



# Special Educational Needs and Disabilities Policy

DOCUMENT ORIGINS			
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Senior leader responsible for the strategic approach to SEND at school	SENDCo		
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DOCUMENT VERSION HISTORY		
Revision date	Author of changes	Summary of changes

Our Special Educational Needs and Disability Policy includes all of the information required by the SEN Information Report which is a requirement of the SEN Code of Practice 2014 and the update in 2015.

## Objective

This policy sets out to explain how Carrington Primary and Nursery School makes provision for pupils with Special Educational Needs and Disability (SEND), in line with current legislative requirements - Special Educational Needs and Disability Code of Practice 0-25 years 2014, (updated Jan 2015), Equality Act 2010 and the values derived from the Local Authority.

## Ethos

Carrington Primary and Nursery School is a mainstream school where we pride ourselves on an inclusive culture, where every child is valued as a unique individual. We aim to ensure that every child has equal access to the curriculum enabling them to reach their highest standards.

We seek to create a stimulating environment which responds to the strengths, needs and individuality of our children. Our friendly and supportive atmosphere encourages good progress and high achievement where all children feel valued and where they develop a belief they can achieve anything. We nurture an enthusiasm and confidence for life-long learning through a broad and balanced curriculum.

If you require further information about the provision for pupils with SEND in our school, or if you are concerned that your child may have Special Educational Needs, please talk to your child's class teacher or contact the school's Special Educational Needs Co-ordinator (SENDCo): Mrs Louisa Swankie.

We believe that:

- All children benefit from mixing with a wide variety of children and adults. We actively promote the nurture and inclusion of children from all cultures and backgrounds, including disabled children and those with special educational needs.
- The feelings and opinions of the child are valued and responded to.
- Children with special educational needs have a right to a broad and balanced curriculum and to be educated alongside other children.
- Children should be supported to achieve their full potential: socially, emotionally and academically.
- They should have a class teacher who is responsible for their learning; supported by the wider SEND team.
- Parents have a vital role to play in supporting their child's learning.

## A Graduated Response to SEND

All staff have a responsibility for identifying students with SEND (see Appendix One). Class teachers have the overall responsibility of ensuring that the curriculum will be adapted, differentiated and delivered in an inclusive way

## **Aims for Children with Special Educational Needs and Disability (SEND)**

- To provide the necessary support, teaching methods and resources to ensure that all our children reach their full potential within a broad and balanced curriculum.
- To integrate all children regardless of their needs in conjunction with the City's School Inclusion Policy.
- For the school to act and intervene at an early stage if there are concerns over a child's development.
- To identify and assess a child's difficulties in order to provide them with clear achievable targets to allow appropriate progress in their development.
- To ensure that children with physical, sensory, emotional and behavioural difficulties are provided for in order to access the curriculum as fully as possible.
- To consult and work alongside outside agencies to guide and assist us in our provision for children with specific needs.
- To work in partnership with parents and carers, keeping them informed about their child's learning and achievements.
- To support all staff in working together to identify needs and making quality provision for children with special educational needs.
- Wherever possible, to share learning objectives with all children, including those with special educational needs, to involve them in evaluating their own progress and in setting new targets.
- To develop better understanding and support strategies through CPD.
- To keep the Head Teacher, Senior Management Team and relevant Governors fully informed of matters arising concerning special needs.

## **Definition of Special Educational Needs and Disability**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

"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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

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

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014)

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

## **Roles and Responsibilities**

Carrington Primary and Nursery School recognises that provision for children with SEND is a matter for the school as a whole. Roles and responsibilities with regard to SEND are designated in the following way:

### **Headteacher**

To allocate roles and responsibilities to staff so that special needs are met.  
To liaise with staff, SENDCo, support services, parents and pupils.  
To report to governors on the needs of the SEND children in their care.  
To delegate the organisation of review meetings to the SENDCo  
To ensure that the needs of SEND children are met within the school.

### **SENDCo**

To play a key role in delivering the strategic development of the SEND policy and provision  
To oversee the day-to-day operation of the school's SEND policy.  
To monitor the needs of SEND and other vulnerable children together with the Headteacher and class teachers.  
To assist with and advise on the teaching and assessment of children with SEND.  
To organise annual EHCP reviews and SEN support reviews as required.  
To ensure Provision Maps are written and reviewed termly.  
To ensure that provision for pupils with SEND is mapped.  
To ensure that the impact of SEND interventions is assessed for each pupil.  
To meet regularly with the Headteacher to discuss individual children, resources and use of time.  
To give advice on the level of support and on appropriate resources and strategies to support learning.  
To ensure that the school's SEND register is updated regularly.

To lead the annual review of the SEND policy.  
To contact other support services in consultation with the Headteacher and class teachers.  
To organise and/or deliver CPD in response to audit of staff need and school improvement priorities.  
To meet with parents and pupils to discuss and support needs and progress.  
To report to governors as requested by the Headteacher.  
To work in conjunction with the class teachers.  
To manage Teaching Assistants.  
To keep their own skills updated by reading, research and attending INSET on SEND and appropriate related external courses.

### **Class Teachers**

To identify the special education needs of individual children in their class in partnership with the SENDCo.  
To know which pupils in their class are on the SEND Register and at what stage.  
To maintain records for the children with SEND in their class as part of their assessment for learning records.  
To write an Individual Provision Map for pupils for each block of intervention, for those with an Education Health and Care Plan or who are in receipt of Higher-Level Needs (HLN) funding.  
To ensure that these Provision Maps are reviewed with the parents (and child if appropriate) at least three times a year at parents' evenings.  
To maintain a detailed Pupil Passport identifying barriers to learning, and the strategies deployed to support each child with special needs.  
To ensure TAs are supporting pupils in their class, as directed.  
To ensure that the Head Teacher and other colleagues are aware of children's needs.  
To provide 'Quality First' teaching and learning experiences which are appropriate to the needs of the child.  
To attend appropriate INSET and courses.

### **Teaching Assistants (under the guidance of the class teacher)**

Carry out activities and intervention blocks planned by the class teacher and the SENDCo.  
To keep records of this work as requested.  
To support children in class or by withdrawing individuals and small groups for targeted intervention. To attend INSET and courses where appropriate.  
To be fully aware of the school's SEND policy.

### **Governors**

Governors to have responsibility for the implementation of the SEND policy.  
To be fully involved in developing and monitoring the SEND policy.  
To have up to date knowledge about the school's SEND provision, including funding.  
To know how equipment and personnel resources are deployed.  
To ensure that SEND provision is an integral part of the School Improvement Plan.  
To ensure that financial resources are available to carry out the SEND policy.  
To ensure the quality of SEND provision is continually monitored.

To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.

To liaise with the Headteacher, SENDCo and staff.

To report annually to parents on the implementation of the SEND policy and any changes during the school last year.

### **Identification and Assessment of SEN Concern**

Early identification of pupils with SEND is essential in order that assessment of need can take place and to ensure that effective provision is put into place in accordance with the Code of Practice, 2014 (updated Jan 2015).

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. At Carrington we are always alert to emerging difficulties and respond early. In particular, parents know their children best and so we always listen and understand when parents express concerns about their child's development. Parents should initially speak to their child's class teacher if they have concerns about their child.

We also listen to concerns raised by the children themselves.

### **Concern**

If a class teacher has concerns about a child, these concerns will be discussed in the first instance with the SENDCo, who may suggest that the class teacher should monitor the child's progress or behaviour for a period of time. Once this concern has been registered, the class teacher will work closely with the child in the normal classroom context; observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child, e.g. additional support from the Teacher or Teaching Assistant. The triggers for intervention could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving quality first teaching, adaptive teaching and differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted specifically towards a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural needs.
- Has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty or delay

### **Stage 1:**

If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SENDCo, about whether the child needs to go on the SEND register at the level of SEN Support. The SENDCo will then contact the parents about the child's needs, offering them a meeting if required. A decision may be reached at that meeting to begin SEN Support, in which case the child's name must

be entered on the SEND Register and the class teacher must include the pupil in their SEND records and provision mapping for that class. Children at this stage should be offered extra support from within the school's resources (eg. Interactive Music, Social Skills groups, Precision Teaching, Switch On Reading or Maths Fluency Project) and this will be recorded on the class provision map.

## **Stage 2:**

If the class teacher is still concerned after a further period of monitoring and intervention, a decision will be made by the SENDCo and Headteacher about whether outside agency support needs to be sought from the school's Educational Psychologist (EP) and any other assessing professionals, (eg Inclusive Education Service, CAMHS). A meeting will be arranged with parents to discuss the concerns and for consent to be given to involve the appropriate assessing professionals. The SENDCo in conjunction with the class teacher, will provide them with up to date information about the pupil, including all previous interventions. It is likely that this decision may come after it becomes clear that, despite appropriate interventions, the pupil is failing to access the curriculum at an appropriate level. At this stage external support services, both those provided by the LA and by outside agencies, will usually see the child. This will occur in school if that is appropriate and practicable, so that they can advise teachers on Individual Provision Map targets and accompanying strategies.

The triggers for involving specialist agencies are:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels significantly below that expected of children of a similar age.
- Continues to have difficulty in developing English and mathematics skills.
- Has emotional or social challenges, which result in behaviour that substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour support programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place by the school have had little or no impact on learning or progress.

## **Progression to Education Health and Care Plans (EHCPs)**

For children living in Nottingham City the first stage is for school staff to meet with parents to jointly complete the EHCP assessment request paperwork. This paperwork is then sent to the Nottingham City Council SEN team who will decide whether a formal assessment will take place. If a decision is made to assess, all professionals



involved in supporting the child will be asked to submit reports. A decision is then made at a panel, after a review of all this evidence, about whether an EHCP will be issued.

The EHCP replaced the Statement of Special Needs in Sept 2014. It will provide the same statutory protection as the Statement of SEN. However, because it covers children and young people from birth to the age of 25, it will extend the rights and protections to young people in further education and training. The EHCP will be reviewed at least annually to maintain its relevance to the child/young person.

Documents regarding the process and the criteria can be found on the LA website: -

**Email:** [special.needs@nottinghamcity.gov.uk](mailto:special.needs@nottinghamcity.gov.uk)

**Tel:** 0115 876 4300

The Special Educational Needs Team  
Glenbrook Management Centre  
Wigman Road  
Billborough  
Nottingham  
NG8 4PD

Throughout the assessment period the child will continue to receive SEND support as detailed in their individual provision map

In exceptional circumstances a child may be referred for an EHCP as soon as a diagnostic or medical assessment has been carried out. This can be done if school considers that the child needs immediate specialist intervention. The SENDCO will discuss the needs of the child with the Headteacher immediately that concerns are raised.

Once an EHC Plan has been made and accepted, the school, through the SENCO will ensure that:

- The child's records are maintained
- The child's individual provision map is in place
- Teachers monitor and review the child's progress on a regular basis. This will include an Annual Review, reporting results and recommendations to the LEA
- Provision, curriculum and pastoral care will be monitored

Any changes in the child's special educational needs will result in a review meeting being held at the earliest opportunity.

### **Provision Maps**

Provision maps detail the interventions that a child is included in that are "additional to" and "different from" the quality first teaching and adaptive curriculum strategies that are available to all children. The provision we make at Carrington Primary and Nursery School is based on the good practice detailed in the Nottingham City Council



Provision Maps, a guidance framework for each identified area of need. For example: children with ASD, children who are Visually Impaired (VI) etc.

These detail the Curriculum and Teaching, Assessment and Pastoral support that children with particular needs may benefit from access to. These maps are not an “all encompassing” exhaustive list. They are a guide to support the inclusion of children with special educational needs or a disability. Therefore, children will not receive all of the interventions or support listed at any one time, but they may also receive additional interventions not included on the list.

A copy of the Nottingham City Provision Maps can be found on our school website.

All pupils on the SEND register at SEN Support must have an individual provision map. Any child with an Education Health and Care Plan (EHCP) or who are in receipt of Higher-Level Needs (HLN) funding must have an individual Provision Map. These provision maps must be reviewed at least three times a year, with the parent and the child if it is appropriate to include the child. This should ideally be done at Parents Evenings; if not a separate time will need to be made.

If a pupil is making sustained good progress, review meetings can be used to consider removing the child from the SEND Register. Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next step on the register. eg from SEN Support – Stage 1 to involving other professional at SEN Support – Stage 2, or from SEN Support Stage 2 to starting the EHCP process. There must be clear evidence of when targets have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to beginning the EHCP process

### **Reviews of Education Health and Care Plans (EHCPs)**

If a child has an Education Health and Care Plan these must be reviewed annually. The review will be chaired by the SENDCo. Reports will be submitted by the Class Teacher, Teaching Assistant and anyone else working with the child, e.g. the Speech Therapist, Educational Psychologist. If there are concerns about the progress or behaviour of a pupil with an EHCP then an EHCP Review can be held at any time during the year and more than one can be held in the course of a year. The EHCP Review can be used to request additional support or changes to the EHCP. In the unfortunate event of a pupil with an EHCP facing Permanent Exclusion an Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

### **HLN Funding**

HLN funding is allocated to pupils receiving SEND support, or with an EHCP, who experience the most significant barriers to learning and participation. These pupils will have on-going involvement from external support services in planning and reviewing the provision they require that is additional to and different from quality first teaching. This funding comes from the High-Level Needs block of funding allocated to the Local Authority, in order to meet the needs of pupils for whom the overall cost of provision is

greater than £10,000. The SENDCo will request HLN funding for any children the school feel meets these criteria.

### **Effectiveness of SEND Provision**

The effectiveness of the SEND provision at Carrington Primary and Nursery School is analysed and reflected upon as part of the school monitoring and evaluation cycle by the Headteacher and Senior Leadership Team, which includes the school's SENDCo. We use a variety of indicators to measure the progress that children with SEND make including teacher assessments, evidence in books, standardised assessments such as National Tests, B-Squared tracking and also progress against provision map or other individual targets.

The progress of children will be regularly shared with parents through informal discussions, parents' evenings and school reports. Interventions are aimed at being short term to allow a child to 'catch up' or 'keep up'. Interventions are closely monitored by the SENDCo and the Senior Leadership Team under the direction of the Headteacher to ensure they are appropriately delivered. This will also identify any further training required.

Interventions may be delivered by Teachers, members of the SLT and Teaching Assistants. Interventions are assessed and monitored for their effectiveness and impact on the child. The person running the intervention will keep a running record of progress against specific targets within an intervention and the progress of individuals linked to these specific targets.

The SENDCo will have the responsibility of ensuring the intervention is able to be carried out as timetabled. Alongside the Assessment Leader, they will collect data and evidence to determine impact on individuals which will then be shared in an annual report on SEND provision and impact across the whole school.

The effectiveness of SEND provision, together with statistical analysis of SEND, will be published in an end of academic year annual report on the school website, shared with Governors and parents of children with SEND. This is in line with the requirement of The Children and Families Act 2014. Changes will be updated annually and any changes occurring during the year will be updated as soon as possible.

### **Transition**

Transition arrangements are provided for children with SEND on admission to the school, when they are moving on to the next class or key stage, and in preparation for a new school or setting. These are managed by the SENDCo under direction of the Headteacher.

The SENDCo manages the admission of pupils with SEND to the school through liaison with parents, external agencies and if applicable previous schools/ settings. e.g. nurseries, pre-schools, child-minders. Information is shared about the needs of the child and the support that will be required.

For children with complex needs this may involve the SENDCo attending a Multi-Agency Meeting (MAM) or Team Around Child (TAC) Meeting prior to the child starting school where all agencies will be present to discuss and support transition.

The SENDCo may also need to apply in advance for additional HLN funding to support the school in meeting the child's needs or to the Disabled Access Group (DAG) Panel to ensure the school is accessible for the child.

The SENDCo will then support the class teacher and other support staff in preparing for the child's admission. This will include ensuring any relevant training needs are met. e.g. Moving and Handling, Positive Intervention.

Additional visits to school may be offered for the parents and child, to supplement any other admissions arrangements for new children to the school. For some children, a staggered transition to full-time school may be suggested by school and outside agencies to ensure that a child's needs can be fully met, appropriate support can be put into place, the child can develop positive relationships with the adults they will be working with, and school are positively supporting a child's well-being in a time of great change and possible stress. This will be discussed and agreed with parents/ carers and the Head Teacher prior to them starting school wherever possible, and there will be a clear plan on how the child's hours will be increased to the level of other children their age that will be regularly shared with parents/ carers.

### **Moving to a new class or key stage**

Information is shared about the needs of the child and the support that will be required, by the current class teacher with the next class teacher and any support staff during a transition meeting. Prior to the transition meeting, the current class teacher makes sure that any records about the child are up-to-date, including the child's Pupil Passport and are shared with the new teacher to ensure continuity of provision for the child's needs. Support staff who work with the child may also carry out a transition programme involving preparing the child for the changes that are going to take place. This may also include a personalised transition booklet. The SENDCo will also support the new class teacher and support staff in preparing for the child's admission, including ensuring any relevant training needs are met and that the classroom is accessible.

### **Preparation for a new school or setting**

As pupils on the SEND register progress from our school to a secondary school or from our school to another Primary school, the SENDCo will liaise with the various receiving schools. Information about the needs of the child and the support they require will be passed onto the next school by the SENDCo. e.g. current provision maps, pupil passport, recent reports from professionals. In the case of transition to secondary, this will include inviting the SENDCo from the potential secondary schools to Y6 Reviews and arranging additional transition visits for pupils. This may include transition for some children with EHCPs to specialist provision. Support staff who work with the child may also carry out a transition programme involving preparing the child for the changes that are going to take place. This may also involve specialist transition support from outside professionals.

## Accessibility

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”. Carrington Primary and Nursery school endeavours to meet the requirements of this act by striving to make ‘reasonable adjustments’ to provide access and support for pupils and adults who are disabled including: changing areas, some ramped access to our building and access for taxis and other types of transport.

We access any additional equipment required to enable pupils to access the school/curriculum by liaising with the appropriate departments at the Local Authority. Some outside areas and routes into our buildings are wheelchair accessible. On the ground floor of our building, nearly all areas are wheelchair accessible, however we do not have wheelchair access to our key stage 2 classrooms which are upstairs.

Our Accessibility Plan includes an action plan to improve physical, curriculum and information access at our school. A copy of this is available on our school website. We will also continue to work with the Disabled Access Group (DAG) when required to improve access to the entire site.

## Social and emotional well-being

Carrington Primary and Nursery School has a very supportive and nurturing ethos, with a clear commitment to supporting and developing children's social and emotional needs. All staff have received additional training on emotion coaching, zones of regulation, attachment and trauma informed practice. They are also provided with training on Special Educational Needs that may impact on a child's social and emotional well-being such as Autism and ADHD.

All of the children at Carrington are provided with support and guidance in terms of their social and emotional well-being through Personal Social and Health Education (PSHE) sessions in their classes. We also plan themed weeks throughout the school year aimed to support their social and emotional well-being. For example, Anti-Bullying week, RSHE week.

We aim for all of the children in our school, including those with SEN or a disability, to fully participate in all of these activities and will adapt them as required to promote inclusion.

For children with additional social and emotional needs we can provide individual CBT based Think Good Feel Good sessions. We also deliver specialist interventions to help support the social and emotional needs of children. For example, Circle of Friends, Lego Therapy, Interactive Music, Theraplay, Time to Talk, social stories, nurture groups, bereavement counselling. This is not a definitive list of provision, as the sessions will be planned and based on the needs of the children.

Children with significant difficulties who are unable to follow the school behaviour policy will have an individual behaviour plan written for them. They may also have an individual handling policy and risk assessment. When it is identified that a pupil

finds a certain time of the school day difficult, interventions will be put into place to support at these times e.g. if a child finds lunch times difficult. Provision will be addressed on an individual basis to ensure a child's social and emotional needs are met. For further details, please see the school's behaviour policy.

Children with SEND will be entitled to access all available extra-curricular activities, including those outside of the classroom, including school trips. Staffing for these activities will be addressed to provide support as and when necessary. However, if an individual risk assessment completed by Mr Digges (Headteacher), Mrs Swankie (SENDCo) or another Senior Leader deems it unsafe for a child to take part in an activity, they will make the decision not to include the child and the reasons why will be shared with the parents and pupil.

### **Involvement of Parents and Carers**

Carrington Primary and Nursery School is committed to ensuring that we work in close partnership and communicate clearly, effectively and responsibly with parents at all times. We aim to support parents in engaging with all aspects of the life of the school and promoting positive parenting by working with parents.

To this end we:

- Keep parents informed as fully as possible about their child's needs, changes to educational provision, achievements and assessments. This may be during Parent Evenings in October or March, and at other appropriate times
- Welcome participation in review meetings, where we set appropriate targets, discuss progress and consider next steps
- Expect attendance at Annual Reviews of Education and Health Care Plans
- Listen to and respect the parents' views and needs, taking account of parental knowledge and experience of their child
- Provide support for parents who may have needs of their own
- Provide copies of any external advice given to support the school in the education of the child
- Liaise with Parent Partnership, the LA Parent Support Group for parents of children with SEND, to ensure that any issues can be freely discussed, addressed and resolved at the earliest opportunity.
- Ensure, wherever possible, that parents are aware of the support that is available from outside agencies
- Liaise and make any manageable adaptations through the establishment of our Equal Opportunities Scheme.
- Ensure that staff are available to speak to parents about their concerns outside of normal reporting periods
- SENDCo to offer support and advice to parents around providing/receiving specific support/strategies for home

### **Involvement of Pupils**

At Carrington Primary and Nursery school there are a range of opportunities for children, including those with SEND, to contribute their views and discuss how well they are doing. These opportunities include classroom discussions, individual

discussions with teachers (pupil conferencing), School Council, pupil action groups, pupil questionnaires, pupil interviews and through involvement with staff recruitment.

If pupils have any concerns they are encouraged to raise this issue with their class teacher, their teaching assistant or via the School Council. If we have any concerns about a pupil's learning or behaviour, then if appropriate the child will be involved in any discussions and have their views recorded. However, the child's needs will be considered when considering how involved they can be in the process. Children will also be involved as much as possible in any decision-making including target setting, intervention provision and reviews.

### **Safeguarding of children with SEND**

Our school Designated Safeguarding Leads (DSLs) offer training and support to ensure that all staff recognise the additional risks that children with SEN and disabilities (SEND) face and that we consider the safeguarding needs of these children. Our school approach and procedures, including those for children with SEND, are outlined in our Safeguarding and Child Protection Policy which takes account of the requirements of Keeping Child Safe in Education (KCSIE) 2023.

Any child may benefit from safeguarding 'early help' in which a DSL will liaise with other agencies and if appropriate make a referral for an early help assessment to ensure appropriate support is offered, following the procedures in our local areas. As a school we recognise and train staff to appreciate, that we need to be particularly alert to the potential need for early help for a child who is disabled and has specific additional needs or has special educational needs (whether or not they have an Education, Health and Care Plan). We recognise that sometimes, for children with SEN and disabilities, their SEN or disability needs could be seen first, and the potential for abuse second. If children are behaving in particular ways, they're looking distressed or their behaviour or demeanour is different from usual, we consider that this may be a sign of the potential for abuse, and may not be simply part of their disability or their special educational needs. We also recognise that children with SEND have a higher risk of being isolated from their peers, and they can be disproportionately affected by bullying. This includes the risk children with SEN and disabilities face online (for example, from online bullying, grooming and radicalisation) and we ensure through training that all staff have the capability and training to support SEND children to stay safe online through our e-safety teaching.

### **Concerns and Complaints**

If a parent is worried and wishes to discuss any concerns relating to their child, the first point of contact should be the child's class teacher. Most concerns can usually be addressed by a meeting between the class teacher and parents to discuss any issues and identify actions to address them. Our school usually resolves concerns in this way. However, if there are on-going concerns, specifically relating to a child's special educational needs or disability, a meeting should be requested with the school's SENDCo via the school office. The SENDCo will then arrange a meeting with parents, the class teacher, the child, and other support staff or other professionals if appropriate.



We endeavour to communicate with parents 'face-to-face' to address concerns, however if this is not suitable telephone conversations with the Class Teacher or SENDCo can be arranged.

Any concerns relating to the provision for pupils with SEND will be dealt with in the first instance by the Headteacher. The chair of governors may be involved if necessary. In case of an unresolved complaint the LA may be involved. Please see the complaints policy on the school website or request a copy from the office for specific details.

### **Local Offer**

The interventions and support offered at Carrington Primary and Nursery School feeds into the Local Authority local offer.

In line with the Children and Families Act (2014) the Local Authority have brought together all of the information on services that support children and young people with SEND in one place. In Nottingham City, this can be accessed using [www.asklion.co.uk](http://www.asklion.co.uk), bringing together all of the information on services and support you might need to access in one place, including:

- Health, such as doctors, nurses and therapists
- Education, such as schools, colleges, nurseries, playgroups and support services
- Social Care It also covers all of the support groups in the voluntary sector, as well as leisure activities.

As part of this Local Offer we at Carrington Primary and Nursery School provide, as much as feasibly possible, graduated provision as outlined in the Nottingham City Schools Provision Maps for the current needs of pupils in the school. These can be found on the school website and the Nottingham City schools' website.