



Shine like Stars



LOWDHAM C of E PRIMARY

## Special Educational Needs & Disabilities (SEND) Policy

**L**ove others – *“My command is this: love each other as I have loved you.”* John 15:12

**E**veryone join in – *“How good and pleasant it is when God’s people live together in unity!”* Psalm 133:1

**A**lways do your best – *“Work at everything you do with all your heart.”* Colossians 3:23

**R**each out – *“Do to others as you want them to do to you.”* Luke 6:31

**N**ever give up – *“I can do all this by the power of Christ. He gives me strength.”* Philippians 4:13



**SENDCo: Mrs Alison Anderton**  
**SEND Link Governor: Tara Miller**

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**Definitions of special educational needs (SEN) taken from section 20 of the [Children and Families Act 2014](#).  
See also: [SEND Code of Practice](#).**

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.

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

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

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

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.



## Mission statement

At **Lowdham CofE Primary**, the children come first. The school seeks to maximise the potential of the children placed in its care, within a Christian atmosphere and environment. The school is concerned to promote the social development and self-worth of each child within the Christian ethos of the school and within the context of the wider community.

In recognizing and accepting these responsibilities we aim to:

Develop a caring community in which all members have respect for the dignities, rights, values and needs of others regardless of race, religion, disability or gender.

Provide an education to help pupils to develop the knowledge, skills and understanding required to realise their aspirations as well as the desire to use them.

Help pupils to assess their own values and their relationships with others developing personal motivation, self-discipline and the necessary social skills.

Prepare pupils for their adult lives in the home, at work and in the wider community and become contributing members of society.

Foster an openness of mind which maintains an interest in learning as a continuing process throughout life.

### 1. Aims and objectives

#### WE AIM TO:-

##### Aims

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:

- ☞ to create an environment that meets the special educational needs of each child;
- ☞ to ensure that the special educational needs of children are identified, assessed and provided for;
- ☞ to make clear what is expected of all partners in the process;
- ☞ to identify the roles and responsibilities of staff in providing for children's special educational needs;
- ☞ to enable all children to have full access to all elements of the school curriculum;
- ☞ to ensure that parents are able to play their part in supporting their child's education;
- ☞ to ensure an environment that values children's strengths, develops the child's potential and ensures the provision of basic skills for adult life; and
- ☞ to ensure that our children have a voice in this process.

#### Objectives

- **Identify the needs of pupils with SEN as early as possible** Most children who join our school have already attended an early education setting and in many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning and identify any concerns.

We use this information to provide starting points for the development of an appropriate curriculum for all our children. All teachers are responsible for identifying pupils with special educational needs as early as possible.



- **Monitor the progress of all pupils.** Monitoring progress enables teachers to identify a concern. Continuous monitoring of those pupils with SEND will enable teachers and the SENDCO to evaluate the success of the provision in place in terms of the differentiated learning opportunities to ensure that all pupils are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** If our assessments show that a child may have a significant difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from, or additional to, those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENDCO will then take the lead in further assessments of the child's needs. This will be coordinated by the SENDCO and the class teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents.** We have formal and informal meetings to share the progress of special needs children with their parents and to gain a better understanding of their child, and involve them in all stages of their child's education. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- **Work with and in support of outside agencies.** The SENDCO coordinates the work with outside agencies, including; Health, EPS, ICDS, and SIS, when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children are involved at an appropriate level in setting targets in their IPMs, in reviewing their progress, and children are encouraged to make judgements about their own performance against their IPM targets. Success is recognised here as in any other aspect of school life. We are also involving children more in their review process, either inviting them to the meeting is appropriate, or finding out their views through different forums beforehand.

## 2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mr Matt Jones (headteacher).
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Alison Anderton [SENDCO]



### 3. Arrangements for coordinating SEND provision

The headteacher and SENDCO will hold details of all SEND records including review minutes, IPMs, provision maps, outside agency involvement and strategies for individual pupils.

#### All staff can access:

- ☒ **The Lowdham CofE Primary SEND Policy;**
- ☒ A copy of the full SEND Register;
- ☒ Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- ☒ Information on individual pupils' special educational needs, including action plans, targets set and copies of their IPM.
- ☒ Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- ☒ Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

### 4. Admission arrangements

**Lowdham CofE Primary** Admissions Policy is available on the School's website.

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

#### *From Pre-schools to Foundation Stage:*

- ☒ The Reception class teacher (Mrs Clare Greaves) liaises closely with the Headteacher at all the pre-school settings to pass on information about specific children with SEND. If the needs are complex then the Headteacher/SENDCO will attend any review meetings.
- ☒ If appropriate, extra familiarisation visits in addition to usual transition arrangements will be made for children with SEND.
- ☒ Prior to transfer, **Lowdham CofE Primary** will receive the SEND register for that cohort, detail of outside agency involvement, any programmes of work, examples of successful methods/approaches and all confidential files including each child's individual records. This information will be held by the SENDCO and shared with the class teacher.

#### *From Key Stage 2 to Key Stage 3:*

- ☒ Staff from the receiving secondary schools, meet with the SENDCO **Lowdham CofE Primary** to discuss any pupils with SEND that will be transferring up to them.



- ☞ Transition events are planned between the schools including a Year 6 transition parents' evening.
- ☞ Information and details of outside agency involvement are passed onto the appropriate Secondary school.
- ☞ Receiving secondary schools may come in to carry out additional work with SEN pupils to support transition and additional visits are often arranged.

## 5. Specialist SEN provision

**Lowdham CE Primary** has 5% pupils with SEND on the register to the end of the academic year 2025-2026, this is revised annually.

We have a number of members of staff who specialise in SEND provision and support.

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

## 6. Facilities for pupils with SEND

The school's **Disability Access Plan** is reviewed regularly with Governors to ensure access to all.

Physical Environments:

- ☞ Adaptations to a staircased area to ensure access and extra handrails on the outdoor steps.
- ☞ Disabled toilet.
- ☞ Assistive Technology: Laptops and netbooks have been applied for and are used by named pupils.
- ☞ Increased access to the curriculum and assistance during examinations: Pupils who meet the criteria for extra time, a scribe or a reader will have access to these arrangements during assessments.
- ☞ Classrooms display visual timetables so children can see the plan for the day in images.
- ☞ Quiet areas in school with Sensory resources.

## 7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children



with statements of special educational needs. Where appropriate, additional funding is sourced for children with exceptional needs. Inclusive Technology is applied for in the case of children who need this support and the school work closely with the LA to provide appropriate equipment. A Provision Map charts the use of intervention programmes and the deployment of staff.

The Headteacher informs the governing body and the Governor for SEND of how the funding allocated to support special educational needs has been employed. The head ensures that specifically allocated money is used strategically for the needs of named children. Pupil Premium is used strategically and carefully monitored to ensure that ‘Closing the Gap/Diminishing the Difference’ is a priority.

The Headteacher and the SENDCO meet regularly to agree on how to use funds directly related to statements.

## 8. Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy

### A graduated approach:

#### *Quality First Teaching*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school’s SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child’s needs and progress being made.



## **SEN Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the School's SEND list. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess**
- Plan**
- Do**
- Review**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCO and parents 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, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

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



teaching away from the main class 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 SENDCO.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statutory assessment 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
- SENDCO
- Social Care
- Health professionals

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

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

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

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

**0115 9774012 or 0115 9773323**



or by contacting the Parent Partnership Service on:

**0115 948 2888**



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

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

-  understand the relevance and purpose of learning activities;
-  experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

Individual Education Plans which employ a small-steps approach, feature in the provision that is made in the school for pupils at SEN support. Breaking down the existing levels of attainment into finely graded steps and targets ensures that children experience success. .

The school supports children in a manner that acknowledges their entitlement to share the same learning experiences enjoyed by their peers. Wherever possible, children are not withdrawn from the classroom situation. However, there are times when to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom. These arrangements will be discussed with parents.

The curriculum is reviewed annually by the Headteacher, SLT, Subject Leaders and the SENDCO.

Whole school provision includes:



- ☒ Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- ☒ Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- ☒ Making use of all class facilities and space
- ☒ Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- ☒ Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- ☒ Any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching.
- ☒ Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## 10. Inclusion of pupils with SEND

In our school we have high expectations of all our children and to help them reach their potential we aim to offer excellence and choice, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation and we want all our children to feel that they are a valued part of our school community.

Teachers respond to children’s needs by:

- ☒ providing support for children who need help with communication, language and literacy;
- ☒ planning to develop children’s understanding through the use of all available senses and experiences;
- ☒ planning for children’s full participation in learning, and in physical and practical activities;
- ☒ helping children to manage their behaviour and to take part in learning effectively and safely; and
- ☒ helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

This support includes:

- ☒ specially prepared materials;
- ☒ the use of appropriate ICT equipment;
- ☒ deployment of teaching assistants;
- ☒ individual and group teaching/support sessions; and
- ☒ specialist equipment;

The Headteacher oversees the school’s policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team and the Strategic Development Committee to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.



The school will seek advice, as appropriate, around individual pupils, from external support services through the termly ‘Springboard meetings’, Early Help Unit and the Multi-Agency Safeguarding Hub.

## 11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. Termly parents’ meetings/IPM reviews take place in Autumn and Spring with an annual report to parents in the Summer and an opportunity to discuss this.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

The SENDCO monitors the movement of children within the SEND system in school.

The SENDCO supports teachers and the relevant teaching assistants involved in drawing up Individual Education Plans for children. The SENDCO and the headteacher hold regular pupil progress meetings to review the work of the school in this area.

The SENDCO is available to discuss the impact of the policy on the practice of the school with the named governor with responsibility for special needs.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

The Headteacher, SENDCO, SLT and Subject Leaders monitor classroom practice, analyse pupil data and test results and identify added data for pupils with SEND. SEND is part of our school self-evaluation arrangements and is an important part of our School Development Plan.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy. The evaluation is carried out by the SENDCO and SEND Governor and information is gathered from different sources, such as: child and parent surveys, parents evening feedback. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

We continually review and report on the effectiveness of the policy. This includes

- ☒ the numbers of children identified and their progress;
- ☒ the levels of parental/carer involvement;
- ☒ materials and equipment used;
- ☒ resource allocation;
- ☒ liaison with other educational establishments and agencies;
- ☒ details of the staff’s continual professional development; and
- ☒ our priorities for the year.

Evidence collected will help inform school development and improvement planning.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCO, headteacher and SEND governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the governing body of a maintained school (or the



proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014. The report will be delivered to the full governing body.

## **12. Complaints procedure**

We endeavour to do our best for all children and we are always happy to talk to parents/carers and listen to any concerns they have. We encourage those concerned to approach the class teacher in the first instance and if any further clarification or help is needed then the SENDCO, Headteacher or the SEND Governor are available.

A copy of the [School Complaints' Policy](#) is available in the School Office and on our website.

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 SENDCO, who will be able to advise on formal procedures for complaint.

## **13. 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:

LA – courses are accessed via 'Springboard' for both SENDCOs and Teaching Assistants

Family of Schools: Teaching Assistant INSET day, specific half termly meetings with training included, twilight sessions on subjects eg Attachment Training, ASD

Whole School training: usually to meet specific needs after an admission of a child.

The SENDCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The Family of Schools are setting up a register of expertise so that we share good practice. Governors also attend appropriate training.

We recognise the need to train *all* our staff on SEND issues. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

The following services will be involved as and when is necessary:



- ☞ The Children's Centre
- ☞ Targeted Support
- ☞ Other voluntary groups e.g. NORSACA, Parent Partnership

## 15. Working in partnerships with parents

**Lowdham CofE Primary** believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Headteacher's report to Governors contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

We have formal and informal meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

[Ask Us](#) (formerly Parent Partnership services) provide information, advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one. In school we advise parents how to access this service, publicise their literature and work with Ask Us to make sure the views of both the parents of children with SEND and of the children themselves are known.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters: [jhird@lowdham.notts.sch.uk](mailto:jhird@lowdham.notts.sch.uk)

## 16. Links with other schools

Schools in Nottinghamshire are grouped together in 'families of schools'. Our school is a member of the Colonel Frank Seely Family and we work together to secure successful transition. We ensure that there is an awareness of individual pupils' special educational



needs and what provision is made. We ensure that all records are passed from school to school as the child moves on. Transition arrangements are set out in section 4.

SENDCOs from each school in the ‘family’ meet regularly to discuss issues and to ensure a collaborative approach to Special Needs within the ‘family’. ‘Family’ training days for SENDCOs are held on a regular basis. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### 17. Links with other agencies and voluntary organisations

**Lowdham CofE Primary** invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- Schools and Family Support Services (SFSS) including: Cognition and Learning team, Communication and Interaction team, Sensory Impairment team
- Education Psychology Service
- PSED (Primary Social Emotional Development team)
- Social Care
- Speech and Language Service
- Inclusive technology Support Service
- Physical Disability Support Service
- Primary Behaviour Partnership (formally SBAP)

The SENDCOs from the Family of Schools meet on a termly basis with representatives from the EPS and SFSS at Springboard meetings to discuss provision in place in schools and training needs and new legislation. At this meeting, SENDCOs can make referrals for outside agencies.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

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Signed:  
Date: 02/10/25

**Headteacher: Mr Matt Jones**

Signed  
Date: 02/10/25

**SENDCo: Mrs Alison Anderton**

Signed  
Date:

**SEN Link Governor: Mrs Tara Miller**



<b>Reviewed and ratified by Governing body</b>	<b>Autumn Term 2025</b>		
<b>Next Revision (Please highlight as appropriate)</b>	<b>Annual</b>	Biennial	Tri-annual
<b>To be reviewed</b>	<b>Autumn Term 2026</b>		