

# Ecclesfield School SEND Policy



**Ecclesfield**  
**Primary School**

**Reviewed by** Laura Kirman- Updated for September 2025

**Ratified by** *Governors* June 2024

**Date for Review** - July 2026

**Signed** - *Chair of Governors* Kevin Corke

**Signed** - *Headteacher:* Louise Chadwick

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## INTRODUCTION:

We have a requirement to publish this document and review it annually. The LA guidelines and DfE Code of Practice have been taken into consideration in the formulation of this policy. This policy will be assessed in order to ensure that it does not have an adverse affect on race, gender or disability equality. We would welcome feedback and future involvement in its review.

If you would like to contact us please do so via the school office. The best people to contact are;

**SENCOs:** Laura Kirman and Tracie Hancox

**EXECUTIVE HEAD TEACHER:** Louise Chadwick

**HEAD OF SCHOOL:** Phillippa Robinson

**CHAIR OF GOVERNORS:** Kevin Corke

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

*A child or young person has SEND 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:*

- have a significantly greater difficulty in learning than the majority of others of the same age; or*
- 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.*

## Mission Statement

At Ecclesfield Primary School our aim is that we all care for ourselves, others and the world.

*We believe in participation for all learners. We aim to create an inclusive culture in our school with all children participating in learning. We celebrate all members of our community and respond to all children's individual needs.*

### 1. Aims and objectives

#### **Aims:**

Ecclesfield Primary School aims to provide every child with access to a broad and balanced education that meets the specific needs of individuals and groups of children. This includes the **National Curriculum** in line with the **Special Educational Needs Code of Practice (2014)**. We aim to:

- Promote independence and therefore independent thinking and the application of skills, equality and consideration for others.
- Respond to children's diverse learning needs by providing appropriate support to all every child to be fully included in all school activities in order to promote high levels of achievement
- Overcome potential barriers to learning and assessment for individuals and groups of pupils and ensure pupils with SEND have full access to the National Curriculum.
- Celebrate the wide range of our students' achievement in and out of school.
- Provide curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children to ensure they are fully supported and challenged
- Create a welcoming atmosphere for parents and include them as partners of support for their child.
- Create a safe and happy environment for children where they are encouraged to share their thoughts and opinions on their education and care
- Commit to the 'Every Child Matters' agenda
- A curriculum which values and is enhanced by relationships with the local and wider community

As an inclusive school we aim to provide equal opportunity for all our children by paying attention to the different groups of children within our school:

- boys and girls;
- children with Special Educational needs and disabilities
- minority ethnic and faith groups;
- children with EAL (English as an additional language);
- G&T (gifted and talented children);
- any children who are at risk of disaffection or exclusion

**Objectives:**

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- To identify, monitor and support at the earliest opportunity all children who need special consideration e.g. extra resources and set suitable learning challenges in order to meet their needs
- To monitor regularly the progress of all pupils to aid the identification of pupils with SEND
- To make appropriate provision to overcome all barriers to learning
- To work in partnership with parents and outside agencies to provide for the child's SEND
- To create a school environment where pupils can contribute to their own learning by voicing their own opinions.
- To regularly review the policy and practical arrangements to achieve best practice.

**2. Responsibility for the coordination of SEND provision**

The person responsible for overseeing the provision for children with SEND is Mrs Chadwick (Headteacher). The people co-ordinating the day-to-day provision of education for pupils with SEND are Mrs Laura Kirman and Mrs Tracie Hancox (SENCOs).

All members of the school community work towards the school aims by:

- Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- Sharing a commitment to inclusion and a partnership approach to provision.

*The governing body in co-operation with the Head Teacher and SENCOs determines the school's SEND policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring overview of the school's work. The governing body appoints a Governor who takes particular interest in and monitors the school's work on behalf of the children with special educational needs. [COP 1:21 & 1:39]*

*The Head Teacher has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. In conjunction with the leadership team the Head Teacher will be responsible for*

*monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Head Teacher will also work closely with the SENCOs, with whom regular meetings are scheduled.*

*The class teacher analyses the attainment of different groups of pupils to ensure all pupils are achieving to their potential. We maintain an ongoing assessment of each child's progress and teachers use this information when planning their lessons thereby enabling them to take into account the abilities of all their children.*

### **3. Arrangements for coordinating SEND provision**

At Ecclesfield Primary School the SENCOs are responsible for:

- Assessing the impact of the interventions which are used in the school to ensure that the pupils are receiving the best possible support and that it is suitable for their needs.
- The daily implementation of the school SEND policy
- Liaising with and advising teaching staff and Teaching Assistants on SEND matters
- Managing Teaching Assistants
- Co-ordinating the provision for children with SEND
- Overseeing the records of all children with SEND
- Contributing to the in-service training of staff
- Liaison with parents and external agencies (COP 5.32 & 6.35)

All staff members are involved in the development of the school's SEND policy and must be aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. The SENCOs together with teachers has responsibility for managing the work of the teaching assistants.

The SENCOs holds details of all SEND Support records such as the SEND Register, provision maps, pupil progress meetings and structured conversation minutes for individual pupils.

All staff can access the following documents on Schoolpoint:

- The Ecclesfield Primary SEND Policy
- A copy of the full SEND Register
- Advice from Agencies for children accessing their support
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs (locked cabinet in the SENCOs' office)
- Practical advice, teaching resources, and information about types of special educational needs and disabilities (Speak to SENCOs)

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision. By accessing the above every staff member will have complete and up-to-date information about all pupils with special

needs and their requirements; enabling them to provide for the individual needs of all pupils.

#### **4. 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 SEND; those with Education, Health and Care Plans and those without. Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

*This school strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the (**Education Act 2011**), if a parent wishes to have their child with a Statement educated in mainstream, the LEA must provide a place unless this is incompatible with the efficient education of the other children, and there are no reasonable steps that can be taken to prevent the incompatibility.*

#### **5. Specialist SEND provision**

Ecclesfield Primary School is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see **Section 10**. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate. We also work with the Inclusion Task Force to provide access to Alternative Provision for pupils with high level and/or complex needs.

#### **6. Facilities for pupils with SEND**

At Ecclesfield Primary School learners with SEND are given the opportunity to succeed and reach the highest level of personal achievement. They are supported in class as much as possible. Where additional support is needed interventions may be used in small group or 1-1 settings. We use a variety of evidence-based interventions to ensure that the provision is the most effective that it can be with TAs and HLTAs trained in their delivery. The teachers ensure that they monitor the interventions which take place and ensure that they link in to the whole class learning which that child receives.

A specialist Speech and Language Therapy Assistant is employed by the Federation of Coit and Ecclesfield Primary to deliver bespoke intervention or programmes of support such as NIP/VIP and LEAP to those children with speech and language difficulties.

In Key Stage 1 the maths and literacy interventions are planned by the class teacher so that they focus on the specific needs of the pupils. These take place in small groups or 1-1 with teaching assistants and are regularly assessed to ensure that they remain specific and focused. These interventions include additional phonics and maths tuition.

In Key Stage 2 the interventions include 1:1 phonics sessions, maths gaps groups as well as a range of additional support such as Clicker 8 and Myon online resources. In upper Key Stage 2 'Extra maths booster sessions (small group or 1-1)' are provided by an experienced teaching assistant or Higher Level Teaching Assistant (HLTA).

For some children who have social and emotional difficulties, we offer 1:1 sessions with a qualified Trauma Informed Practitioner. Additionally 1:1/small group sessions with the Learning Mentor working on interventions such as Starving the Anger Gremlin are available.

## **7. Identification of pupils' needs**

Identification: See definition of Special Educational Needs at start of policy.

Provision for children with special educational needs is a matter for the school as a whole and is therefore a whole school responsibility. In addition to the governing body, the school's Head Teacher, the SENCos and all other members of staff have important day-to-day responsibilities. Provision follows a graduated approach as required by the 2014 SEND Code of Practice. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three principles for inclusion:

- Setting suitable learning challenges
- Responding to pupil's diverse needs
- Overcoming potential barriers to learning and assessment

There are four main areas of need within SEND; Communication and Interaction, Cognition and Learning, Social, Emotional & Mental Health Difficulties and Sensory and/or Physical needs. Where identification takes place, we endeavour to understand how to support the child in the most effective way for their education and well-being not to label them. Behavioural difficulties are not considered to be a Special Educational Need, however where difficulties arise assessments may be carried out to see if there is an underlying need which should be supported through targeted assessment

## **SEND Support:**

At Ecclesfield Primary School we use an Assess, Plan, Do, Review approach. All children will receive quality first teaching, which is the baseline of learning for all pupils, with targeted work focusing on any areas of their learning which need additional support. The class teacher is responsible for assessing all pupils and tracking their progress. Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND 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 indicated below:

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



- **Review**

This ongoing cycle enables the provision to be refined and revised as the understanding of an individual grows and enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

In identifying a child as needing SEND support they will be closely monitored. The class teacher, working with the SENCos should carry out a clear analysis of the pupil's needs in order to gauge their level of learning and possible difficulties. This should draw on assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review (a minimum of once per term) to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged 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. New outcomes and/targets set with the child and discussed with their parents focusing on the impact on the pupil's progress.

### **Plan**

When it is decided to provide a pupil with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, SENCos and parents to agree the adjustments, interventions and support that are required e.g. provide differentiated learning opportunities that will aid the pupil's academic progression; 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 pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream class. They will work closely with teaching assistants, 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 SENCos. The SENCos may wish to observe the pupil in class.



## **Review**






Reviewing pupil progress will be made at Pupil Progress Meetings. The review process will evaluate the impact and quality of the support and interventions. In the event that the additional support which has been put in place is not having the desired impact on the child's progress, the class teacher and SENCos will revise the support and in light of pupil progress and development making any necessary amendments regarding going forward. If at the next review there is still a lack of progress, the SENCos will request additional external assessment from expert agencies and professionals to inform the future provision.

## **Sheffield Support Grid exemplification**

The Sheffield Support Grid exemplification is a tool that is used to map the need and subsequent provision that a SEND pupil receives in school. The grid is divided up into the four main areas of need and then sub-categorised into more specific areas. Within each sub-category there are five levels of support, with 'one' and 'two' being ordinarily available provision and 'five' being highly personalised provision, possibly including an alternative placement. After a discussion between the pupil's teacher, support staff and SENCos, a pupil may be placed in more than one area of need or sub-category depending on their type(s) of need and the provision that they receive. This information is shared with the locality lead SENCos and Local Authority for monitoring purposes. The diagram below explains how the sub-categories are divided.

Category of Need		Level
1. Communication & Interaction	1A and 1B	Levelling Grid
	1A Speech and Language 	Ordinarily Available Provision
		Level 3
		Level 4
		Level 5
		Screening tools
		Assessment Tools
		Interventions and Support
	1B Social Communication (including those with a diagnosis of autism) 	Ordinarily Available Provision
		Level 3
		Level 4
		Level 5
		Screening tools
		Assessment tools
		Interventions and Support
	1C Speech and Fluency 	Levelling Grid
		Ordinarily Available Provision
		Level 3
		Level 4
		Level 5
	Interventions and Support	
	Preparation for Adulthood considerations	

Category of Need	Level
2. Cognition and Learning 	Levelling Grid
	Ordinarily Available Provision
	Level 3
	Level 4
	Level 5
	Screening tools
	Assessment Tools
	Interventions and Support
	Preparation for Adulthood considerations
3. Social, Emotional and Mental Health 	Ordinarily Available Provision
	Level 3
	Level 4
	Level 5
	Screening tools
	Assessment Tools
	Interventions and Support
	Preparation for Adulthood considerations

Category of Need	Level
4. Sensory and/or Physical	4A Visual Impairment 
	Ordinarily Available Provision
	Level 3
	Level 4 and Level 5
	Resources
	4B d/Deaf 
	Ordinarily Available Provision
	Level 3
	Level 4 and Level 5
	Resources
	4C Physical 
	Ordinarily Available Provision
	Level 3
	Level 4
	Level 5
	Screening tools
	Assessment Tools
	Interventions and Support
	Equipment
	4D Medical 
	Level 3
	Level 4
	Level 5
	4E Sensory 
	Ordinarily Available Provision
	Level 3
	Level 4
	Level 5
	Screening tools
	Interventions and Further Information
	Preparation for Adulthood considerations

Under the guidance that came into effect in January 2025, any child deemed to be at level 1 in any area of need, is no longer required to be placed on the school's SEND register. This is regardless of a formal diagnosis. This does not mean your child will not receive the support they need in school.

For children who fall into level 2 in several areas of need, there will be a discussion between school staff, the SENCos and parents/carers to determine whether the child needs to be placed/remain on the SEND register. A formal diagnosis of any kind does not necessarily mean that a child should be on the SEND register. As with level 1 children, the support the child receives will not be affected.

For children deemed to be level 3-5 on the grid in any area of need, it is appropriate for them to be on the school's SEND register, with the consent of their parent/carer. Information about children at levels 3-5 is given to the Local Authority twice a year to enable the city to have a clear idea of support needs for schools/services within Sheffield.

Placing a child on the grid is only a reflection of where they are at that time. A child's needs/provision may differ during the course of the year, and so this is reviewed twice a year to ensure the child receives the correct support in school and at home.

### **Creating an 'Extended Support Plan'**

For some children, bespoke support will be required for them to access their education and the wider aspects of school life fully. The school has the option of creating a personalised 'Extended Support Plan' for the child, with the involvement of the family and any other external professionals who may be necessary. The Extended Support Plan replaced the My plan in September 2023. If your child already has a My Plan, this will continue and support will not be affected.

A My Plan/EXPS ensures a consistent level of support throughout school and can be used as a supporting document at transition periods. Targets will be reviewed on a termly basis and may also form part of the evidence required to request an assessment for an Education, Health and Care Plan, should school/families feel that this is necessary.

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

If a pupil 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 pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. Originally these were called Statements of Special Educational Needs but these have now been replaced with a new Education, Health and Care (EHC) Plan.

Before the school can request an assessment, it is expected that any form of support Plan will have been through three review cycles (usually termly), been to the first locality panel for a 'Quality Assurance' check and then to the second locality panel for approval of assessment. To apply for an Education, Health and Care Plan a combination of information is needed from a variety of sources including parents/carers, teachers, SENCos, Educational Psychologist, Social Care and health professionals if necessary.

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil 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.

### **Education, Health and Care Plans (EHC Plan)**

Following Statutory Assessment, an EHC Plan will be provided by Sheffield Local Authority if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHCP 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 at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Where the pupil has an EHC Plan, it is the responsibility of the local authority to ensure this is reviewed as a minimum of every 12 months. This is likely to take place at school with the SENCos, other professionals and the parents/carers.

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

At Ecclesfield Primary School we strive to be an inclusive school and therefore pupils with SEND will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. Systems for early identification of barriers to learning and participation are in place and discussed at Pupil Progress Meetings. Pupils with SEND will be educated together with their peers in a mainstream classroom setting. Occasionally small group work or 1-1 sessions may be appropriate or different teaching strategies may be employed depending up the nature of the child's needs.

Training and learning opportunities for staff on SEND issues is provided with staff members encouraged to attend twilight and Inset training to further develop skills and knowledge.

The SENCos will:

- Keep staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Provide regular updates regarding SEND and ensure staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Ensure support in class and provision is deployed effectively to ensure that the curriculum is differentiated where necessary.
- Provide individual or small group work if pupils would benefit from it

- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **9. Inclusion of pupils with SEND**

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. When necessary and appropriate, we will seek advice around individual pupils from external support services. Where a behavioural incident warrants exclusion the Head Teacher will initiate this.

When children at Ecclesfield Primary School have disabilities we are committed to meeting their needs as well as meeting the needs of all groups of children within our school. **(The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002).**

At Ecclesfield Primary School we are committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances allow for wheelchair access as well as the designated points of entry for our school. We use specialist furniture and equipment as and when necessary for pupils with specific physical needs.

Teachers modify learning and teaching expectations as appropriate for children with Disabilities; for example, additional time to complete certain activities, or modified teaching materials. Teachers ensure that the work for these children:

- allows for their pace of learning and the equipment they use
- takes account of the effort and attentiveness needed in oral work, or when using, for example, vision aids
- is personalized or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to participate in educational visits and other activities linked to their studies
- use assessment methods that reflect their individual needs and abilities.

## **10. Evaluating the success of provision**

To ensure that the support we put in place is effective for all children's progress and attainment in relation to SEND provision (**in line with the SEND Code of Practice 2014**), there are regular reviews to monitor their progress with Senior Leaders, class teacher and SENCos at half termly Pupil Progress Meetings. All the children in each class are discussed but children with SEND are also talked about with regard to their specific needs, targets and progress towards outcomes. If progress is not in line, then there is an assessment of the intervention put in place.

A formal evaluation of the effectiveness of SEND provision and interventions are reported on termly to governors after analysis of pupil tracking data and test results for individual pupils and cohorts. Monitoring of classroom practice is undertaken by the SENCos and subject leaders.

The school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by a variety of means including feedback sheets, parent surveys, comments of the school web page, parent consultation evenings and reviews. The school offers an Open Door policy where parents can access the SENCos regularly without necessarily making an appointment. Further feedback from parents can be given at any time through email contact available on the school website.

#### **11. Complaints procedure**

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, they should be addressed in the first instance to the class teacher. If the concern or complaint relates to the SEND policy or the provision made for children with special educational needs they should make an appointment to speak to the SENCos. If parents/carers feel their child's needs are still not being met, they should make an appointment to see the Head Teacher who will be able to offer advice on formal procedures for complaint if necessary. Refer to the general Complaints Procedure. If, however, parents/carers are still concerned, they may contact the governor responsible for SEND and / or Sheffield Special Educational Needs and Disabilities Information and Advice Service (SSENDIAS) who will provide support for them.

#### **12. In-service training (CPD)**

At Ecclesfield Primary school we aim to keep staff up to date with relevant training and developments in relation to working with children with SEND. The SENCos, together 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).

The SENCos attend relevant SEND briefings and facilitates/signposts appropriate SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies. The school seeks the support of the external services when a need for specialist training is identified. Consideration is given to the relevance of specific training carefully aimed to meet the needs of staff dealing with specific SEND issues.

An audit of CPD is recorded to ensure all staff have current training relevant to the interventions run in school. Teaching Assistants will attend SEND courses which have a particular bearing on children they are supporting. Governors will be informed of school-based training and are invited to attend. Staff will be involved in developing practices, which promote whole school approaches to SEND. Early Career Teachers (ECTs) will access specific training and induction programmes.

### **13. Links to support services**

Ecclesfield Primary School has 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. During meetings with parents in attendance any relevant information regarding pupils with SEND is discussed.

These agencies include:

The Educational Psychology Service  
Learning Support Services  
0-5 SEND Support Services  
Speech and Language Therapy Service

### **14. Working in partnership with parents/carers**

At Ecclesfield Primary School we believe that a close working relationship and partnership with parents plays an important role and is vital. Parents hold key information including knowledge and experience of their child which contributes to the shared view of their child's needs. They will be supported to play an active and valued role in their child's education and the best ways of supporting them.

This can be achieved by ensuring that

- Parents are involved as soon as a concern has been raised and that it is discussed by making an appointment with the class teacher to make sure their views are considered and valued
- All parents are made aware of the school's arrangements of SEND including the opportunities for meetings between parents and the SENCOs to discuss the child's needs and approaches to address these needs in order for them to achieve their potential.
- The SENCOs signposting parents of pupils with SEND to the local authority Sheffield Special Education Needs Information and Advice Service (SSENDIAS) if they require specific advice, guidance and support.
- If a pupil has additional learning needs, the parents are consulted with regards to their child's provision. Early and accurate identification and assessment of SEND will lead to the correct intervention and provision for children
- Parents are supported so that they understand external agency advice and support by attending meetings with external agencies regarding their child and kept up to date and consulted on any points of action drawn up in regards to the provision for their child.
- Annual Reviews are undertaken for children with EHC Plans

If more regular contact is necessary with parents, this will be arranged based on the individual pupil's needs. The school's SEND link governor may be contacted at any time in relation to SEND matters.

### **VOICE OF THE CHILD**

Children with SEND will be encouraged to contribute to the assessment of their needs. Those who are able to voice their opinion will participate in all the decision-making



processes and contribute to the assessment of their needs, the review and transition processes

### **15. Links with other schools**

At Ecclesfield Primary School we

- ensure that transfer between primary and secondary school is planned, monitored and supported to ensure successful outcomes
- collaborate with all other support services and agencies involved with the child and with parents and where appropriate, make joint planning arrangements

### **16. Links with other agencies and voluntary organisations**

Ecclesfield Primary School has arrangements to invite and seek advice and support from external agencies in the identification, assessment and provision of SEND. The SENCo is responsible for liaising with the following:

- ❖ Social Services
- ❖ The School Nurse
- ❖ Ryegate/CAMHS
- ❖ FIS (Family Intervention Service)
- ❖ Speech and Language Therapy Service
- ❖ Learning Support Services
- ❖ Educational Psychologist
- ❖ Any other relevant health professionals such as Occupational Therapy, Physiotherapy etc

These external agencies are contacted if there is cause for concern about a child. A focused meeting will be arranged with the appropriate agency and parents informed and invited to any meetings held concerning their child unless there are over-riding safeguarding issues. SEND provision will be discussed and future meeting to review progress. There is regular liaison and exchange of information between the SENCos and these services.

### **17. Referrals and paperwork requests**

As part of the referral process, teachers may be asked to complete paperwork, supporting letters or forms. Whilst every effort will be made to complete these as quickly as possible, parents/carers should be aware that this process may take several weeks. This is to ensure staff have had sufficient time to gather evidence such as making observations and speaking to relevant staff and writing the letter itself. The paperwork will then go to the SENCos to be proofread before it is sent to the agency or given back to parents/carers as required.

Referrals will take priority over any other request that is not part of the school referral process, such as Disability Living Allowance claims so parents/carers should allow 10 working days for these to be returned.

Signed \_\_\_\_\_ [Name] (Headteacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name] (SENCo)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name] (SEND Governor)

Date \_\_\_\_\_

In this document reference is made to:

SEND Code of Practice DfE 2014

Disability Discrimination Act 2002

The Children and Families Act 2014

Education Act 2011

Every Child Matters - The Children Act 2004

SEND and Disability Act 2001

Accessibility plan 2014

Equalities act 2010

Sheffield Support Grid 2025