensure that each child is able to reach their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability. We value and respect the opinions of our children, their parents/carers and all the staff who work in school; recognising the importance of strong links between school, home and the community and we work hard to develop and strengthen these connections. We acknowledge the importance of developing self-esteem and a positive self-image for all children and strive to recognise and reduce the barriers to learning and participation.

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*.

The SEN aims of the school

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- To ensure that SEN pupils take part as fully as possible in all school activities.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.
- To ensure that all pupils regardless of their difficulties achieve their full educational potential.
- To develop a whole school approach towards pupils with SEN which is understood by all.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to face and overcome the challenges they meet.

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 feeding schools or early years settings - where applicable] prior to the child's entry into the school via a home visit.
- 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 full access to the National Curriculum. This will be co-ordinated by the [SENCO and curriculum leaders] 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 SEN 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 SEN policy and the school's SEN work.
- Work with and in support of 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. This means [providing regular one to one meetings between pupils and their teacher/SENCO] and will be made easier by carefully monitoring the progress of all pupils. 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. membership of the School Council].

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for, and co-ordinating the day to day provision of, education for pupils with SEND is Jo Glass for KS2 and Laura Proctor for Foundation and KS1 (SENCO). The SENCOs can be contacted by phone through the school office: 01636682007 or school email office@johnhunt.notts.sch.uk

Arrangements for coordinating SEN provision

The (SENCO) will hold details of all (SEN Support records such as provision maps, IEPs or alternatives or structured conversations and subject targets) for individual pupils.

All staff can access:

- John Hunt Academy SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- 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 IEP or alternative records of targets set/outcome monitoring.*
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents 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.

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.

Where appropriate, upon admission to John Hunt Academy, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. Likewise, for children with identified needs transferring to other settings, i.e. secondary schools, transition meetings will be held between parents, both settings, support agencies and sometimes the child. Individual plans of action to aid transition may be created.

Information about admission to John Hunt Academy and to primary school admissions in Nottinghamshire is available on the school website: <http://www.johnhuntprimary.co.uk/> or <http://www.nottinghamshire.gov.uk/admissions>.

LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transition within school

School strongly believe in the importance of preparation and communication when considering the transition of pupils with SEND, either to new classes and/or key stages. The SENCo discusses transition arrangements and strategies in advance with parents, teachers and teaching assistants who work with and support the child; taking into account the individual needs of the child, barriers to learning, teaching approaches and resources that suit the child. Everyone's views and ideas are considered before agreeing what is required for each individual child to have a successful and supported transition. Information is then given to all relevant staff, who will have interaction with the child; allowing time to prepare for and implement the strategies agreed.

For new Reception aged children, we encourage them to visit the school prior to starting and this is done through a series of transition days. These are timetabled so that children can have an experience of either end of the school day.

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

- We write social stories with children if transition is potentially going to be difficult.
- We also work closely with parents to help this be as smooth a transition as possible.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We liaise closely as children move between year groups to ensure all staff are aware of children's needs.

If your child has complex needs and has an Education Health & Care Plan, then a review will be used as a transition meeting during which we will invite staff from both schools to attend and any other relevant professionals.

Transfer to other educational settings

The John Hunt SENCo informs her secondary school colleagues (and any other secondary school or setting children may transfer to) about children with recognised additional needs. Where it is felt appropriate, the secondary SENCo is invited to review meetings during a child's Year 6, or at earlier time if this is more beneficial, to discuss with parents how their child will be supported in the setting and to enable parents and pupils to make informed choices about secondary school.

The John Hunt SENCo then liaises closely with parents/carers, her colleagues in other settings and other agencies to make detailed transition plans, which are then implemented by relevant staff from both settings.

Specialist SEN provision

To support the pupils in school identified with having SEN the school employs a number of Teaching Assistants and Care Assistants across school. The Governing Body reviews the staffing structure when need arises to ensure that sufficient provision is in place. We are committed to whole school inclusion. For more information on our provision for inclusion, see section Inclusion of Children with SEN

Facilities for pupils with SEN

The school has a range of specialist SEN facilities in place. These are:

- Lift access to a room in the Victorian building.
- Hygiene suites located in the foundation block, KS1 building and Main Building.
- Wheelchair access to all buildings via ramps.
- Lighting is now compliant with EU regulations.
- Extended time is applied for, for children taking SATs also scribes and readers if required.
- Specialist equipment is acquired for children as required. This could include, seating, technology, adaptations to toilets and buildings.

Allocation of resources for pupils with SEN

All pupils with SEN will have access to Element 1 and 2 of a school's budget. 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 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 SENCO 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.

All schools in the Nottinghamshire County receive funding for pupils in these main ways:

The process for allocating resources within the school setting follows this pathway and is in line with Nottinghamshire County Council's graduated approach.

1. Discussion between the class teacher and the SENCO in the first instance to raise a concern. The SENCO will direct the class teacher to appropriate resources within the school setting that could meet the pupil's needs. The SENCO and the class teacher will monitor the outcomes of this provision and determine whether progress has been satisfactory or provision requires escalation.

2. If additional resources, including staff resources, are required to meet the needs of the pupil then a discussion between the SENCO and senior leadership team would take place. Discussion needs to consider different funding streams that are relevant to the pupil's needs. This could include Pupil Premium, Continuing Care Packages and using the Capitation Element of school allocation for inclusive technology and adaptive furniture. An individual plan is drawn up, detailing provision and how it will be coordinated.

3. When additional resources have been allocated but the pupil has not progressed as expected, the SENCO will consider requesting input from external agencies and/ or advice and support from the Newark Town Family SENCO Group. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of this provision.

4. If the additional resources required amount to a cost which is greater than £6000, then additional funding can be considered by the Family of Schools through the moderation of an AFN bid (Additional Family Need). Within the moderation process, the child's needs are matched against those of similar needs within the family and funding is allocated accordingly. If a child's needs continue to escalate, or are at a high level within the AFN category, further review and support can be sourced from the Local Authority SEND officers.

5. Pupils identified with more complex needs who have been moderated by the Family of Schools as HLN (Higher Level Needs), will be referred to a multi-agency panel for further funding consideration.

It is the responsibility of the Headteacher, SENCo and governors to agree how the allocation of resources is used. The SENCo and the Headteacher will allocate the funding in the best way they believe necessary to support individual children's needs. This will follow discussion with parents, staff and other agencies and consider suggestions made and the effectiveness of resources already used. Use of funding may include:

- Adult support within the classroom/outside the classroom as part of a small group
- Adult support on an one to one basis in the classroom/outside the classroom
- Assistive technology

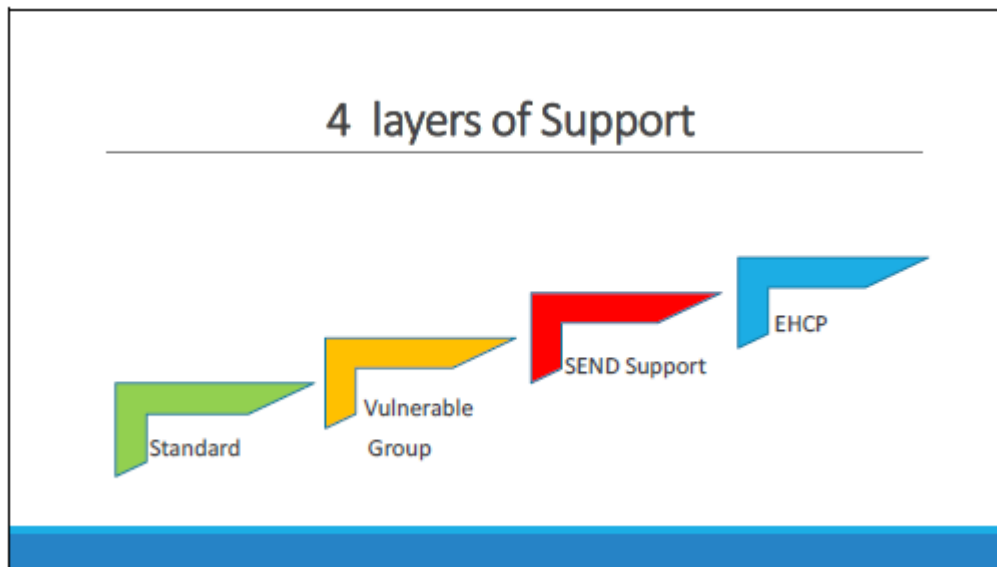
- Software
- Intervention packages
- Staff training
- Specialist bought in staff e.g. counsellors

We follow the LA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils' with SEN can be identified through the provision map. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Identification of pupils needs

Identification

School follow the Nottinghamshire 'Graduated Approach' which states that '**Every Teacher is a Teacher of SEND**'.



The 'Graduated approach' clearly outlines steps showing 4 layers of support, to aid identification and levels of support as follows:

The type of provision required for children at each of the 'Layers of Support' is indicated below:

Standard Provision

- For all pupils (including those with SEND)
- Good Quality Teaching (Quality First teaching)
- Regular Assessment
- Lessons planned to address potential areas of difficulty
- Removing barriers to learning
- Understanding of different learning styles
- Adapting teaching style

Vulnerable Group

- Interventions/booster groups to reinforce learning (Could be short-term)
- Could have a diagnosis
- Additional consideration at key transitional points
- Redeployment or reorganisation of existing school resources could cater for the types of provision delivered to this group of learners.

SEND Support

- Access to provision which is additional to and different from what is normally available
- Involve parents more closely in discussing needs
- School to create a SEND Support Plan to outline needs and provision more fully.
- Use best endeavours to ensure needs are met
- Records should be shared with parents and all staff with specific agreed outcomes for the individual pupil
- Specialist services likely involved where necessary

Education and Health Care Plan

- Document which sets out the education, health and social care needs a child or young person has and the support that is necessary to cater for those needs.
- Severe and complex long term needs that affect everyday life.
- Requires provision and resources that are not normally available in school.
- Requires intensive support from more than one agency.
- Despite high levels of support is making limited or no progress.

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the school records, the pupils' profile will include:

- Information from parents
- Information on progress and behaviour where appropriate
- Pupil's own view
- Information from other professionals working with the family/pupil

Teaching SEND pupils is a whole-school responsibility. The core of the teacher's work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting pupils' needs.

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.

- b) 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.
- c) 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.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) 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.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

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. 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 consider 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 /subject 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

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:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

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.

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. The school strives to be an inclusive school, creating a sense of community and belonging through its commitment to an:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all pupils
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

At John Hunt Academy we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are fully included within mainstream classes and every effort is made to ensure that reasonable adjustments are made to ensure all pupils have full access to the curriculum and are fully included into all aspects of school life.

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEN pupils

When it is considered necessary, colleagues from the following support services may be involved with SEN pupils at School Action Plus:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Traveller Education
- Education Service for Physical Disability
- Counsellors
- Play Therapists
- Social Workers
- Targeted Support Workers
- Family Support Workers
- PSED team

In addition, important links are in place with the following organisations:

- The LA
- Specialist Services
- Education Welfare Officer
- Children and Young Peoples Services

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

Sometimes, we operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed, this ensures that we can also work together and there is a constant line of communication.

If your child has complex SEND they may have an EHCP (Education, Health and Care Plan), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

The SENCO will work with all outside agencies that are involved in the welfare of your child.

How will my child be able to contribute their views?

We pride ourselves on our close relationship with all our pupils. We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through Pupil Voice which has an open forum for any issues or viewpoints to be raised.

Children with SEN are asked formally to consider their views on their progress towards targets termly, but this will form part of the working dialogue between staff and children on a regular basis.

If your child has an EHCP (Education Health & Care Plan) their views will be sought before any review meetings.

PARTNERSHIP WITH PARENTS

John Hunt Academy firmly believes in developing a strong partnership with parents and that this will enable pupils with SEN to achieve their potential. We recognise that parents have a unique overview of their child's needs and how best to support them, and this gives them a key role in the partnership. The school will make available to all parents of pupils with SEN, details of the parent partnership service available through the LA.

A SEN information page is actively updated regularly on the school website, notices and flyers are posted around the school and the SENCO sends relevant information out to parents and carers

THE VOICE OF THE PUPIL

At John Hunt Academy, we encourage pupils to participate in their learning by

- Including pupils in the planning and reviewing of curricular targets
- Including pupils in the planning and reviewing of their individual targets
- Using signs and symbols and visual prompts
- Encouraging pupils to self-evaluate their progress at regular intervals.

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 SLT together with 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', Early Help Unit, Multi-Agency Safeguarding Hub and SBAPs.

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.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. At John Hunt Academy, this will involve monitoring the effectiveness of interventions used to support the children.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and head teacher /SEN governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Some of the questions on the feedback form may include: questions concerning how individual pupils feel about the care and support they receive; how difficult they find lessons and what they feel would support them more; how effectively parents feel they are consulted and informed about their child's needs as well as the progress they make.

Evidence collected will help inform school development and improvement planning.

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 SENCO, who will be able to advise on formal procedures for complaint. In all instances the first point of contact to discuss initial concerns should be with the child's class teacher.

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. All staff are encouraged to attend courses that help them to acquire skills needed to work with SEN pupils and the SENCO will coordinate and/or lead school-based INSET to develop awareness of resources and practical teaching procedures for use with SEN pupils. ECTs and staff new to the school will be provided with opportunities to familiarize with the SEN policy as part of their induction. The school's INSET needs will be included in the School Improvement Plan.

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

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:

- Educational psychologists
- Medical officers
- School Nurse Service
- Speech and Language therapists
- Physiotherapists
- Occupational Therapists
- Hearing impairment services
- Visual impairment services
- Traveller Education

- Education Service for Physical Disability
- Counsellors
- Play Therapists
- Social Workers
- Targeted Support Workers
- Family Support Workers
- PSED team

In addition, important links are in place with the following organisations:

- The LA
- Specialist Services
- Education Welfare Officer
- Children and Young Peoples Services

Working in partnerships with parents

John Hunt Academy 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

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 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 governor Kirsty Edwards may be contacted at any time in relation to SEN matters.

Links with other schools

The school is a member of The Newark Town Family SENCO group. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Refer to earlier in the document for transfer arrangements for children between schools.

Next review: September 2026

The effectiveness of our policy will be reviewed annually by the SENCo in conjunction with the Headteacher and shared with Staff and Governors to ensure it reflects our current practice and any local or national developments.