

# Robert Miles Junior School Special Educational Needs Policy.



**Last Reviewed:** September 2024.

**Next Review Date:** September 2025.

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

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## Vision Statement

At Robert Miles Junior School, we believe passionately in the importance of inclusion and equality for all children and strive to ensure these values are at the heart of our SEND practice. It is not a coincidence that one of our school's REACH values is Equality. Our intention for children with Special Educational Needs and/or Disabilities (SEND) is to ensure they all receive a high-quality education regardless of their need and/or disability. We believe it is vital for the children to become equipped with the tools they need as they strive to become independent, inquisitive learners.

Our school SENCO collaborates closely with all teachers to identify needs early and assess which interventions or specialist support is required. Every teacher is a teacher of special educational needs. We follow the 'Assess, Plan, Do, Review' model to ensure support is appropriately targeted and personalised. Through our high-quality provision, our intention is to guarantee all children have access to a broad and balanced curriculum that is inspiring, carefully sequenced and differentiated to meet individual children's needs whilst promoting inclusivity and respecting differences. We provide a learning environment that is accessible to all children and, where required, tailored to individual needs.

We know support must be holistic and focus on the whole child; therefore, we offer a range of social, emotional and mental health interventions alongside academic support. We aim to be pro-active rather than solely reactive.

Our experienced and long serving team mean relationships between school and home are strong. We collaborate with parents and carers as we recognise, they are the first educators, know their child best and have a unique insight into their child's learning and development. We aim for parents to function as partners, ensuring their voice is heard and they actively contribute to discussions around next steps and children's targets.

By the time children leave Robert Miles Junior School, we aim for them to be confident and empowered learners who can communicate their needs and how they learn best, recognising the power and impact of their own voice.

## 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.

### Our Aims are:

- The staff and governors support a whole school approach to Special Educational Needs. We work together as a team, collaborating and co-coordinating all that we do for the benefit of all children.
- We believe in fully including all children.
- We recognise that all children may have special educational needs at some point in their education. We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children.
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school.
- Wherever possible, we aim to share learning objectives with all children, including those with special educational needs, to involve them in evaluating their progress and setting new targets.
- We aim, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register.

## Our Objectives are:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and social care services and feeder infant schools prior to the child's entry into the school.
- Monitor the progress of all pupils to aid the early identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to also ensure that they are able to reach their full potential and learning is matched.
- Make appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the curriculum. This will be co-ordinated by the SENCO and class teachers and will be carefully monitored and regularly reviewed, 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. We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child, and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings and Parents' Evening and are always welcome to contact us with any concerns about their child's progress. We will support them in terms of understanding SEND procedures and practices and information on support agencies is available from the SENCO.
- 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 valued and safe to voice their opinions of their own needs. Pupil voice 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]. This means providing time for one-to-one meetings between pupils and their teacher/SENCO/TAs and will be made easier by carefully monitoring the progress of all pupils. Whenever appropriate, children's opinions and views will be sought. Pupils with SEN will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their strengths and preferred learning style will always be considered when planning their learning. Children will always be given time if they need to talk through any anxieties or concerns they have.

## Responsibility for the Coordination of SEND Provision.

The person responsible for overseeing the provision and co-ordinating the day-to-day provision and education of pupils with SEND is Jemma Wallace (SENCO).

Carol can be contacted by phone through the school office (01949 875011) or via email: [Jemma.Wallace@robertmiles.notts.sch.uk](mailto:Jemma.Wallace@robertmiles.notts.sch.uk)

The SENCO will hold details of all SEN records such as Support Plans for individual pupils. These will be available for staff to access.

All staff have access to:

- The School SEN Policy / The SEND Information Report / The School's Local Offer.
- A copy of the full SEN Register, provision maps/support plans and data tracking.
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans).
- Practical advice, teaching strategies, resources and information about types of special educational needs and disabilities.
- Information available through Nottinghamshire's SEND Local Offer.

- Staff may also have access to information from parental contact, social logs, medical issues and behavioural issues through CPOMS depending on restrictions in place.

This information is made accessible to all staff and parents 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.

Special Educational Needs Provision is a whole school responsibility.

## Roles and Responsibilities of All Staff.

### Headteacher

- Have regard to the Special Educational Need and/or Disability (SEND) Code of Practice in school planning.
- Determine the use of financial resources, staffing levels and staff deployment with regards SEND.
- Ensure staff development, in-service planning for Governors, teachers and teaching assistants.
- Decide on class organisation and pupil groupings with staff.
- Monitor data analysis and report back to governors.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils with special educational needs and/or disability.

### Governors

- Ensuring we are complying with the SEN and Disability Code of Practice 2015 and providing strategic support to the head teacher.
- To have an overview of the school's work with children who have special educational needs.
- To appoint a SENCO who has the appropriate teaching background/experience or training to comply with statutory obligations.
- To ensure the necessary special arrangements for children with SEND are in place.
- To ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- To ensure that a pupil with special educational needs joins in school activities with pupils, who do not have such needs so far as is reasonably practical and compatible with the pupil receiving the necessary special education, the efficient education of other children in the school and the efficient use of resources.
- To ensure that staff are trained in meeting the needs of children with SEND including awareness of conditions such as autism, dyslexia and ADHD and the correct procedures for moving and handling children with disabilities.
- To ensure school publish a SEND Information Report.
- Cooperating with the Local Authority when the school is being named in an Education, Health and Care Plan (EHCP).
- Ensuring clear guidance on admissions and inclusion based on the principle that children and young people should be educated in a mainstream setting.

### SENCO

- Ensure a consistent whole school approach to special needs including social, emotional well-being and mental health needs.
- Ensure that relevant background information about individual children with special educational needs is collated, recorded, shared and updated.

- Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated & shared with staff at least termly).
- Seek advice and support and liaise with outside agencies and with other SENCOs.
- Support staff to maintain a provision map to show who is being supported and how.
- Monitor the impact of intervention strategies and act upon the findings.
- Arrange formal SEN reviews three times a year or when necessary and ensure completion of appropriate Support Plans and paperwork, including gathering pupil feedback on their experiences of school.
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process.
- Write Higher Level Need (HLN), Additional Family Need (AFN) bids and attend Family moderation visits and meetings.
- Attend Family Springboard meetings and make appropriate referrals.
- Liaise with other SENCOs within the family regarding AFN and FNF budgets and training across the family of schools.
- Complete transfer forms for those children at the end of Year 6 who are on the SEN register, in liaison with Y6 staff.
- Liaise with SENCOs at new/secondary/transfer schools.
- Monitor the use of, maintain and develop SEN resources.
- Liaise with parents and other agencies at formal and informal meetings.
- With the Head teacher, coordinate the support of external agencies.
- Contribute to the in-service training of staff.
- Ensure parents are made aware of the Department of Children and Young People's Services (DCFS) published materials concerning special educational needs.
- Organise a timetable of Teaching Assistant (TA) support and work out costings. Adjust timetable throughout the year to respond to need and effectiveness of intervention strategies.
- Monitor the effectiveness of Teaching Assistants and support when necessary.

### Class Teachers

- Take responsibility for the needs of all their children and show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter.
- Ensure planning is fully inclusive including maintaining a whole school approach to emotional wellbeing.
- Write support plans and update termly liaising with support staff, the SENCO and families as necessary.
- Complete year group provision map termly as a cohort team.
- Liaise with TAs to ensure they have a full understanding of individual needs and that pupils are supported appropriately including any support plans, behaviour plans, health needs and risk assessments. Ensure support staff have copies of planning in advance.
- Be responsible for initial identification, assessment (including using B Squared Progression Steps / Boxall Profiles), planning and evaluation to meet individual needs.
- To raise concerns promptly with the SENCO.
- Meet termly with the SENCO and Headteacher to monitor the progress of vulnerable pupils and act upon their findings to ensure good progress.
- Implement appropriate in-class support and differentiate teaching when needed including providing additional resources / scaffolding.
- Where appropriate, share with the children their learning targets, give them opportunities to voice their view on their learning and enable them to participate in decision making regarding their special needs.

- Liaise with the new class teacher in school and where children move schools regarding needs, support plans and involvement of other agencies etc.
- Implement strategies to ensure classrooms are friendly to specific SPLDs including dyslexia, autism and ADHD/ADD.

### Teaching Assistants

- Liaise with Class teachers/SENCO to ensure they have a full understanding of individual needs and to ensure that pupils are supported appropriately, including following any support plans, behaviour plans, health and care plans and risk assessments.
- Liaise with Class teachers to support them to write appropriate Support Plans.
- Implement interventions to support children to achieve their targets, monitor their impact and feedback to the class teacher and SENCO.
- Work with groups and individuals to help them become independent learners.
- Attend SEN review meetings when necessary.
- Attend training where necessary.
- Work alongside SENCO and class teacher to make sure all children's needs are met, including, learning, social, emotional wellbeing and physical and care needs.

### Social Emotional and Mental Health Support

- All Staff are responsible for supporting children who have social, emotional and mental health needs and maintaining a whole school approach to emotional wellbeing.
- The Behaviour and Mental Health lead (Jemma Wallace/SENCO) and support staff including ELSA trained TA should; implement programs for self-esteem, anxiety and managing feelings and monitor their effectiveness. They will also work with small groups and individual children on any specific issues and develop nurture throughout the school. They will meet regularly to review the needs within school and make prompt referrals where appropriate.

### Other Staff in School

- It is the responsibility of all staff in school to make sure all children feel included.
- All staff need to ensure they are aware of individual children's SEN and the impact of those needs, by liaising with class teachers or the SENCO.
- All staff should to be aware of the school's aims regarding SEN and help to create a positive learning environment for all.

## Definition of SEND.

We use the definition for SEND, from the SEND Code of Practice.

This states:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

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’.

## Identifying Pupils with Special Educational Needs and/or Disabilities.

### A Graduated Approach

In our school children are regularly assessed, at least termly. Assessments are obtained in a variety of ways including:

- Baseline Assessments on entry to school.
- Teacher and Teaching Assistants observations and assessments both formative and summative.
- Interviews with parents/carers.
- Medical reports and discussions with Paediatrician / doctors.
- From transfer records.
- Outside agency reports e.g. SALT.
- SENCO assessments e.g. Dyslexia Screeners / Boxall Profiles / Questionnaires / Observations / Speech and Language assessments etc.
- Behavioural logs / SEMH assessments.
- B Squared and Pre-Key Stage Standards and tracking.

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. Initially they may be placed on the vulnerable list. The child’s class teacher will implement strategies and support to try and address the needs. The SENCO will be consulted and may wish to observe the child. The adaptations made may be sufficient for the child to no longer require support after a short period of time and then the child will be removed from the monitoring list.

If the child does not make sufficient steps of progress or their needs become more prevalent, they may be placed on the SEN register. See below for more details.

Parents will be informed fully of every stage of their child’s development and circumstances under which they are being monitored by the class teacher. 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.

## Provision for Children with SEND in our School.

The provision for a child who has special educational needs is additional to or different from that made for other children of the same age. It may simply include more adaptations to quality first teaching, or it may require more targeted and specialist interventions.

The following ‘Waves of Provision’ diagram shows how support and involvement is increased or decreased depending upon the child’s needs based upon their attainment, our assessments and their needs shown within school.



#### Examples of Universal Support:

Now and Next workboards / timers / sensory fidgets / reading texts altered / pre and post teaching / instructions broken down into small steps / use of additional visuals for memory support / range of multi-sensory approaches / additional processing time / writing frames / coloured overlays / adaptations to environment for sensory issues / adaptations to seating / use of signs and symbols / explicit teaching of skills / movement and sensory breaks / direct teaching around managing transitions and change / individual reward chart / opportunities for more practical activities / PSHE activities / emotions coaching techniques / restorative justice approaches to name only a few.

#### Examples of Targeted Support:

Additional group support with English or Maths / Plus 1, Power of 2 Intervention / Bear Necessities / Dancing Bears / Switch on Reading / ECHO Reading Intervention / Apples and Pears Spelling Intervention / Cued Spelling / Dyslexia Interventions: Word Shark, Toe by Toe, Beat Dyslexia / Speech and Language Support / Social Skills Intervention / Positive Break Time Support / Lego therapy / Life Skills Programme / Managing Anxiety Intervention / Recognising and Understanding Emotions Workshop / ELSA / Parenting Support to list a selection of what is available.

#### Examples of Specialist Support:

A referral to a specialist external agency for support and guidance – see below for more details.

### SEN Register

Where it is determined that a pupil does have SEN, parents will be formally advised of this by the class teacher and the child added to the school's SEN register. A child may be removed from the SEN register as progress is achieved. It is designed to be a flexible process.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place so barriers to learning are addressed or removed. 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 needs of the child grow and change. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Each child will have a SEN Support Plan that is updated termly by the class teacher/SENCO, considering the views of the class teacher, parent/carer and the pupil.

### 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/carers. 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 from the local authority are already involved, their work will help inform the assessment of need and provision in place. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents/carers.

### Plan

Planning will involve consultation between the teacher and SENCO to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants 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

Termly SEN 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/carers. 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/carers and the pupil. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## Evaluating the Success of Provision.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Staff make ongoing assessments as well as using a variety of assessment tools. We also meet regularly with parents and children at review

meetings and parent evenings. Pupil progress will be monitored on a termly or half termly basis in line with the SEN Code of Practice. Termly progress meetings with the SLT, Assessment Coordinator, SENCO and cohort staff are held to monitor progress of different groups including children with SEND.

Staff record SEN provision including SEMH targets on either individual SEN Support Plans and/or year group maps which are reviewed termly for impact and adjusted according to progress and outcomes achieved.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCOs alongside the headteacher, and information is gathered from different sources such as intervention tracking and pupil progress data, as well as parent and child surveys and information given by parents at review and parents evenings. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

## [Referral for an EHCP.](#)

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 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
- Other support agencies

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

More information on the EHCP process is available on the Nottinghamshire County Council SEND Local Offer Site or by speaking to ASK US (formally the Parent Partnership Support Service). See website for contact details.

### Education, Health and Care Plans [EHC Plan]

- 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 for this to happen.

- 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.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed 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, change of placement to a special school.

## Additional Funding and Allocation of Resources for Pupils with SEN and/or Disabilities.

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000.

Once this has been allocated, a small number of children who have complex needs, will require the school to request support from the local authority.

School can apply to the Family SENCO and the Local authority for:

- **AFN funding (Additional Family Need).** The SENCO has to put in a bid to the family of schools to access this funding and it is moderated and decided by a panel led by the Family SENCO.
- **HLN funding (Higher Level Need).** Occasionally a child may have very complex or more severe needs which require more consistent, full-time adult support to access the curriculum. This funding has to be applied for through the Local Authority. A panel of professionals moderate the bid and decide if it meets threshold.

Every effort will be made to secure additional funding from the Family bidding process and other agencies should this be considered necessary. In Nottinghamshire EHCP's are not linked to accessing additional funding and do not come with this element written into the plans.

The Toot Hill Family of schools consists of:

- Robert Miles Junior School
- Robert Miles Infant School
- Carnarvon Primary School
- Cropwell Bishop Primary School
- Langar Primary School
- Archbishop Cranmer Primary School
- St Peter's East Bridgford Primary School
- Gunthorpe Primary School
- Flintham Primary School
- Elston Primary School
- Bingham Primary School
- Toot Hill Secondary School

We work together in a 'contracted delegation' system which means we meet as a family of schools to moderate our AFN bids and then review the family allocations. We also meet to support training needs.

The SENCO and the Headteacher will allocate the funding in the best way they believe necessary to support individual children's needs. This may include:

- Adaptions and support strategies put in place from our Wave 1 model as described above, or it may include more targeted provision from Wave 2 and 3.
- Teaching assistant support within the classroom as part of a small group.
- Teaching assistant support outside the classroom as part of a small group.
- Teaching assistant support on a one-to-one basis in the classroom.
- Teaching assistant support on a one-to-one basis outside the classroom.
- Use of assistive technology and software.
- Specialist Intervention packages.
- Staff training.
- Specialist Support E.G. ELSA / trained private counsellor / SALT from Equals Trust.

The SENCO will also liaise with the Pupil Premium coordinator to ensure that children with SEN who are entitled to the Pupil Premium have funding allocated appropriately to support their needs and to close the gap with non-pupil premium children.

## External Agencies.

Within school itself we have high-quality teaching and support staff. All our staff are highly trained. We have a number of specialist teaching assistants trained to a higher standard in certain aspects such as Autism, Lego Therapy or Speech and Language needs. Staff have undergone recent training in meeting the needs of children with Autism / ADHD and ADD / Trauma and Attachment / Sensory Issues to name a few, and each year a programme of CPD is planned and delivered for the teachers and teaching assistants by Mrs Ward or external providers.

We work closely with external specialists who can help and guide us so that we deliver the best support for a child with Special Educational Needs. If required, we are able to request support from other specialist agencies usually via a Springboard Panel which are held termly. For your information, some of the other services we have access to are as follows:

- School and Families Specialist Support Services (SFSS)
- Rushcliffe Primary SEMH Partnership Team
- Educational Psychologist (EP)
- Social Care and Family Service (Early Help Team)
- Speech and Language Therapy (SALT)
- Healthy Families Team (School nurse)
- Paediatrician NHS
- Occupational Therapist and Physiotherapist via the NHS
- Child and Adolescent Mental Health (CAMHS and the MHST)
- Family SENCO for the Toothill Family of Schools (Charlotte Rhodes)

It is important that we promote good mental wellbeing for all pupils at our school and we are dedicated to ensuring pupils are resilient and aware of their mental health and emotional needs. Our school employs an Emotional Literacy Support Assistant (ELSAs) who is trained by local authority Educational Psychologists to provide emotional and social skills support. Under our 'Waves of Provision' model, ELSA is provided as part of our targeted provision within school.

## Facilities for Pupils with Special Educational Needs and/or Disability.

We have pupils with a wide variety of needs in our school that changes from year to year. We have several members of staff who specialise in aspects of SEN provision, for example we currently have TAs who specialise in SALT / ELSA / Autism and Dyslexia to name a few. Where staff need training to support a child, we will access this as soon as possible. We are committed to whole school inclusion.

### Building

The school has been partially adapted to accommodate children with a physical disability. The car park has a designated disabled parking space. The entrance to the main school building has automatic doors suitable for wheelchair access. There is purpose built disabled toilet. Ramps fitted to certain classrooms within the school which provide wheelchair access. Four classrooms have acoustic tiling in the ceiling to support those with a hearing impairment.

### Assistive Technology

We use technology to support the children in a variety of ways. We have specific software for the computers to support children with different needs. Laptops can be provided to dyslexic pupils who meet the criteria set by the Physical Disability Support Services. We use computer-based interventions to support children with dyslexic tendencies.

## Admission Arrangements.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

We will work very closely with families, Robert Miles Infant School and other stakeholders involved with our children. Information about admission to Robert Miles Junior School is available on the school website.

## Transition into School for Pupils with Special Educational Needs and/or Disabilities.

The SENCO from Robert Miles Junior School meets with the SENCO of Robert Miles Infant School early on during the year to begin to discuss the needs of pupils transferring into Year 3. Our SENCO then attends reviews during the summer term, meets class teachers and discusses individual children in depth with the infant SENCO. Teaching assistants who will be working with individual children visit the infants in the summer term to observe children in their own setting and this is followed up by meetings between teaching assistants when necessary. This process is also replicated, where possible, with other feeder schools.

When the new classes are known, the teachers in year 2 and 3 hold extra meetings to discuss pupils with SEN and visits are offered for children. Additional transition visits are offered on a need basis.

## Transition within School for SEN Pupils

Transition between classes is carefully managed by all the staff. At the end of each year the class teachers hold meetings with the children's new teachers. TAs also meet at the end of each year to pass on information about targeted children. Class teachers pass on all relevant information regarding children including details of any interventions, difficulties etc. The SENCO oversees this process and is available to provide support and advice to staff.

## Transfer to KS3 for Pupils with SEN.

We also liaise closely with the SENCO and head of Year 7. When a child is moving to a different secondary school we would also contact and liaise with the relevant staff at their school.

In the summer term, all children with SEND and those where there are concerns regarding transfer have extra visits to Toot Hill School to familiarise themselves with the support available, meet key staff and support transition.

Transfer forms are completed by the SENCO and class teacher and relevant documentation is transferred indicating the child's needs and placement on register, relevant assessments and nature of current support.

The SENCO informs the school of any children with specific learning difficulties, and if any special arrangements have been made at KS2 SAT's. The KS3 SENCO visits Robert Miles Junior School to discuss all children on the Special Needs Register and may attend SEN reviews or additional transition meetings, if appropriate.

## In Service Training (CPD).

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. Our school operates the following training programmes:

- The Toothill Family of Schools, provided by the Family SENCO. Some staff have recently attended training on meeting the needs of pupils with Dyslexia / The Good Autism Practice and Understanding and Meeting the needs of Pupils with Sensory Processing Concerns.
- The Equals Trust, who provides a qualified speech and language therapist, also offers support and training.
- Specialist Schools and Families Services (SFSS from the LA) provide a range of training.
- The Rushcliffe Primary SEMH Team has provided training for teaching staff, TAs and Midday Supervisors E.G Understanding and Meeting the Needs of Pupils with ADHD/ADD, Understanding FAS/D and Attachment and Trauma.
- The LA Educational Psychologist also provides training.
- Individual staff may also attend training to support specific individual needs e.g. Cystic Fibrosis.

The SENCO will attend all relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENCO with the senior leadership team ensures that training opportunities are matched to school development priorities.

## Working in Partnership with Parents.

We believe that a close working relationship with parents and carers is vital in order to ensure:

- Early and accurate identification and assessment of SEN, leading to the correct intervention and provision.
- Continuing social, emotional and academic progress of children with SEN.
- Personal and academic targets are set and met effectively.

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Individual Support Plan.

Information on external support agencies is available from the SENCO and listed on the school website.

Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.

The SENCO (Jemma Wallace) can be contacted by phoning the school office or emailing: [Jemma.Wallace@robertmiles.notts.sch.uk](mailto:Jemma.Wallace@robertmiles.notts.sch.uk)

## Links with other Schools.

Robert Miles Junior School is part of the Equals Trust Academy. The Equals Trust passionately believes that partnership working raises educational standards and improves life chances for students within the partnership.

We are also part of the Rushcliffe Learning Alliance and a member of the Toothill Family of Schools.

## Raising a Concern and the 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 try to resolve any difficulties and also be able to advise on formal procedures for complaint.

The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.

The school complaints Policy is on the school website or available on request from the school office.

## Local Offer.

The local offer provided by Nottinghamshire County Council can be found at <https://www.nottshelpyourself.org.uk/>

You will also find a copy of our school local offer; this can be found on our website.