

Carrington Primary and Nursery School



Special Educational Needs and Disabilities Policy

Our Special Educational Needs and Disability Policy includes all the required information set out in the SEN Information Report, in line with the SEN Code of Practice (2014) and its 2015 update.

Date of approval:
Committee: CVS
Reviewed: January 2026
Next Review: January 2027

Aims and Objectives

This policy explains how Carrington Primary and Nursery School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014 and update 2015, Equality Act 2010).

Carrington Primary and Nursery School is a mainstream school with a strong inclusive culture, where every child is valued as a unique individual and given the best opportunities to achieve their full potential. The school is well regarded for its inclusive approach, with families of children with Special Educational Needs or disabilities from outside the local area requesting places. We are committed to ensuring that every child has equal access to the curriculum, enabling them to reach the highest possible standards.

If you require further information about the provision for 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 and Disabilities Co-ordinator (SENDCo): Mrs Louisa Swankie. The SENDCo coordinates our inclusive practice, working in partnership with families, staff, and external professionals to remove barriers to learning.

In this policy the SENDCo is referred to as the **Inclusion Lead**, reflecting their responsibility for overseeing provision for pupils with SEND and for other disadvantaged groups who may not appear on the SEND Register.

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 and wellbeing.

A Graduated Response to SEND



All staff have a responsibility for identifying students with SEND.

Class Teachers have the overall responsibility of ensuring that the curriculum will be adapted, differentiated and delivered in an inclusive way.

The aim of our SEND Policy is to ensure that:

- We identify and assess children with SEND as early as possible.
- All procedures for identifying children with SEND are known and understood by everyone.
- We are committed to meeting the needs of every learner by thoughtfully adapting our broad, balanced curriculum and using responsive teaching approaches that place each child at the heart of learning, ensuring children with SEND are supported to thrive.
- Records relating to SEND are clear, accurate, and up to date. They follow the child throughout their time in school, reflect the assess-plan-do-review cycle, and support continuity of provision and effective transition.
- We raise staff awareness of and expertise with SEND through INSET, in-school CPD, external courses and signposting to online self-study.
- We work in partnership with parents to achieve best outcomes for children.
- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and each child's learning and achievements are maximised at every stage of their primary school career.
- There is adequate resourcing for SEND.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 and the 2015 update 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 schools 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

The revised code of practice focuses on meeting these needs in the classroom, and therefore as staff, we must accept that the responsibility for meeting the educational needs of all students in our classroom lies with us.

‘All teachers are teachers of children with special educational needs’ (SEN Code of Practice p.44).

It is important to note that all staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern from staff, a referral to the Inclusion Lead should accompany a structured and well-adapted and differentiated teaching programme.

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, Inclusion Lead, 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 Inclusion Lead.
- To ensure that the needs of SEND children are met within the school.

Inclusion Lead

- 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 and other 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 the Educational Psychologist and other support services in consultation with the Headteacher and Class Teachers.
- 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 and our Emotional Literacy Support Assistant (ELSA).
- To lead INSET on SEND in school as appropriate.
- 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 Inclusion Lead
- 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 Behaviour Support Plans and Individual Provision Maps for the pupils in their class who are receiving intervention.
- 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 provide a detailed record of the Provision Map targets and the strategies adopted and their relative success for each child with special needs.
- To use Routes to Inclusion assessment tools to aid understanding of barriers and triggers for children with SEMH needs.
- To identify children who need emotional literacy support from ELSA and complete the referral and assessment paperwork.
- To ensure TAs are supporting pupils in their class, as directed.
- To ensure that the Head Teacher, Inclusion Lead 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 with appropriate and impactful adaptations and scaffolding.
- To attend appropriate INSET and courses.
- Proactively facilitate regular reflective discussions within teaching teams to identify children's needs, share effective practice, and maximise progress for every learner.
- Plan lessons that include meaningful opportunities for retrieval and consolidation, with thoughtful adaptations and supportive scaffolding, so every child feels confident, included, and able to succeed.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

Teaching Assistants

- To know which pupils in their class are on the SEND Register and at what stage.
- To know the individual needs of the children, their difficulties and their strengths.

- To maintain intervention records for the children with SEND as part of their assessment for learning records
- Support pupils in class as directed by the Class Teacher.
- Proactively contribute to regular reflective discussions within teaching teams to identify children's needs, share effective practice, and maximise progress for every learner.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

All staff understand social, emotional and mental health (SEMH) needs and will respond to emotional dysregulation and distressed behaviour using supportive, relational approaches, including emotion coaching, Zones of Regulation, co-regulation, and trauma-informed practice, as part of their everyday behaviour support toolkit.

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, Inclusion Lead and staff.
- To report annually to parents on the implementation of the SEND policy and any changes during the school last year.

Training in SEND

Carrington Primary and Nursery School has a commitment that all staff supporting children with SEND will be appropriately trained. This training may be provided in school by members of the school team or by outside providers. Staff may be signposted to recommended on-line training and course for self-study. The need for training in SEND will be monitored by the Inclusion Lead and Headteacher.

Our school works closely with Nottingham City Inclusive Education Services (IES), Educational Psychologist Service (EPS), Behaviour Support Team (BST), Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapists (SALT), Physical and Sensory Team, Family Support Services and Health Professionals to ensure the needs of its children are met. The Inclusion Lead will co-ordinate Team Around the School meetings with all relevant outside agencies. During these meetings the provision and progress of children with SEND will be discussed and support for the school and children planned for the term.

Outside professionals are available to support school staff in specific areas of SEND provision. Reports are provided on individual children that outline specific strategies

for that individual. These are shared by the Inclusion Lead with appropriate staff and monitors that the recommendations are being followed.

Training on understanding different aspects of SEND and particular needs, and how to best deliver provision for these groups, is regularly timetabled as part of school Staff Meetings. Further staff training will be identified and delivered as necessary depending on the needs of the children. The Inclusion Lead and other school staff are able to sign post parents to relevant support groups in the local area. The support available will form part of the Local Offer offered by Nottingham City Council, which is available at:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

Identification and Assessment of SEN Concern:



We aim to identify children with special educational needs as early as possible in their school career. When a Class Teacher identifies a child who may have SEND, they should inform the Inclusion Lead using the referral form. If a parent or carer feels their child has SEND, they should complete an initial information gathering sheet to share with the Inclusion Lead.

If a Class Teacher has concerns about a child, these concerns will be discussed in the first instance with the Inclusion Lead, 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 Inclusion Lead, about whether the child needs to go on the SEND register at the level of SEN Support. The Inclusion Lead 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 (e.g. Interactive Music, Social Skills groups, Precision Teaching, Fluency Project for Reading or Mastering Number Intervention Maths) 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, a decision will be made by the Inclusion Lead and Headteacher about whether outside agency support needs to be sought from the school's Educational Psychologist (EP) and any other assessing professionals, (e.g. 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 Inclusion Lead, 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 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.
- Child is demonstrating emotionally based school avoidance

Stage 3 Progression to Education Health and Care Plans (EHCPs)

If after advice from the EP or other professionals, the school and parents consider that help is needed from outside the school's resources, the Inclusion Lead will advise the parent of the process of applying for an EHCP from the relevant Local Authority. For children living in Nottingham City or Nottinghamshire, 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 or Nottinghamshire ICDS who will decide whether a formal assessment will take place. If a decision is made to assess, all professionals involved in supporting a 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.

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 curriculum differentiation that is 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 in the Inclusion section.

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. e.g. 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 Inclusion Lead. 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 Inclusion Lead 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 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 Inclusion Lead.

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 Inclusion Lead 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, Teaching Assistants or the ELSA. 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 which will identify specific targets within an intervention and the progress of individuals linked to these specific targets.

The Inclusion Lead is responsible for ensuring the intervention is able to be carried out as timetabled. Alongside the Assessment Lead, 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 Inclusion Lead under direction of the Headteacher.

On admission to the school...

The Inclusion Lead manages the admission of pupils with SEND to the school through liaison with our admin team, 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 Inclusion Lead 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 Inclusion Lead 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 Inclusion Lead 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 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.

On 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 and that the class Provision Map is shared with the new teacher to ensure continuity of provision for the child's needs. Every child on the SEND has a Pupil Passport which is shared at transition. 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. The Inclusion Lead 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 Inclusion Lead 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 Inclusion Lead. e.g. current provision maps, recent reports from professionals. In the case of transition to secondary, this will include inviting the Inclusion Lead from the potential secondary schools to Y6 Reviews and arranging visits for pupils and parents to look at prospective schools. 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".

Our 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: a disabled toilet/ medical room and some ramped access to the building. We will provide written information in different formats when required for individual purposes. We access any additional equipment required to enable pupils to access the school/curriculum by liaising with the appropriate departments at the Local Authority.

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 ELSA 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 (Inclusion Lead) 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

We recognise that the best outcomes for children with SEND are achieved through strong, trusting partnerships between school and home. Parents and carers are valued as key members of the team around the child, and their knowledge, insight, and voice are central to planning and decision-making. If parents require further information about SEND provision, or have concerns that their child may have additional needs, they are encouraged to speak initially with the Class Teacher or contact the school's Inclusion Lead, Mrs Louisa Swankie, via the school office. Where the school has concerns, parents will always be informed through open, timely communication, including meetings, phone calls, or written correspondence. We are committed to working collaboratively with families, supporting parental engagement in all aspects of school life and offering guidance, support, and training opportunities where appropriate, to ensure every child is fully supported to thrive.

Involvement of Pupils

At Carrington, 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), Pupil Voice Groups and pupil questionnaires, pupil interviews and through involvement with staff recruitment.

If we have any concerns about a pupil's learning or behaviour, the child will be involved in any discussions at an appropriate level and have their views recorded. We support children to communicate with language -aided communication boards, visuals and signing. 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) 2025.

Where any child may benefit from safeguarding 'early help', 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. We adapt RSHE resources to ensure that children with SEND are accessing their safeguarding curriculum at their correct developmental stage.

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 Inclusion Lead via the school office. The Inclusion Lead will then usually 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 Inclusion Lead can be arranged.

If there are any complaints relating to the provision for pupils with SEND these 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, 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.

This policy should be read in conjunction with the following school policies and documents:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Accessibility Plan
- Teaching and Learning Policy
- Curriculum Policy
- Assessment Policy
- Mental Health and Wellbeing Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Looked After Children Policy
- EAL (English as an Additional Language) Policy
- Positive Handling Policy
- Data Protection / GDPR Policy
- Complaints Policy
- Local Offer