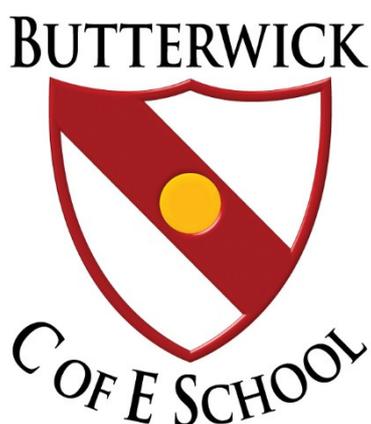


# BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

**Senco: Mr. Huck, National Senco Award (also part of the senior leadership team)**

**Date Agreed:** November 2017  
**Date to be reviewed:** November 2018

To be read in conjunction with:

- Anti-bullying policy
- Acceptable Use policy
- Safeguarding policy
- Behaviour management policy
- E-safety policy
- Medical conditions policy
- Attendance policy
- Staff Code of Conduct agreement / Staff Handbook
- Guidance for Safer Working Practice for Adults who work with Children & Young People in Education Settings document
- Working Together to Safeguard Children March 2015
- Meeting the Needs of Children in Lincolnshire guidance document
- Domestic Abuse Policy
- Complaints policy
- Children Missing in Education policy
- Team Around the Child (TAC) Handbook
- Extremism and Radicalisation PREVENT guidance
- Keeping Children Safe in Education September 2016
- Data Protection/Information Sharing protocol

## **Special Educational Needs and Disability (SEND) Policy (including information on Admissions)**

This document is a statement of the aims, principles and strategies for Provision for children with Special Educational Needs at Butterwick Primary School. It was developed through a process of consultation between all members of the School community, including teaching and non-teaching Staff, Governors and County Support Staff.

### **Purpose of the Policy**

This document provides a framework for the identification of, and provision for, children with Special Educational Needs. It is written for the benefit of all members of the School community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies. It is based on our school SEND information report that can be found on the school website, or via hard copy on request, from the school office.

The new Special Educational Needs Code of Practice 2014 offers guidance on the content of any School's SEN Policy. This document conforms to these guidelines, although the format differs from that set out in the Code of Practice.

### **Definition of SEND**

At our school we use the definition for SEN and Disability as detailed in the SEND Code of Practice 2014. This states: *SEN*: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting.

*Disability*: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. 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 Code of Practice refers to four broad areas of need:

**Communication and interaction**-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning**-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or physical needs**-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

### **Aims**

Our aims for SEN are to:

- Identify early specific needs of individuals through a graduated response to their needs.
- Set a positive learning ethos throughout the School, making sure of inclusion for all pupils.
- Make the Curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching styles.
- Overcome potential barriers to learning.
- Aim to ensure that each pupil feels equally valued within the School community.
- Identify all children with special consideration to support their diverse learning needs.
- Involve parents, pupils and outside agencies in developing a partnership of support which will nurture confidence in the strategies adopted by the School.
- Communicate and work together, making sure that all Staff are aware of specific interventions that take place, including wave 2/wave 3 and 1:1 interventions.
- Be aware of the Whole School provision mapping for each pupil.

### **Principles**

It is the aim of the School that each child should realise his or her maximum potential in a caring and supportive environment which provides equal opportunities.

All pupils have individual needs, including those with exceptional talents and abilities. Many can be met within the normal environment of the classroom, through a differentiated Curriculum, which also provides enrichment and extension.

### **Responsibilities**

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

- Helping in the development of the Policy.
- Being fully aware of the School's procedures for identifying, assessing and making provision for the pupils with Special Educational Needs. (Please also see Butterwick Primary School SEN information report on the school website)
- A commitment to a partnership approach to provision.
- Working together with Parents to keep communication between home and School fluid. This is essential for assessing each pupil's needs and setting new targets.

**The senior leadership team work towards the School's aims by:**

- Determining the School's general Policy and approach.
- Taking responsibility for implementing this SEN Policy through widespread consultation.

- Monitoring and evaluating the success of the Policy and ensuring that necessary revisions are undertaken.
- Establishing appropriate Staffing and funding arrangements.
- Informing parents, via the Governors' Annual Report, about the success of the Policy, any significant changes to it, resource allocation and consultation with the LA and with other Schools.

**The Head Teacher (Mrs Towers) works towards the School's aims by:**

- Monitoring and evaluating the progress of all pupils
- Analysing pupil progress through the school tracking system
- Holding pupil progress meetings with individual teachers
- Keeping the Governing Body fully informed.
- Working closely and meeting regularly with the SENCO to co-ordinate provision.

**The SENCO, Special Education Needs Co-ordinator, (Mr Huck) works towards the School's aims by:**

- Preparing and reviewing and co-ordinating day-to-day operation of the School's SEN Policy and school SEN information report.
- Preparing and reviewing the SEN Policy and Local Offer.
- Self-evaluating the role of SENCO and the procedures as set out in the Policy.
- To continually enhance professional development.
- Formulating and maintaining the SEN register.
- Producing and revising action plans.
- Liaising with colleagues in writing pupil interventions
- Monitoring and reviewing interventions
- Organising, alongside teachers, and attending review meetings with pupils and parents.
- Liaising with parents and outside agencies and keeping them well informed.
- Teaching individual groups when necessary.
- Monitoring progress and tracking PIVATS alongside the Head teacher.
- Arranging assessments for individual needs, where needed, using outside agency support
- Communicating with Parents and teachers and continually reviewing and assessing children's needs and progress.
- Keeping individual records up to date
- Contribute to in service training for staff to assist them in carrying out their role
- Advise staff where needed about teaching methods, ideas and interventions.
- Attending termly network cluster meetings and SEND briefings to share good practice with colleagues and keep up to date with SEND developments

**Teachers work towards the School's aims by:**

Class teachers are responsible and accountable for the progress and development of the pupils in their class. High quality, differentiated teaching is always the first stage in responding to pupils who have or may SEN.

- Knowing who their vulnerable learners are, including those already at SEN support or with EHCP's.
- Identifying pupils who may be underachieving (not necessarily SEND at this stage) or making less than expected progress. This could be characterised by progress which is (but not limited to):
  - Significantly slower than that of their peers starting from the same baseline
  - Failing to match or better the child's previous rate of progress
  - Failing to close the attainment gap between the child and their peers; or
  - Widening the attainment gap
- Planning for and coordinating interventions in their class
- Planning work to remove barriers to learning and put special educational provision in place
- Assessing their class's achievements and setting their targets
- Following the graduated approach of assess, plan, do, review and involve the parents/carers and child in this process, with support from the Senco, where needed
- Being aware that the School is making special provision to meet the children's needs.
- Working with TAs in developing interventions that aid learning through their successful teaching.
- Providing differentiated teaching and learning opportunities.

**Pupils are expected to work towards the school's aim by;**

- Discussing their targets regularly with key staff supporting them.
- Knowing how and who is going to help them reach their potential.
- Reviewing their targets and understand how they fulfil them.

**Teaching Assistants work towards the School's aims by:**

- Working with individuals and small groups.
- Helping to prepare materials and resources
- Liaising with Teachers to give feedback and help assess interventions.
- Recording progress and outcomes
- Running pre-organised teaching programmes.
- Noting observations of progress and outcomes of set targets for Pupils with a statement.

**Parents are expected to work towards the School's aims by:**

- Ensuring that children attend School in good health, punctually and regularly.

- Offering encouragement and praise when discussing their targets.
- Participating in discussions concerning their children's progress and attainment.
- Ensuring early contact with the School to discuss matters which affect a child's happiness, progress and behaviour. This would be the child's teacher in the first instance. This may then lead to a referral to the school Senco.
- Taking an active interest in children's learning by supporting in class where appropriate, and giving due importance to homework, hearing reading and assisting with the learning of tables.
- Allowing children to take increasing personal and social responsibility as they progress through the School.
- Attending parent consultation evenings and termly review meetings (a minimum of 3 per year but these can be more frequent if needed) to discuss progress, review interventions and support and to help set new targets.

**The SEN Governor is responsible for:**

- Monitoring the effective implementation of the SEND policy
- Liaising termly with the SENCO
- Reporting to the governing body on SEND
- Ensuring that pupils with SEND participate fully in school activities

**Procedures: Co-ordinating Educational Provision**

This includes the provision of non-contact time to enable the SENCO to liaise with other Staff, parents and carers, attend meetings on a weekly basis, if required, attend send cluster meetings, attend conferences on send, monitor send in school, complete necessary paper work, attend training and to liaise with the relevant support agencies.

**Identification, Assessment and Review.** (Also see Butterwick SEN information report on the school website for further details.) <http://www.butterwick.lincs.sch.uk/page/?title=SEN+Information+Report&pid=110>

- A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher with clear differentiation in the classroom setting. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher, Head teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs and close the gaps in their learning. If this support network does not help the children progress, then further Wave 3 interventions would begin. If the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. At this stage we may also seek the advice of external agencies, following discussion with and agreement from parents/carers, to complete assessments and provide strategies to help us best meet the needs of a pupil.
- The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process in accordance with the Code of Practice 0-25 yrs 2014.

1. **Assess:** Data on the child will be collated by the Class Teacher in order to make an accurate assessment of the pupil's needs. Parents will be invited to an early discussion to support identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate interventions identified and implemented by the class teacher with advice from the SENCO, if required.
3. **Do:** SEN Support will be finalised and interventions carried out either by the class teacher or teaching assistant, with the class teacher retaining the overall responsibility. Parents 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.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

**Admissions of pupils with Special Educational Needs and Disabilities** – please also see Admissions Policy.

Our school undertakes fair access to all by;

- Ensuring that all the children are admitted to the School, in accordance with the Admissions Policy.
- The level of ability of a child or any special educational need that he or she may have plays no part in the admissions policy of this school.
- In accordance with the Special educational Needs Code of Practice 2014, the allocation of school places for pupils with a Statement of Special Educational Needs or an Educational and Health Care Plan will take place before the school allocates other places as a part of the normal admission process.
- Discussions with previous schools, parents and pupils with SEND, including other professionals occur during the transition phase. This is in order to meet the best interests of the child. As best we can, we therefore implement strategies before a child is admitted.
- Making every effort to provide any necessary adaptations possible within the constraints of the School's funding arrangements.

#### **Allocation of Resources**

- The school receives a notional SEN funding from which we are expected to contribute the first £6000 towards a pupil who requires SEN/Additional support.
- The higher needs (top up funding) and targeted support provision currently remains outside of this national SEN funding. This is subject to review in light of the new legislative requirements implemented last Sept under the Children and Families Act 2014.
- Pupil premium is also additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Please see the schools Pupil Premium Statement on the school website.

#### **Considering Complaints**

- Discussion between parents and Class Teacher in the first instance.
- The Head Teacher and the SENCO will be kept informed of the complaint.
- A procedure to be followed in the event of the initial meeting failing to resolve the complaint. This will involve the Head Teacher, who will hold a fact finding meeting after discussion with the parents, Teacher and SENCO individually. This meeting will be held within one week from the Head's notification of the need.
- A procedure to be followed in the event of continuing dissatisfaction. Parents will be advised to take their complaints to the Governors.

- Further follow up meetings at any stage where necessary.

### **SEN Inset**

Training and development Training needs are identified in response to the needs of pupils currently on the SEN register.

- The SENCO attending appropriate courses and conferences as they arise.
- Other Teachers and Teaching Assistants attending SEN courses which interest them and have a particular bearing on children they are supporting.
- Staff Meetings are held periodically to address SEN issues.
- Use of 'Outreach' Support where necessary e.g. Specialist Teaching Team, Working Together Team
- School Senco will attend termly cluster meetings and termly send briefings to help keep up to date with developments in send and further improve the school work in this area.
- School staff have specific training in literacy and numeracy interventions and supporting children with hearing impairment and dyslexia.

### **Use of Outside Agencies: Links with the following services who are giving support in meeting the needs of specific children:**

- Attendance of the School's attached Educational Psychologist. During her visits, she holds discussions with the SENCO and Class Teachers about specific children who are raising concern; assesses children, either by observation in class or on a withdrawal basis; and meets with the parents. The SENCO and EP then discuss the next strategies needed for individuals.
- ESCO (Early Support Care Coordination) Provide help and support for disabled children, young people and families
- Speech and Language Therapy.
- School Medical Service, including Occupational Therapist, Physiotherapist, School Nurse and the Paediatric teams.
- Local Authority Advisors.
- Out Reach Services: The 'Working Together Team' for supporting our work with children who may have social and/or communication problems. They also specialise in Autism.
- Specialist Teaching team (STT) for help and guidance with assessment e.g. Dyslexia and to provide specialist 1:1 or small group support in school
- Pathways- Behaviour Support
- Sensory Impaired Service (SIS)
- BOSS team
- Lincolnshire Behaviour Ladder of support service
- Primary Mental Health Care (CAMHS)
- Children's Education Advisory Service (CEAS)
- St Francis School, Lincoln for advice and support for those children with disabilities

### **Referrals Including one or more Outside Agencies Using the Early Help Assessment Framework**

- Discussion with relevant Teachers, SENCO, Learning mentor, Head and parents at meetings and, where appropriate, the child concerned.
- A Single Assessment form/ Multi-agency Assessment form filled and notify the TAC Administrator
- The SENCO or learning mentor as the named Lead Professional.
- Meeting to be held in School, guided by the Lead Professional.
- Lead Professional to note the minutes.
- Lead Professional to follow up further arrangements. Services are delivered according to the set 'child's plan'. The targets are reviewed every 6-8 weeks.
- Support from Early Help Coordinators with case supervision for Team Around The Child and Child In Need cases.

### **Providing Curriculum Access and Integration**

- Teaching pupils primarily in mainstream classes to aid inclusion.
- Ensuring that all pupils with SEN join in all the activities of the School with differentiated interventions and 1:1 support to help children access all activities, as far as possible.
- Extra help from a teacher or a learning support assistant in class
- Working with a child in a small group in class
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Making or changing materials, resources or equipment
- Ensuring that a differentiated Curriculum is offered to all pupils, in accordance with the Teaching and Learning Policy of the School. Inclusion is also seen through P.E and after school clubs.
- Encourage emotional and pastoral care early, so as to avoid provision that is unnecessary.
- Adapting teaching styles to accommodate a pupil's learning style.
- Teaching SEN pupils within the numeracy and literacy sessions using adult support.
- The provision of the mechanical aids to support learning, e.g. pencil grips, writing slopes
- Adaptation of the material presented to a group within the class.
- The provision and assessment of an Individual Education Plan (IEP) which breaks learning down into steps manageable by the particular children.
- Periodic withdrawal, either individually or as part of a group, to follow the interventions noted on the Whole School provision map.
- An Individual Behaviour Plan, aimed at modifying behaviour, may be formulated in conjunction with parents/carer, where needed.

## **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils 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 (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

## **Evaluating Success: The School's SEND Policy will be achieving its aims if:**

- All Special Educational Needs are identified promptly and addressed by the appropriate applications.
- There is a fluid movement of individual children between SEN support, Education Health Care Plans and moving off SEN support where appropriate. When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.
- No child is exempt from the National Curriculum, unless there are extenuating circumstances.
- Provision Mapping is used to highlight the support received and used to inform the 'next steps' in the child's education
- Having regular reviews, at least 3 per year, but can be more frequent, if required.
- Target tracker, termly and day to day assessment is used to monitor and track progress and to set new targets.
- Head and SENCO meet regularly to assess progress and outcomes for all pupils and to review provision.
- The school follow the plan, do, assess, review method of support, when evaluating success – Please see Local Offer for more information.

## **Partnership with Parents**

- Ensuring that all parents are aware of the School's arrangements for SEN, including the opportunities for meetings between parents and Teachers, by outlining these arrangements in the School's Prospectus.
- Informing parents immediately when we feel that a child may need to be referred as a cause for concern and offering an opportunity for discussion and exchange of information.
- Formal consultation between the Teacher, pupil and parent/carer and Senco, where needed, to discuss the child's needs and approaches addressing those needs. Strategies which will be used in School and suggestions for parental support will be shared at this time and regular updating and review meetings organised.
- Informing parents of provision of helpful literature and links to parent support groups to clarify understanding of the procedures e.g. Liaise, and Lincolnshire Parent Carer Forum
- Consultation with all parents of children with SEN when either the School or the parent feel it is necessary.
- The availability of the school Senco on parent evenings to allow parents to come and discuss any issues they may have regarding their child.
- Parents of pupils with Special Educational Needs may gain a range of support from Lincolnshire's SEN Local Offer which can be found at <http://search3.openobjects.com/kb5/lincs/fsd/home.page>. The school Senco can also offer advice and links to parent support groups either verbally, paper copy or by signposting to the school website which has links to support networks.  
<http://www.butterwick.lincs.sch.uk/page/?title=Special+Educational+Needs&pid=87>

- Senco to send out, annually, a parent questionnaire to help identify strengths and weaknesses to help inform future needs and improve our work with children with SEND

### **Storing and Managing Information**

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Butterwick Primary.

### **Complaints**

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

## **What support will there be for the overall well-being of children?**

### **Pastoral and Social Support**

- All staff within the school have strong relationships with the children to support their emotional needs, and will offer day-to-day pastoral support as required. As well as this, the children also have direct access to the school's learning mentor (Mrs Tracey) in person or via written request through our 'worry box' system. Mr Huck and/or Mrs Towers are also available for children to go to should they feel the need.
- In our experience, children at our school feel confident to share emotional and social well-being concerns with a member of staff.
- Parents are encouraged, via informal discussions, newsletters and parent evening consultations, to meet with the Headteacher, SENCO, class teachers and teaching assistants if they feel there is a concern that needs to be shared.
- Year 6 children are trained as Playground Leaders to specifically work with younger children at playtimes to encourage appropriate play and kindness to each other. They will actively seek out younger children who have challenges with establishing relationships or making friends.
- Prefects are selected from Y6 children to take responsibility for individual classes but also to carry out a range of tasks including supporting children around the school.
- Any reported incident or concern regarding a child's emotional or social well-being is recorded and followed up by either the Head teacher, learning mentor or SENCO.
- All child protection issues are reported to either the Headteacher or SENCO, who are the school's Designated Safeguarding Leads.
- There is a clear 'Whole School Behaviour Policy' which is adhered to by all staff (please see the school website for a copy). This Policy includes the school's Rewards and Sanctions systems. Behavioural difficulties do not necessarily mean that a child has Special Educational Needs. However a change in a child's behaviour can indicate that the child needs help and support.
- We use a variety of approaches to develop children's personal, social and emotional development. The school follows an E –safety curriculum and the Jig Saw scheme of work across the whole school for the teaching of Personal, Social, Health and Emotional Aspects of Learning. This includes assemblies and lessons aimed at helping children cope in a range of areas such as social skills, spiritual, moral and cultural development as well as self-esteem, internet safety and various forms of bullying. Collective Worship time is also used as a forum for discussion, reflection and support in these areas.
- When appropriate 'Friendship Buddies' can be appointed to support a child with a particular need.

## **Medical Needs**

- We ensure as far as possible that any child with a medical need or disability is included in all aspects of the curriculum and school life.
- There is a 'Medical Conditions Policy' which is followed by all staff (please see the school website for a copy)
- If your child has a specific medical need then parents should contact the school and you will be referred to the Assistant SENCO who will take the appropriate action. This could involve the preparation of a 'Health Care Plan'. If a 'Health Care Plan' is needed it will be written to inform appropriate staff of the specifics of the condition and what should be done to support the needs of the child.
- The school maintains a list of all children with medical needs which is available to all staff.
- If your child requires on-going long term medication then this will be reflected in their 'Health Care Plan'.
- If your child requires short term medication that is not part of a 'Health Care Plan' e.g. for a minor infection then please contact the school office to complete a form 'Administration of Short Term Medication' which will outline how the medicine is to be administered.
- Asthma inhalers, and Emergency Treatment for Anaphylactic Shock are kept in the classrooms. Other medication is kept securely, where appropriate e.g. in a fridge in the staffroom.
- Personal Emergency Evacuation Plans (PEEPs) are produced for children with specific needs so as to ensure that, in an emergency evacuation of the school, an adult has been appointed to ensure their safety.

## **Liaison with Other Schools or Nurseries**

- We make every effort to contact playgroups for discussion of children with SEN before they enter the Reception class to ensure as smooth a transition as possible. This can be done by either the Foundation Stage Lead Practitioner or the SENCO.
- We will contact the previous School of any child with SEN entering our School at any point other than Reception to determine how the child will be inducted, and to enable us to benefit from previous knowledge of the child.
- Planning meetings involving the Head, SENCO, prospective Class Teacher, pupil and parents to ensure that the needs of any child entering the School with SEN can be met as fully as possible.
- We will contact receiving schools for all children leaving our school with SEND to ensure the process of transition is smooth and that the receiving school has all the relevant information. In addition, we are always willing to be consulted by receiving schools at any point after the child has transferred if we can give assistance to support the continuity of a child's development. If the receiving school is linked with the Armed Forces, the SENCO is to ensure that the Parents are aware of CEAS, the Children's Education Advisory Service. It aims to 'support operational effectiveness in the armed forces by enabling service families to secure appropriate educational provision for their children in the U.K. and overseas'. The SENCO should discuss the 'moving schools pack' which helps to develop a portfolio for an individual with Special Educational Needs. Also, CEAS enables service parents to register a child at School Action Plus or with a medical need that may impact on their education.
- Ensure smooth transition to KS3 following discussions with the receiving school, also the passing on and clarification of all recorded documentation. Transition IEP Reviews may be implemented to discuss an individual's specific need in KS3. We will also liaise with secondary schools to hold additional parent

meetings between us and the receiving school to allow parents extra opportunities to meet and discuss their child's needs before pupils start their new school. If required we will also co-ordinate extra transition days to help support pupils with send who may need a little more support in transition.

### **Conclusion**

This policy was written with regard to the school SEND information report, which holds further information, which can be found on the school website. You can get a copy of our policy in hard copy on request at the school office or by visiting the school website. Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.