

Special Educational Needs and Disabilities Policy



Hucknall National C of E Primary School

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1. Our Vision and Aims

“Growing together in learning, love and faith”

At Hucknall National C of E Primary School, we aspire to cultivate the gifts and talents of every child, equipping them with the wisdom, hope, sense of community, and dignity necessary to live life to its fullest. Our dedication to growing together in learning, love, and faith is evident in our unwavering belief that all children are entitled to education, care, and respect within an inclusive environment. This environment is tailored to individual needs, promotes high standards, and facilitates the fulfilment of each pupil's potential. By providing exceptional learning experiences, we empower our pupils, enabling them to become confident individuals who lead fulfilling lives and transition successfully into the next phases of their education. Our holistic approach nurtures academic, emotional, and social growth for every child.

Aims

At our school, we aim to provide every child with access to a broad and balanced education, which includes delivering the National Curriculum in accordance with the Special Educational Needs Code of Practice.

Our aims for the provision for pupils with SEND are:

- To ensure that children with special educational needs or disabilities are educated alongside their peers at a pace and level suited to them.
- To recognise and nurture the individual strengths of all children, fostering the knowledge, skills, and understanding essential for them to reach their full potential.
- To cultivate an environment that promotes self-respect and value for every individual, ensuring a caring and safe atmosphere.
- To encourage children to actively participate in discussions regarding their needs and to consider their perspectives in decision-making processes.
- To work collaboratively with parents, honouring their right to be informed about their child's progress while incorporating their views into the provisions made for their child.
- To empower children to become confident, responsible members of society, prepared for future challenges.

2. Definitions of SEN

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

“Support and interventions (additional to and different from that provided by high quality teaching) selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.”
(SEND Code of Practice, 2015)

The areas of need are identified as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

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

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

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

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel>

3. Responsibility for the coordination of SEND provision

The following people have responsibilities for the coordination of SEND provision, which may vary according to the needs of individual children and their families:

- SEND Governor: Elizabeth Szolin-Jones
- Head Teacher: Sarah Barratt
- Head of School: Helen Brown
- Assistant Head Teacher: Samantha Smith
- SENDCo: Elisia McGregor-Brown

<p>SENDCO (main responsibilities)</p> <ul style="list-style-type: none"> ● overseeing the day-to-day operation of the school’s SEND policy ● co-ordinating provision for children with SEND ● liaising with the relevant Designated Teacher where a looked after pupil has SEND ● advising on the graduated approach to providing SEND support ● advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively ● liaising with parents of pupils with SEND ● liaising with early years providers, other schools, educational psychologists, health and social care professionals, and other external professionals ● liaising with potential next providers of education to ensure a pupil and their parents are informed about options, and a smooth transition is planned ● working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements ● ensuring that the school keeps the records of all pupils with SEND up to date 	<p><u>Headteacher/Assistant Head Teacher (main responsibilities)</u></p> <ul style="list-style-type: none"> ● The day-to-day management of all aspects of the school, this includes the support for children with SEND. ● Delegating responsibility to the SENDCO and class teachers and supporting them to carry out their duties. ● Ensuring that your child’s needs are met. ● Keeping the Governing Body up to date about any issues in the school relating to SEND. ● Attending meetings with staff, parents/carers and other agencies as required.
	<p><u>SEND Governor</u></p> <ul style="list-style-type: none"> ● Making sure that the school fulfils its SEND responsibilities in line with the SEND policy ● Ensuring the Governing Body is well informed about the effectiveness of the school’s SEND provision, legislation and policy so that decisions are made in the best interest of our pupils.

Class Teachers

- ensuring that all children receive Quality First teaching within an inclusive environment.
- responsible and accountable for the progress of all pupils in their class.
- Setting high expectations for all pupils in the class.
- Making regular assessments and keeping careful records to monitor all pupils' progress in the class.
- Identifying children at the earliest possible moment that may require additional support to overcome learning barriers.
- Working closely with the SENCO to ensure that provision is appropriate and supporting all the pupils' progress.
- Adapting the curriculum to meet the needs of all pupils in the class.
- Reviewing and writing SEND Pupil Provision Maps termly for those children on the SEND Register.
- Hold termly Structured Conversations with parents/carers to discuss the child's progress and review the provision in the classroom.
- Ensuring that the principles set out in the SEND policy are implemented in their classrooms.

Support Staff

- closely with, and support, class teachers in the early recognition and assessment of all pupils in the class.
- Liaising with the class teacher to assist in the development of a suitable programme of support for children with individual needs.
- Participating in the evaluation of the support programme by maintaining records.
- Providing regular feedback about the pupils in the class to the class teacher.
- Attending relevant in-service training.
- Being aware of the school SEND policy and procedures.
- Providing additional support for children who hold an Education, Health and Care Plan.
- Supporting individual children to engage in all activities alongside their peers
- Supporting children with any physical/ personal care needs they may have e.g. toileting } Supporting independent learning.

4. Arrangements for coordinating SEND provision

The SENDCo oversees all aspects of SEND, supporting class teachers and staff in the planning and delivery of Quality First Teaching, SEND Provision Maps, and support plans. The SENDCo monitors Structured Conversations, interventions, and provisions, liaising with early years providers and secondary schools to ensure smooth transitions. They also engage with external professionals for specialist support and advice tailored to individual needs.

All staff have access to:

- The school's SEND policy.
- The full SEND register.
- Graduated Approach Identification document
- Identification guidance from the Code of Practice.
- Current and previous Pupil Provision Maps, including needs, targets, interventions, and outcomes.
- Practical advice, teaching strategies, and supporting information for various SEND needs.
- Resources available through Nottinghamshire's SEND local offer.

This ensures all staff have up-to-date information to coordinate effective SEND provision and meet individual needs. Parents/carers have access to their child's support records, Pupil Provision Maps, and the school's provision overview via the annual SEND information report and SEND policy.

5. Identification of pupils' needs

5.1 Early identification

Our school recognises the importance of early identification and assessment of SEND. A pupil has SEND when their learning difference or disability requires provision that is additional to or different from what is typically available to their peers.

Upon entry, class teachers assess each pupil's skills and attainment, using information from previous settings where appropriate. While some SEND needs are identified early, others may emerge over time. Staff remain vigilant to any emerging difficulties, value parental insights, and address concerns raised by pupils. Concerns will be raised if a child's development:

- Progresses significantly slower than their peers.
- Fails to maintain or improve their rate of progress.
- Does not close the achievement gap with peers.
- Causes the achievement gap to widen.

5.2 Assess, Plan, Do, Review cycle

The aim of formally identifying a pupil with SEND is to ensure that effective provision is in place to reduce or remove barriers to learning. The support provided follows a four-step process:

1. **Assess** – Identify the child's needs.
2. **Plan** – Develop support and interventions to meet the needs and ensure the child can make progress.
3. **Do** – Implement the interventions and support for an agreed period of time.
4. **Review** – Evaluate the progress the child has made as a result of the intervention.

This process is cyclical, allowing the provision to be continuously refined and adapted as the understanding of the pupil's needs grows. It helps identify the most effective interventions to support the pupil in achieving good progress and outcomes.

It's important to note that slow progress or low achievement does not automatically mean a child has Special Educational Needs and Disabilities (SEND). These factors might indicate a variety of learning differences. Additionally, children achieving at age-appropriate levels might still have underlying needs, as some may develop strategies to mask them. We carefully consider each child's individual needs to provide the right support.

5.3 English as an additional language (EAL) and Behaviours

Identifying, assessing, and supporting children with SEND whose first language is not English requires extensive care. It is important to distinguish between difficulties arising from limited proficiency in English as an additional language and those that are genuinely related to SEND. Challenges related to language limitations should not be considered as SEND.

Continuous disruptive or withdrawn behaviours do not automatically indicate that a child has Special Educational Needs and Disabilities (SEND). If concerns arise, our school will make every effort to identify any underlying factors, such as undiagnosed neurodiversity, communication difficulties, or mental health challenges. Children will be supported through Quality First Teaching, with additional support for emotional well-being and communication, in conjunction with our school's Behavior Blueprint (refer to the Behavior Policy).

6. A Graduated Approach to SEND support

We follow our school's own Graduated Approach to ensure all pupils receive the right support, recognising that children learn and progress at different rates. The purpose of formally identifying a pupil with SEND is to ensure effective provision is in place to reduce or remove barriers to learning.

For further details, please see Appendix 1.

6.1 Monitoring and Quality First Teaching

When a concern regarding a child's potential Special Educational Needs and Disabilities (SEND) is raised by a parent or teacher, the child will undergo a period of close monitoring for eight weeks. During this time, evidence will be gathered, strategies will be implemented, and progress will be regularly reviewed to determine the appropriate support and next steps. Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will also be closely monitored. The child's class teacher will communicate directly with parents to inform them of the Quality First Teaching strategies and any in-school interventions being implemented. Additionally, the teacher will outline the general school provision available to all pupils, regardless of whether a specific need is identified, to demonstrate what can be reasonably put in place through Quality First Teaching and assessment. Please note that this information will be communicated directly, but it will not involve a formal meeting at this stage, to effectively manage staff workload.

Class teachers will deliver Quality First Teaching through:

- Take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class.
- Plan and organise appropriately adapted work to meet each child's needs and aid the pupil's academic progression.
- Set suitable learning challenges, responding to pupils diverse learning styles.
- Monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators.
- Closely monitor any pupil who has been identified as *possibly* having SEND to determine their level of learning and possible difficulties.
- Consult with the SENDCO as needed for support and advice
- Feedback to parents regarding their child's development and the reasons for their monitoring.
- To be fully aware that a child is formally recorded by the school as being under observation due to a concern by a parent or teacher, however this does not automatically place the child on the school's SEND register

6.2 Initial Concerns

The next step in the Graduated Approach involves holding an Initial Concerns Meeting between the class teacher and the parents – this is Step 2. During this meeting, a review of Step 1 will take place, focusing on the Quality First Teaching strategies, interventions, and provisions implemented. Strategies and provisions that proved effective in supporting the child's progress will be recorded on the Initial Concerns form (see Appendix 2). During this meeting, the class teacher and parents will discuss any further concerns following the review of Step 1, highlighting what was effective. They will also identify desired progress outcomes for the child and outline the provisions to be provided in school, as well as the support needed from home to help the child achieve these outcomes and make continued progress. The class teacher and parents will then have an 8-week period to implement the documented support and interventions aimed at addressing the areas of concern, with guidance from the SENDCo and access to additional resources if needed. Parents will also be asked to sign the Graduated Approach document, confirming their agreement for their child to follow this SEND process within the school, and ensuring that support is provided at home to help the child progress as much as possible

6.3 Initial Concerns Review

An Initial Concerns Review meeting will take place in Step 3, this will be a discussion between the Class Teacher, parents and our Child and Family Support Worker (Jane Brown). The review of outcomes, strategies interventions, provisions for both home and school will be discussed regarding the efficiency of these and what these looked like. If the class teacher and Jane feel that the child has made progress in the areas of concern both in school and at home, a review decision will be made by the SENDCo. This decision will ensure that all support and strategies available within the school have been implemented to address any barriers to learning. The SENDCo will also consider teacher assessments, intervention reviews, and whether the outcomes discussed in the Initial Concerns Meeting have been met. If the provision, strategies, and adaptations have been effective, the child may be placed on the SEND monitoring list and the process will end after Step 3a for them. They will continue to be monitored by the SENDCo in class, teaching will be adapted and the Quality First Teaching strategies that were discussed and used in previous steps will continue alongside curriculum adaptations.

If it is determined that further interventions, additional time, or referrals to external professionals are necessary due to continued poor progress, the child will proceed to Step 3b of the Graduated Approach. This decision will be made if the child is found to have significantly greater difficulty in learning than their peers or has a disability, and they will be placed on the SEND Support Register. This approach ensures that all parties, both parents and school staff, collaborate to prevent unnecessary extended interventions and provisions where they are not needed.

6.4 SEND Support

When the child progresses to Step 4, the class teacher will continue the assess, plan, do, review cycle. This will involve discussions with the SENDCo and/or Jane Brown to explore further support and strategies for both home and school to determine what is effective for the child. Referrals may be made by Jane to external professionals or services specialising in the area of concern, such as the Healthy Families Team, Early Help, Mental Health Team, Speech and Language, or CAMHS.

At Step 4, the NBS Pathway (formerly the Getting to Know Me Form) may be initiated, as there will be substantial evidence, support, and meetings that can inform a comprehensive action plan. This will be part of the assess, plan, do, review cycle to document that the Graduated Approach has been followed. Additionally, a referral may be made for the SENDCo to discuss the child at a Springboard meeting for advice and support from a specialist service, such as the Schools and Families Specialist Services in Nottinghamshire or the Schools and Behaviour Partnership. If the child's needs are more severe, a referral may be made to the Educational Psychologist, but only after all other avenues have been explored and a review has happened regarding the effectiveness of the provision in place.

6.5 Pupil Provision Maps and Structured Conversations

All pupils placed on the SEND register will have moved onto Step 5 and a Pupil Provision Map (Appendix 3) will have been created. This is a working document that will accompany the child as they progress through school. It will outline the child's strengths and difficulties, as well as the most appropriate methods of support. The action plan will typically include 2 or 3 SMART targets: Specific, Measurable, Achievable, Realistic, and Time-bound.

The targets will be reviewed three times a year during our Structured Conversations with the child's class teacher and parents. Pupils in UKS2 may also attend if parents wish, given their age and understanding of support. Parents, class teachers, and pupils' views will be gathered, and the outcomes shared. Parents are encouraged to attend these meetings each term to stay informed about their child's progress, the strategies being implemented in school, and how they can support their child at home. This ongoing process follows the assessment, plan, do, review approach, ensuring evidence of progress through the Graduated Approach. The SENDCo, class teacher, and Child and Family Support Worker will monitor and evaluate the effectiveness of the support provided. If it is determined that a pupil no longer needs support on the SEND register, they may be removed after discussion and agreement between school staff, parents, and any relevant agencies, at the end of a cycle (year).

6.6 Education Health Care Plan (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 for a statement will be taken at a review.

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 whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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

- www.nottinghamshire.sendlocaloffer.org.uk
- By speaking to an Education, Health and Care Plan Co-ordinator on: **0115 9774012** or **0115 9773323**
- By contacting 'Ask Us' service on: **0800 121 7772**

6.7 Additional Funding

For children with the most complex needs, additional funding is retained by the Local Authority and accessed through Higher Level Needs (HLN) funding. The SENDCo is responsible for completing an HLN application, which is then submitted to a multi-agency panel (HLN panel) administered by the Local Authority. This panel evaluates whether the level and complexity of need meet the threshold for additional funding.

* All pupils with Special Educational Needs and Disabilities (SEND) receive support through Element 1 and Element 2 funding, in accordance with the Government's prescribed support level of up to £6,000 per pupil. In addition, the SENDCo can apply for Additional Funding (AFN), which is allocated from a budget devolved to the National Family of Schools. AFN applications are considered at twice-yearly bid meetings.

7. Dyslexia

Dyslexia is a learning difference affecting reading, spelling, writing, and sometimes numbers. It may also impact short-term memory, sequencing, and processing speed. At our school, we recognise that some children may show dyslexic tendencies and provide strategies to help them overcome these challenges. We also offer opportunities for them to demonstrate their learning in different ways. We understand that children may need adaptations, such as extra time for tests or alternative formats for homework. However, we avoid underestimating their abilities by grouping them with less able peers when not appropriate. We recognise that difficulties can lead to frustration and affect behavior, so we remain proactive in addressing these challenges.

8. Working with Support Services and External Professionals

Hucknall National C of E Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The school employs a Child and Family Support Worker to provide a link between home and school and to provide support for families in a variety of ways. For example, this could be attending medical appointments alongside parents or providing workshops for parents to attend.

There are termly multi-agency meetings (Springboard meetings) to discuss the support required. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- SBAP/SEMH Support
- Social Care
- Speech and Language Service
- Schools and Families Support Services
- Community Pediatrician
- Physical Disability Support Service
- Occupational Therapists
- Multi-Agency Teams including Virtual Schools (LAC), Social Services, CAHMS, Bereavement counselling, Early Help Assessment meetings (EHAF) - Multi Agency Support Hub (MASH)

9. Links with other schools

Our school fosters strong relationships with external support services to effectively support SEND pupils and promote inclusion. Sharing information with these services is essential for successful SEN provision. If any support service raises concerns about a pupil, the SENDCo and class teacher will be notified, and parents will be informed.

At Hucknall National C of E Primary, the SENDCo attends termly meetings with the National Family of Schools to:

- Share information on SEN identification and support
- Access relevant training for staff supporting SEND children
- Develop systems to support school-to-school transitions
- Share good practice and expertise
- Hold termly Springboard Meetings to identify children with complex needs requiring external agency support
- Participate in yearly moderation meetings to allocate resources for children with complex needs across the family

Our school is part of the Diocese of Southwell & Nottingham Multi-Academy Trust (SNMAT), which allows us to share resources, advice, training, and expertise with other schools. We work closely with both catchment and non-catchment schools in Nottinghamshire. Children and parents transferring to or from schools are encouraged to meet with staff to discuss the child's needs, concerns, and background. Through the SNMAT partnership, we extend training opportunities, share good practice, and enable staff to collaborate and share resources and expertise.

10. Transition

At Hucknall National C of E Primary, we recognize that transitions can be challenging, especially for children with SEND. We ensure smooth transitions by working closely with local childcare providers and gathering detailed information about new pupils. For internal transitions, such as moving to a new class, procedures are in place to support integration. Transition meetings are scheduled to share essential information with the new teacher. During the transition from KS2 to KS3, Year 6 teachers work with the secondary school's SENDCo and Year 7 staff to share detailed records, including Pupil Provision Maps that outline each child's needs, provision, and strengths.

When children with SEND transition to Year 7, key staff are invited to attend review meetings up to a year in advance. Enhanced visits and/or sessions led by secondary school staff may be arranged. Additional visits with teaching assistants can be organised if needed, this will be dependent on the size of the group. Parents are also encouraged to meet with the secondary school's SENDCo to discuss any concerns they may

11. Parent support through the Local Offer

Support is available to parents through Nottinghamshire's Local Offer. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

www.nottinghamshire.sendlocaloffer.org.uk

Further support for parents and carers of children with special educational needs and disabilities is available through Nottinghamshire's free, confidential Information, advice and support service, 'Ask Us.'

This service provides impartial advice, information and support across education, health and social care issues. Children and young people with SEND can also use the service.

<https://askusnotts.org.uk>

12. Continuing Professional Development (CPD)

The school recognises the importance of CPD training for staff in relation to Special Educational Needs. Training is provided for all school staff as necessary, including teachers, TAs and midday supervisors. This may be whole school training or key members of staff attending training sessions and subsequently disseminating the information within school. SEND governors are invited to attend these meetings.

All staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused on external training opportunities for all staff.

Recent or ongoing training includes:

- Controlling Risky Behaviours
- Emotion Coaching
- Building resilience in children and those who support them.
- Take Five
- Using mindfulness with children and young people
- Understanding and working with anxiety in children and young people

13. Complaints procedure

At Hucknall National Primary, we recognise that parents may have concerns regarding the support their child is receiving. In the first instance, parents should contact the class teacher and/or SENDCo. If concerns remain unresolved, parents should escalate the matter to the Headteacher, who will inform them of their statutory rights. For further details, please refer to the SNMAT Complaints Policy, available on the school's website,

14. Appendix

Appendix 1

Hucknall National C of E Primary School's SEND Graduated Approach

Step 1

- Concerns may be raised by parents through Class Dojo or parents evening
- Class teacher to make parents aware of what Quality First Teaching strategies/interventions are in place via Class Dojo and feedback for their concerns
- 8 week monitoring period from Autumn 2 (settling from transition) for evidence collecting and monitoring/reviewing

Step 2

- Initial Concerns meeting between class teacher and parents
- Discussion review of Step 1, class teacher to provide support and interventions to address the areas of difficulty with advice from the SENDCo if necessary, alongside support and provision for parents to implement at home
- Parents sign to confirm they have read the Graduated Approach and agree to their child following this SEND process.
- 8 weeks monitoring and reviewing period

Step 3

- Class teacher will review the impact of support and interventions with the SENDCo/Child and Family Support Worker to determine if Quality First Teaching and classroom support can address the child's barriers to learning
- Initial Concerns Review meeting for a discussion review of outcomes, strategies and provision from both home and school

Step 3a

- After reviewing strategies and support, if the child shows progress and the Class Teacher has no further concerns, the child is added to the SEND monitoring list.

OR

Step 3b

- if progress remains poor and that the child has a significantly greater difficulty in learning than their peers or have a disability, child will be placed on the school's SEND register.

Step 4

If needs are severe and persist despite targeted interventions, a referral to external professionals may be appropriate. This could involve:

- a discussion with the SENDCo and/or Child and Family Support Worker for further support and strategies
- a referral to external professionals (Healthy Families Team, Early Help, Mental Health Team and Speech & Language)
- the start of the NBS Pathway (Getting to Know Me Form)
- a discussion at Springboard regarding support from a specialist service (Schools and Families Specialist, School & Behaviour Partnership or Educational Psychologist)

Step 5

- The child's Pupil Provision Map is reviewed three times a year during a Structured Conversation with the Class Teacher and parents, combined with the child's parent evening (TEAMs meeting, phone call or in person)
- Continue Assess, Plan, Do, Review approach – this is needed to document the action plan for the NBS Pathway (Getting to Know Me Form) and reviewed termly
- SENDCo to monitor and evaluate effectiveness of provision
- Child may be removed from SEND register if progress/attainment is no longer a concern

Step 6

- If the level of support in place in school is insufficient to meet the child's needs, it may be appropriate for the school to apply for additional funding/high level need funding
- A request for an EHC Needs assessment can be made by school or parents if appropriate

Signed

Date

Appendix 2

Initial Concerns Meeting

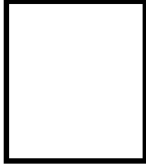
This form will be shared with all parents/carers and professionals involved with the child.

Pupil name:		Class / Teacher:	
Date of birth:		Attendance:	
Date of meeting		Other info:	
Background information			
Class teachers view what the child needs help with			
<ul style="list-style-type: none"> • 			
Parent's <u>views</u> what the child needs help with			
<ul style="list-style-type: none"> • 			
What are the desired outcomes for the pupil's progress for this period?			
<ul style="list-style-type: none"> • • 			
In School Provision:	Support at home:		
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		
Review of outcomes and provision date			
Review decision:			
Delete reasons that aren't needed:			
<ul style="list-style-type: none"> • Provision effective – return to school monitoring • Further interventions needed • Referrals needed 			

Appendix 3

Hucknall National C of E Primary School
Pupil Provision Map

Name:	Year:	Class:	D.O.B:
Broad Area of Need:		Area of support SEN Support/EHC	
Diagnosis:			
Agency Involvement:			



Strengths: <ul style="list-style-type: none"> • 	Likes: <ul style="list-style-type: none"> • •
Difficulties: <ul style="list-style-type: none"> • 	Dislikes: <ul style="list-style-type: none"> •
Strategies that are successful: <ul style="list-style-type: none"> • • 	Strategies that have been unsuccessful: <ul style="list-style-type: none"> •

Term	Autumn Term	Spring Term	Summer Term
Interventions			
Entry Data			
Exit Data			
Comments & Next steps			

Outcomes and review

Targets	Review	Views	Notes
Autumn 1. 2. 3.	1. 2. 3.	Parent / carer Teacher	Attendance
Spring 1. 2. 3.	1. 2. 3.	Parent / carer Teacher	Attendance
Summer 1. 2. 3.	1. 2. 3.	Parent / carer Teacher	Attendance

Date	Notes	Next steps/Actions – SENDCo/Jane

