

## **Nook Lane Junior School - Special Educational Needs Information Report 2019 -2020**

**‘The Department for Education Code of Practice makes it clear that all learners should be empowered to achieve the best possible educational and other outcomes.’**

At Nook Lane, children are not defined by their area of need, their diagnosis or a label given by external agencies. We do not support children from a deficit model of what they are not able to do at a given time in their education. We know that every child has strengths, interests and areas to develop, and that some children need more support than their peers at different periods during their time in school. We therefore aim to provide the ethos, environment, resources, aspiration and hope that all of our pupils can be the best version of themselves, building on what they need and want to secure a successful future.

We are proud of our inclusive ethos and for the way in which we support our most vulnerable pupils. Children on the Autistic Spectrum (AS) with a funded IR place benefit massively from the many positive role models (adults and pupils) with whom they interact. Pupils in mainstream also benefit hugely from being educated alongside their peers with an IR funded place. They develop excellent attitudes towards difference and disability and show a mature understanding of the needs of non-neuro-typical children. Pupils in mainstream and the IR have talked in front of the whole school during assemblies about a wide range of conditions, including autism, and their life experiences. Such inclusive and empathetic attitudes bode well for their future contributions to society.

*‘Being treated the same doesn’t help with success, you need to support the need’. Eva Year 6*

### **Aims of our policy in regards to pupils with special educational needs and /or disability**

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage successfully in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by working with parents/carers, pupils, school staff and external agencies.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum, to better respond to the four broad areas of need:

#### **Communication & Interaction**

#### **Cognition & Learning**

#### **Social, mental and emotional health**

#### **Sensory/Physical**

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the local authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a **significantly greater difficulty in learning that the majority of others of the same age.**

Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... **physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer.

## The kinds of special educational needs (SEN) for which provision is made at the school

*‘In class we are all treated fairly, but not the same, as some children need more help than others’. Mia – Year 6.*

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school’s admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents/carers, to make the provision required to meet the SEN of pupils at this school. Nook Lane has supported children with profiles of ADHD (Attention Deficit Hyperactivity Disorder), ADD (Attention Deficit Disorder), learning difficulties including moderate learning difficulties, dyslexia and dyscalculia, developmental co-ordination difficulties (dyspraxia), physical disabilities, speech and language difficulties including social communication difficulties and autism, social, emotional and mental health needs, including attachment disorder and pupils with sensory difficulties including hearing and vision difficulties.
- The school also has an Integrated Resource (IR) for year 3- year 6 pupils. The IR supports the inclusion of pupils who are on the Autistic Spectrum (AS). Most pupils within our IR have a diagnosis of AS and /or social communication difficulties. All children with a funded place in the IR have an EHCP. Nook Lane’s IR has a fluid and flexible approach to how we support our children. We have a small learning group in the mornings for English and maths. Other children integrate with support into their mainstream class for maths and English. Timetable for social groups, which children in the IR are able to access on a rotated basis. In the afternoon sessions, wherever possible, children integrate into a mainstream class with support. Pupil who have an IR funded place, work and play alongside those pupils who attend mainstream, all pupils benefit enormously from this.  
**We are currently developing a separate Information Report specific to the Integrated Resource.**
- For children with an Education Health Care Plan (EHCP), parents/carers have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:  
it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents/carers of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision.

## How does our school know if children need extra help?

'Inclusion at Nook Lane means looking after children who can't read or write but can do other things well' Isla – Year 3.

We know when a pupil needs help if:

- Concerns are raised by parents/carers/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

## What should a parent do if they think that their child may have special educational needs?

If parents/carers have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. We have an open door policy and pride ourselves on our positive and supportive relationship with families. The discussion may result in a meeting with the school Special needs Co-ordinator (SENCo) whose name is **Diane Wilkinson** and whose contact details are [2341097](tel:2341097) or [enquiries@nooklane.sheffield.sch.uk](mailto:enquiries@nooklane.sheffield.sch.uk)

Parents/carers may also contact the SENCo or Headteacher directly if they feel this is more appropriate.

The views and aspirations of the family will be central to the assessment and provision that is provided by the school.

## How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
- Classroom observation by the senior leadership team, subject leaders, the SENCo, external support agencies – the autism team, speech and language teachers, learning support teachers.
- Ongoing assessment of progress made by pupils with SEND, this may include reading and spelling assessments at the end of term or at the end of a programme of support.
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND.
- Pupil and parent feedback on the quality and effectiveness of interventions provided.
- Attendance and behaviour records
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase access to the taught curriculum.
- All pupils have individual learning targets in line with national outcomes to ensure ambition. Parents/carers are informed of these via the reporting system, parent evenings and termly review meetings.
- Pupils' attainments are tracked using the whole school tracking system and those not making expected levels of progress are identified. These pupils are discussed at termly pupil progress meetings undertaken between class teachers, assessment leader, Inclusion Manager/SENCo and at termly review meetings.
- Additional action to increase the rate of progress will then be identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision for additional support using named interventions such as Rainbow Readers, TRUGs, STILE (reading interventions), to further support the success of the pupil.

- If provision is required to support increased rates, parents/carers will be informed that the school considers their child may require additional support.
- Action relating to additional support will follow the 'assess, plan, do, review model'.

**Assess:** Data on the pupil held by the school will be collated by the class teacher/SENCO in order to make an accurate assessment of the pupil's needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes. The school also uses a variety of assessment tools to support an understanding of a child's strengths and areas to develop. There are assessment tools for all 4 areas of code of practice. Please see assessment information sheet on the school website – SEND section.

**Plan:** If an assessment indicates that 'additional to and different from' support will be required, then the views of all involved including the parents/carers and the pupil will be obtained and appropriate intervention will be planned for. A One Page Profile may be useful to capture useful learning information from the parents/carers, teacher and child's perspective.

**Do:** Some children receive a 'boost' of support for half a term or longer, this may be a reading programme, a spelling intervention or a programme to support social and emotional well-being. Some children, who do not make progress, despite intervention will be assessed by external agencies who support school with additional assessment and advice. Please see the External Agency Information sheet on the SEND page on the school's website.

Children who receive a diagnosis of a learning need are placed at SEN Support on the school's SEND register and their learning targets recorded on a plan (SEN Support Plan) with clearly identified expected outcomes, which will include relevant academic and developmental targets – including independent learning skills and possibly social and emotional skills that take into account parents/carers' aspirations for their child. Parents/carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment every term.

**Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents/carers, class teacher, Teaching Assistant and SENCo. Pupils are invited to the meeting as appropriate.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services – Learning Support, Speech and Language Team, Autism Team, Educational Psychology Service and Ryegate Children's Centre.
2. Specialists from other school, locality, family of schools.
3. Social Services and MAST (Multi-Agency Support Team)
4. Health partners such as the School Nurse and CAMHs (Child and Adolescent Mental Health service).

All children placed on the school's SEND register will have their needs and related provision, measured against the Sheffield Support Grid which is separated into the 4 broad areas of need - communication and interaction, cognition and learning, social, mental and emotional health and sensory/physical needs:

- Quality first teaching is considered level 1 support.
- Targeted group/individual interventions are considered level 2 support.
- Children receiving a significantly differentiated level of support, including 1:1 interventions will be considered level 3 and a My Plan will be written in consultation with the parents/carers, pupil and any supporting agencies. A child may continue to access a My Plan if the level of support remains appropriate. If additional support is required the reviewed My Plan can be shared with relevant outside agencies/professionals and discussed at a locality SEN panel. This group of professionals includes the school's SENCo, SENCos from other local schools, an educational psychologist, the SEND lead Headteacher for the locality and the SEND manager for the authority, where a decision can be made to progress to an Education, Health and Care Plan.

For a very small number of pupils, whose needs are significant and complex and the support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

### **How will pupils be involved in decisions regarding provision to meet their needs?**

The school develops One Page Profiles for children with additional needs. These are completed by the pupil with adult support. The profiles identify a child's abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term this information will be reviewed and the pupil's views gained on the effectiveness of the action taken to meet their needs. Children receiving support are also consulted on the effectiveness of their support by questionnaire at the end of the year. At Nook Lane Junior School there is also a Curriculum Council with a focus on social and emotional well-being and children who choose to attend contribute to the school's action plan regarding how support is given. Children are always invited to provide feedback about their support in school and at every termly review meeting they are provided with questions to consider regarding the help they receive.

*'Girls and boys, including those with special needs can do pretty much anything they want'. Matthew – Year 4.*

### **How will the curriculum be matched to each child's needs?**

- Teachers plan using pupils' achievement levels, differentiating tasks, resources or outcome, to ensure progress for every pupil.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- If it is considered appropriate, pupils may be provided with specialist equipment or resources such as ICT, coloured overlays for reading, use of a laptop, support cushions, sloped writing boards and/or additional adult support.

### **How will parents/carers know how their child is doing?**

- Attainment towards the identified outcomes will be shared with parents/carers through termly SEN Support reviews but also through the school reporting system and parents/carers' evenings.
- Parents/carers may also find it useful to contact teachers via the school email address/school office whenever they have a question or query about their child's progress.
- Parents/carers are also encouraged to arrange an appointment to discuss their child's progress with the class teacher/ the SENCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school on 0114 2341097 or use [enquiries@nooklane.sheffield.sch.uk](mailto:enquiries@nooklane.sheffield.sch.uk)

### **How will parents/carers be helped to support their child's learning?**

- Please look at the school website. It can be found at [www.nooklanejunior.co.uk](http://www.nooklanejunior.co.uk)
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises coffee mornings, workshops and drop - in sessions for parents/carers/carers to access to share ideas/strategies to support children's learning. These are advertised on the school website and by letter.
- Home learning tasks, set every week by class teachers provide parents/carers/carers with ideas to support reading, spelling and maths.
- The SENCo arranges consultation sessions for parents/carers to access advice from the school's educational psychologist and the autism team. Parents/carers are also invited to observe interventions taking place, to support their understanding of ways to help their child and this includes possible resources to purchase.

### **How will the school evaluate the effectiveness of the SEN provision made for pupils?**

The effectiveness of support/provision will be measured using both qualitative and quantitative data.

- Qualitative data will gather the views of parents/carers and pupils on how successful the provision has been in enabling them to attain their outcomes. Observations from the class teacher and teaching assistant can also inform effectiveness of provision, in all 4 areas of the code of practice.
- Quantitative data includes teacher assessments which are discussed every term during pupil progress meetings and assessments completed by the school's teaching assistants at the end of a programme of support. The assessments provide information about a child's spelling, reading and reading comprehension ages and/or maths skills.  
This data will be shared termly with governors and can be judged by external moderators such as Ofsted.
- Emotional health and well-being is a huge focus at Nook Lane and at the forefront of all we do. There are many ways in which we can observe, monitor and measure the well-being of our pupils including – looking at attendance, scaling scores taken twice a day, children accessing reflection time to discuss difficulties with a teacher, social and emotional strengths and difficulties questionnaires and using more formalised assessments including the Boxall profile which assesses social, emotional and behavioural development. We use all of this information, alongside feedback from parents/carers and external agencies to decide on the most appropriate support programmes for a child.

### **What support will there be for children's overall well-being?**

*'Pupils have an exceptionally mature, compassionate appreciation of others'. Ofsted report March 2019.*

The school offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Citizenship, Health Education curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and parent voice mechanisms are in place (questionnaires and curriculum councils) and are monitored for effectiveness by the Link SEND Governor.
- The whole school approach in learning about emotional health and wellbeing is supported by the Friends For Life programme, nurture principles and the Zones of Regulation programme. We aim to give children the language to use to identify and name their feelings and emotions and a 'toolkit' of age appropriate strategies to support this development.
- Small group interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on provision maps developed by the SENCo every half term to support improved social interaction skills, emotional resilience and well-being.
- Some children need 1:1 support and we use the Incredible 5 Point Scale to provide bespoke sessions targeting individual needs. We also receive support through a referral system from the Multi Agency Support Team (MAST), a local authority agency.
- Pupils who find unstructured times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- Nook Lane has been part of the Healthy Minds project (2019-20) and has shared the programme of support in school with parents/carers at an information evening. Healthy Minds Ambassadors, a group of Year 5/6 pupils, has also been developed over the year with a focus on sharing good practice with peers through mindfulness and red/green thoughts.
- Ofsted report (March 2019) states that 'Pupils' personal development and welfare are exceptional as a result of high quality leadership in this important part of the schools work'. 'The school's work to promote pupils' personal development and welfare is outstanding'. 'Pupils have an unusually well-developed understanding of mental health, the importance of a positive outlook and of discussing and resolving problems'.
- The school has – an Emotional Well-Being Policy, Positive Behaviour Policy, Lunch Time Policy, Anti-Bullying Policy, Inclusion Policy and SEND Policy – all are reviewed regularly. You can find these on the school website or request a paper copy from school.

### **What about children with medical needs?**

- Pupils with medical needs will be provided with an Individual Health and Care Plan, developed in partnership with the school nurse and parents/carers, and if appropriate, the pupil themselves.
- Staff who administer and supervise medications will complete formal training.

- All medicine administration procedures adhere to the local authority policy and Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

### **What specialist services are available at the school?**

The school has access to a range of specialist support including learning support, the speech and language team, the autism team, Hearing and Vision teams, educational psychology team, Child & Adolescent Mental Health service (CAMHs), the Multi Agency Support Team (MAST) and the Ryegate Children's centre.

### **What training do the staff supporting children and young people with SEND undertake?**

Staff receive different levels of training depending on their role in school. Levels of training include – awareness of, enhanced practice and specialist training. This can be linked to all 4 areas of the code of practice.

Every term the staff training timetable (PDM – Professional Development meeting) will include a focus on inclusion and safeguarding. In recent times there has been a focus on the changes to the SEND Code of Practice, autism, speech and Language, Quality First Teaching, emotional well-being and mental health, the use of new assessment systems, attachment needs, precision teaching, speech and language development. Subject leaders also deliver training to staff to support all children, this may include reading, spelling, writing and maths focus areas. Subject leaders also present information at parent workshops and coffee mornings as requested by parents/carers. The school invites external agency support at staff training and as a result have completed level 1 autism training, Hope attachment training and Healthy Minds training.

- The school carefully considers the needs of every year group and the training needs of the staff working in each year group. The SENCo may support teachers in planning for children with additional learning needs but teachers and teaching assistants also share their own good practice/expertise. A training audit is completed by staff to enable in house training or training within the locality. The school also has a regular 'surgery', where staff can request support and advice for any area of need.
- We are forward thinking and attend SEND review meetings at the local infants school in the summer term to ensure teachers are aware of the needs of new groups and resources are purchased and interventions planned. The school environment is also considered as children with different learning needs may need reasonable adjustments to be made. The sensory and physical environment will be evaluated and adjusted according to an individual child's needs.

### **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put into place to enable all children to participate in school activities, including residential visits and out of school events.

- The school ensures that it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- Teachers will arrange to meet with parents/carers to fully discuss the needs of their child for any event, visit or activity that may pose a challenge.

### **How accessible is the school environment?**

- There is a ramp down to the school and wheelchair access in 2 of the classrooms. Doorways are wheelchair width.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- When entering the school through the secure gate, visitors are able to inform the office if disabled access/parking is required.
- The school is on one floor in the main building and the two mobile classrooms have ramps for access.
- Our Accessibility Plan is always under review to ensure that it meets the needs of the school community. This plan includes access to the environment, the curriculum and to printed information.

### **How will the school prepare/support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective and successful pupil transition. These include:

- A planned transition period over the summer term for the Year 2 children. They visit the school several times, building up gradually the amount of time they are in school. They have Year 5 reading buddies who support them during transition. Children who may need additional visits are invited to attend after school with their parents/carers and during the school day with supporting adults.
- Year 2 information evening for parents/carers to meet the Year 3 staff and Senior Leadership Team, including the SENCo.
- The school's SENCo attends review meetings for Year 2 children with additional needs, to be informed regarding resources needed and possible training to support any conditions or needs.
- For pupils transferring from other settings, the SENCo will arrange to visit the pupil in their current setting and arrange for transition visits to take place. Transition books are developed with photographs and information requested by the child and parents/carers.
- The Designated Safeguarding Lead/Deputy attend an information sharing meeting with the feeder schools – for Year 2 children moving to Nook Lane and for Year 6 children moving to secondary school to ensure every child is discussed and needs and profiles understood and supported.
- Open afternoons are arranged to enable parents/carers from Year 2 to visit Nook Lane during a working day.

### **Transition to the next school, preparation for adulthood and independent living**

- The annual review in Year 5 for children with Education Health Care Plans (EHP) begins the process where parents/carers are supported in making decisions regarding secondary school choice.
- External agencies are invited to support parents/carers and pupils in making decisions about the next stage of education/setting.
- Accompanied visits to other providers may be arranged as appropriate.
- Additional visits to secondary school are arranged, (for particularly vulnerable children) in order to support the child's successful transition.
- For transfer to local schools, the SENCos of both schools meet to discuss the needs of pupils with SEN through review meetings with parents/carers/pupils.

### **How are the school's resources allocated and matched to children's special educational needs?**

The notional SEN budget is a fund allocated to schools to support them to meet the needs of pupils with SEND.

- For pupils with the most complex needs, the school may be allocated additional educational needs funding from the locality SEN funding allocation. This funding is used to provide equipment and facilities to help pupils with special educational needs and disabilities through support that might include:
  1. Targeted differentiation to increase access to text, including use of IT.
  2. In class adult support aimed at increasing skills in specific areas of need.
  3. Out of class support – relationship building, social, emotional skill development.
  4. Small group tuition to enable catch up – targeted at named additional need
  5. Specific support, advice and guidance is provided to parents/carers and families to improve pupils' readiness for learning – relating to pupils' difficulties in attendance, behaviour, social and emotional needs etc.
  6. Provision of specialist resources or equipment including use of IT.
  7. Access to the school nurse and wider health professionals – responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs.
  8. Implementation of strategies from support agencies – behaviour support, autism team etc.

### **In addition:**

- The Pupil Premium funding provides additional funding for pupils who are claiming/have claimed for Free School Meals, who are in the care of the local authority or whose parents/carers are in the Armed Services. The deployment of this funding is published on the school website.
- If parents/carers wish to discuss the options available to their child, they are welcome to make an appointment to see the SENCo or Headteacher.

### **How is the decision made about how much support each child will receive?**

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent. The SENCo will use assessment and reports from external agencies and school assessments and observations to inform next steps in supporting a child.
- For pupils with an EHCP, this decision will be reached in agreement with parents/carers when the EHCP is being produced or at an annual review/termly review.

### **How will I be involved in discussions about and planning for my child's education?**

This will be through:

- Discussions with the class teacher and SENCo
- Parents/carers' evening meetings
- Review meetings/annual reviews
- Meetings with support and external agencies

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENCo
- The Headteacher
- For complaints, please contact the School Governor with responsibility for SEND. Their name is Caron Carter and she can be contacted via the school office on 2341097.

### **Support services for parents/carers of pupils with SEN include:**

Educational Psychology, Speech and Language Team, Autism Team, Learning Support, Ryegate Children's Centre, MAST – Multi Agency Support Team, School Nurse and all related health agencies which support hearing, vision and sensory/physical needs.

Support group for parents/carers include – Sheffield Parent Carer Forum, Sparkle, ACTT,

**There is a link on the school's website, in the SEND section, to the school's local offer.**

### **References**

- **Schedule 1 of the Special Educational Needs and Disability Regulations 2014**
- **The SEND Code of Practice (January 2015)** The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.
- <http://preview.tinyurl.com/nenth62>

**A glossary of SEND terms is included in the appendices of the SEND Code of Practice.**

- **See the SEND section of the school's website for more information about work with external agencies, the assessment process at Nook Lane, the SEN process at Nook Lane and the graduated response in supporting need.**

**Reviewed July 2020**

**Date of next review July 2021**

