



Cherry Tree Hill Primary School

SEND POLICY

Date of Policy to Governors: Autumn 2025

Minute Number:

Review Date: Annually in the Autumn Term

MISSION STATEMENT

We seek to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. It aims to give high priority to the spiritual development of the whole school community in an inclusive environment.

Our emphasis is on quality teaching first. All staff accepts responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum stated that participation by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

We therefore intend . . .

- ❖ To follow to the SEND Code of Practice (January 2015) on the identification and assessment of special educational needs.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and external agencies.
- ❖ To provide effective learning opportunities for all pupils by using a range of strategies
- ❖ To include SEND children within the class, wherever and whenever practicable.
- ❖ When children are not making adequate progress, provision that is additional to or different from, that provided as part of the school's usual differentiated curriculum will be given.
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start will be made in considering the additional help the child may need from other agencies.
- ❖ If a child is identified as having special educational needs an action plan will be drawn up tailored to each individual child's needs. Realistic SMART targets will be set and the plans will be reviewed and evaluated regularly and involve the child, parent, teacher and all support services when required.
- ❖ To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- ❖ Endeavour to use all resources appropriately and efficiently.
- ❖ Make full use of all the support agencies that are available through various different pathways.

Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that Cherry Tree Hill Primary School will provide in line with the Code of Practice.

Areas of Need

Children will have needs and requirements which may fall into at least one of the five areas, many children will have inter-related needs. The four areas of need are:

- ❖ communication and interaction.
- ❖ cognition and learning.
- ❖ social, emotional and mental health difficulties.
- ❖ sensory and/or physical needs.

Identification and Assessment

The law says that a child has special educational needs if they have:

A learning difficulty (i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for special educational provision (i.e. provision additional to, or different from, that made generally for children of the same age in local schools).

All schools should have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. (Special educational needs and disability code of practice: 0 to 25 years, January 2015)

Therefore, the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, the more readily interventions can be made without undue disruption to the organisation of the school including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- ❖ Parents/Carer/Child
- ❖ Class teacher assessment
- ❖ Any of the support services mentioned later
- ❖ Records – transferred from another school
- ❖ Base line assessments
- ❖ SAT results
- ❖ In-house testing and assessment
- ❖ Special needs register
- ❖ Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to:

- ❖ Their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ The outcomes from baseline assessment results

- ❖ Their progress against the objectives specified in the National Curriculum.
- ❖ Standardised screening or assessment tools.

English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the SEND Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought from the relevant outside agency when necessary.

School Model of Assessment and Provision

Where progress is not adequate, it may be necessary to take some additional or different actions to enable the pupils to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways i.e.:

- ❖ closes the attainment gap between the child and their peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters the child's previous rate of progress
- ❖ ensures access to the full curriculum
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the child's behaviour

If a child's progress is inadequate the class teacher ought to provide interventions that are additional to or different from those provided as part of the usual differentiated curriculum offer and strategies.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- ❖ makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- ❖ shows signs of difficulty in developing English or mathematical skills which result in poor attainment in some curriculum areas. This also applies to the areas of learning in the EYFS curriculum.
- ❖ presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school.
- ❖ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ❖ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Following a meeting to review a child's Action Plan (and in consultation with parents) a decision may be taken to request help from external support services.

The triggers for this could be that, despite receiving an individualised programme and/or concentrated support, the child:

- ❖ continues to make little or no progress in specific areas over a long period

- ❖ continues to work at a level significantly below their peers in the EYFS curriculum
- ❖ continues working at National Curriculum levels substantially below that expected of children of a similar age
- ❖ continues to have difficulty in developing literacy and mathematical skills
- ❖ has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- ❖ has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- ❖ has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. Advice and support may be requested from the Educational Psychology Service and a consultation request will be made. Following consultation advice would be taken as to future and further action.

Education and Health Care Plan – EHCP

A child will be brought to the LA's attention as possibly requiring an assessment through: -

- ❖ a request for an assessment by the school
- ❖ a request for an assessment by the parent
- ❖ a referral by another agency e.g. health authority, social services.

If after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school we would make a request to the LA for an assessment.

When a child is brought to the attention of the LA by a request for an EHCP assessment, the LA must decide within eight weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary, the LA will pay particular attention to:

- ❖ evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled "Inclusion: Providing effective learning opportunities for all children"
- ❖ evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- ❖ evidence of action already taken by the child's school to meet and overcome these difficulties
- ❖ evidence of the rate and style of the child's progress
- ❖ evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not unusually commensurate with provision through various outside agencies.

All EHCPs must be reviewed at least annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the statement is still appropriate.

Identifying pupils with Special Educational Needs

Early identification is very important as the earlier action is taken the more responsive the child is likely to be. In Reception, end of the Foundation Stage, if a child is not making adequate progress interventions will be initiated. The intervention should enable children to:

- ❖ close the attainment gap between the child and the child's peers
- ❖ prevent the attainment gap growing wider
- ❖ matches or better the child's previous rate of progress
- ❖ ensures access to the full curriculum
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the pupil's behaviour

If the intervention does not enable the child to make satisfactory progress, then advice and support will be sought from external agencies.

Action Plans

An action plan should be used to plan the interventions for individual pupils. It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets.

An action plan should focus on up to three key individual targets and should include information about:

- ❖ the short term targets set for or by the pupil
- ❖ the teaching strategies to be used
- ❖ the provision to be put in place
- ❖ when the plan is to be reviewed
- ❖ success and/or exit criteria
- ❖ parent comments (to be recorded when action plan is reviewed)

Monitoring and Reviewing Action Plans

Action plans are continually kept under review. However, the success of all action plans will be evaluated three times a year (July for September, December for January and April for July). These are overseen by the SENCO and meetings will be conducted between teachers and parents.

Graduated Response

Once the potential Special Need is identified the following process must be followed:

- ❖ Assess
- ❖ Plan
- ❖ Do
- ❖ Review

The School's Graduated Response

The following procedures will represent the Graduated Response in our school:

1. Teacher will fill in a SEND concerns form and liaise with parents throughout this stage to make sure the parent understands the need of their child.
2. SEND action plans will be produced with parents, the child and class teacher to target the learning need and the child will be placed on the SEND register.

3. Evidence will be gathered in order to seek further support from other local agencies or the local authority if necessary. These will be either interventions on a 1-2-1 basis or in group (*see intervention section below.)
4. An Education Health Care plan assessment will be made again if the school and parent deem necessary
5. EHCP assessment process starts
6. EHCP issued by the LA if assessment is successful.

*Interventions as described on the action plan will encompass an array of strategies and embody the following principles:

- ❖ provision for a child with special educational needs should match the nature of their need
- ❖ there should be regular recording of a child's progress towards the targets this will also include the actions taken and the outcomes.

Record Keeping and Assessment

The records kept in school are appropriate for all children. It is important that records are accurate, yet as positive as possible. This is particularly important for children with special needs. KS1 and 2 SATs – All EHCP children and SEND children will be given 'readers' for their Maths assessments where necessary, extra time in all 3 subjects and all will be done to assist children in respect of need in-line with "Assessment and Reporting Arrangements".

Record Keeping

Every child that is placed on the SEN register has a graduated response file on the secure network online. All records from professional agency reports to meeting logs are kept within the child's file online.

Most of these records are part of continuous assessment. It is also important that results of formal testing, such as SATs and in-house assessments are carefully scrutinised to see if they highlight a child's difficulties or provide information about how to proceed with support. Records should always provide precise positive information about what a child can do, and about what steps are being taken to help him/her make progress. All files are kept in-line with GDPR regulations.

Medical Information

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical information is passed on to the teacher.

However, a medical diagnosis or a disability does not necessarily imply SEND. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

Our School Position

Our SENCO can be contacted via email senco@cherrytreehill.odysseyct.org.uk

The agreed role of the SENCO is to support the work of class teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.

The SEND nominated Governors meet regularly with the SENCO to discuss issues. The SENCO will adhere to the SEN Code of Practice. We work closely with and support class teachers in the early recognition, assessment and testing of children. .

The role of the SENCO

- ❖ overseeing the day-to-day operation of the school's SEND policy
- ❖ coordinating provision for children with special educational needs
- ❖ liaising with and advising teachers
- ❖ managing learning support assistants
- ❖ overseeing the records of all children with special educational needs
- ❖ liaising with parents of children with special educational needs
- ❖ contributing to the in-service training of staff
- ❖ liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- ❖ attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- ❖ work closely with the nominated Special Needs Governor
- ❖ monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

Ideas to assist with the meeting of SEND

We do need to be particularly aware of some children who have SEND. Children who learn at a slower rate than their peers, or who are developmentally delayed, so that they progress more slowly; they may need some support with classroom tasks, either from the class or a support assistant/ teacher.

Children who have specific learning difficulties such as speech language and communication needs often become more apparent as the child grows older and fails to make as much progress as their peers. They will often require modification of some tasks and structured activities to work on specific skills. The class teacher will be given support in this by the SENCO and when required, a specialist service.

Children with physical disabilities which affect their learning, such as impaired vision and hearing, fine and gross motor or mobility problems. These children need particularly careful monitoring, to check they are making good progress, but they may not necessarily need extra support. The needs of individuals with mobility problems have to be addressed when planning educational visits, and all aspects of PE and movement between the school sites. They may also need specific resources that will enhance their daily life in school by specialist services.

Children with specific behavioural difficulties may have learning difficulties which could be the cause of their problems, and they will need a positive approach and careful monitoring, ideally before the problem becomes acute.

Children with impaired or delayed social skills are often passive or withdrawn and are easily overlooked. These children will be monitored to make sure that adequate progress is made either in academic and/or social skills.

We also need to be particularly aware of new entrants, children who are absent for an extended period, children who are coping with family predicament and children who are the victims of abuse.

Planning the Curriculum

It is vital that children with special needs do not have a narrow curriculum, particularly with the demands of the EYFS and National Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children.

National Curriculum Inclusion Statement

Setting suitable challenges

- ❖ Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils to progress.

- ❖ Teachers should take account of their duties under equal opportunities legislation that covers disability, race, religion or belief, sex and sexual orientation. (As detailed in the Equality Act 2010)
- ❖ As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEND should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.
- ❖ A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEND Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEND Code of Practice will outline what needs to be done for them.
- ❖ With the right teaching, that recognises their individual needs, many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

- ❖ Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- ❖ The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

The "small steps" Approach

It is very important to realise that many children have complex, inter-connected needs and they should not be categorised or labelled. Cherry Tree Hill Primary School will endeavour to build on what a child already knows in a 'small steps' approach. It is more valuable to think in terms of individual differences and achievements rather than deficits from within children. We must be aware that children's needs and difficulties can be linked to a mismatch between task demands, levels of concentration and the child's ability/disability.

The main aim is always to give children access to all aspects of the curriculum, with priorities which are

- | | | |
|-----------|---|--|
| Real | - | relating to the child's needs |
| Relevant | - | so that the child sees the purpose of the activity |
| Realistic | - | so that the child can achieve success |

Classroom Organisation

It is important to ensure that this facilitates learning for all children, but particularly for those with special educational needs.

This can be achieved by:

1. Flexible grouping arrangements, to allow children variety and the stimulus of working with different children. Children with learning difficulties benefit from mixing with their peers and must be encouraged to do so.
2. Peer support and in some cases peer group tutoring can be valuable, although its implications need to be carefully considered.
3. Parents, grandparents and other adults can provide invaluable help in the classroom with children with learning difficulties, helping to develop oracy, working with the computer, and developing individual skills. All parents of children are welcomed in school. Some of our parents have had unpleasant experiences of school themselves, and may need extra encouragement to come in.
4. Children with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical classroom organisation depending on size and make up of the class.

Managing Children

Behavioural difficulties are usually complex. Poor work attitudes and under-achievement, poor concentration levels, miss-match of work to a child, personal and home problems, lack of appropriate resources, movement around the room/school, unstructured days, constant change are some of the factors that need to be addressed. Our staff are trained in many different strategies to manage behaviour issues. It is very important that staff should enlist the help of the Senior Leadership Team before a child's needs become acute, in monitoring progress, counselling and reinforcing the positive approach. It may be appropriate to inform other members of staff including all support staff, when a particular effort is being made with a child. If the challenging/inappropriate behaviour persists then we will seek additional help and advice from the support services.

Code of Conduct

Whole school expectations by all who work in our school, is that we all should accept responsibility for our own actions and learn/choose to act in an acceptable way. Children have a right to learn and staff have a right to teach.

Behaviour

Behaviour will always be considered in relation to a child's SEND. If it is deemed that a child's SEND has contributed to their misbehaviour, our school will consider whether it is appropriate and lawful to sanction the child.

Where a child is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

Our school aims to anticipate likely triggers of unacceptable behaviour and puts in place support to prevent these, taking into account the specific circumstances and requirements of the child concerned. Measures include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Managing the classroom/resources

Teachers make tasks specific and realistic, so that children know exactly what is expected of them. They ensure that work is challenging but not daunting.

The teachers will decide on what the minimum amount expected from individuals is. Some children may need the work broken into small challenges. Teachers will take into account point of entry, differentiation of work and recording when planning lessons. They will make sure that the child understands the value of the work for them as a learner, to encourage motivation.

A few children may need some more extrinsic motivation, and will benefit from receiving rewards for good work or behaviour. Rewards include: -

- ❖ Praise by staff/colleague
- ❖ Being given a responsible job
- ❖ Choosing an activity for himself or a group

- ❖ Using an Ipad and other resources.
- ❖ Being first out of the classroom when a session ends
- ❖ Choosing a story, poem or song for the class
- ❖ Showing work to another member of staff or parent
- ❖ Sticker or certificate (available in school)

Teachers use praise and a positive approach as much as possible with all children.

The SEND Register

The school maintains a SEND register which contains details of all children identified as having special needs and EHCP's. This is confidential. The register is continually being revised and updated.

Access and Integration

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to all EYFS and National Curriculum subjects at the appropriate stage and programme of study. All children within Cherry Tree Hill Primary School are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers.

Admission Arrangements

Following LA admission and equal opportunities policies. (Available on request from the office)

Support Sources

We do not have any special unit attached to our school, but have access to and benefit from a wide range of support services through Derby City Education Service together with other agencies with whom we aim to work in partnership.

- ❖ Educational Psychology Service
- ❖ Social Services
- ❖ School medical service
- ❖ Speech therapists
- ❖ Secondary school liaison
- ❖ Local nurseries
- ❖ StePs team
- ❖ CAMHS
- ❖ Church
- ❖ Police service
- ❖ SENCO Academy Trust Meetings

Building adaptations/special facilities

Cherry Tree Hill Primary School is built on one level with easy access for wheelchair users. The school has a wide disabled toilet in each of the main buildings for pupils/adults to use and various ramps to enter and exit the building. Further details on the adaptation and special facilities please see the Accessibility Plan.

Governor responsible for SEND

The governor responsible for SEND, together with the SENCO/Head monitors the most efficient use of the SEND budget. They report back to the governing body and parents on the effectiveness of the policy. The governing body has legal duties in relation to pupils with SEND. Legal duties on SEND are set out in the Children and Families Act 2014 and statutory guidance on the SEND code of practice, jointly published by the Department of Education and the Department of Health. The governing boards is also under a duty to 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practise applied by or on behalf of a school, or by the absence of an auxiliary aid or service. All governing board also has legal duties under the Children and Families Act 2014 and must have regard to the statutory guidance, 'the SEND Code of Practice: 0 to 25 years'. In addition, there is be an individual on the governing board (Governor Responsible for SEND) with specific oversight of the school's arrangements for SEND.

"At Risk Register"

Mr Paul Appleton (Headteacher) and the senior leadership team are responsible for Safeguarding. Although all staff have a duty for the safeguarding of every child in our school.

Governor/Staff Training

We will continue to develop staff/governors expertise by making full use of courses provided by the Education Authority, National conferences and other agencies or INSET drawing on staff specialisation. The needs are identified by the individual, the SENCO and through the School Improvement Plan. The school's Performance Management system will assist in highlighting training needs as will the CPD Coordinator.

Partnership with Parents (all those with parental responsibility)

We must also not forget the invaluable role parents play within our school listening/talking to children, supporting groups and individual children under the direction of the teacher. Also the invaluable support most of our parents give to their own child at home.

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them."

(Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However, all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communications effective, professionals should:

- ❖ acknowledge and draw on parental knowledge and expertise in relation to their child
- ❖ focus on the children's strengths as well as areas of additional need
- ❖ recognise the personal and emotional investment of parents and be aware of their feelings
- ❖ ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- ❖ respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- ❖ respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers

- ❖ recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is “flagged” as a cause for concern, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

“A local education authority must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs.”
(Education Act 1996 Section 332A)

SENCO/Head, class teachers and SEND support talk both informally/formally to parents in school, may write, telephone or home visit if appropriate.

Parents also have a responsibility to communicate effectively with professionals to support their children’s education. They should:

- ❖ communicate regularly with their child’s school and alert them to any concerns they have about their child’s learning or provision
- ❖ fulfil their obligations under home-school agreements which set out expectations of both sides.

We will ensure that parents are fully involved in any discussions leading up to a school’s decision to request an EHCP.

Partnership with Pupils

We work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEND should be actively involved at an appropriate level in discussions about their action plan’s, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

Partnership with Other Schools

The school liaises with local secondary schools in order to ensure the easiest possible transition from primary through to the secondary phase. Planning for transition for some pupils may start as early as Year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENCO visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day ‘sampling’ life in their new school. The Year 6 teacher and/or the SENCO discuss each child plus relevant information is passed on. Occasionally, a child may need to visit more often in order to prepare more fully – this is usually an EHCP child with additional teacher support. We make flexible arrangements whereby the two can visit. All records – assessments, records of achievement and SEND records/Action Plans are passed on. If a Year 6 child holds an EHCP, a review is held in the Summer Term to bring together the family, child and all staff/support services involved. The strengths and areas of concern are looked at as are the needs of the child. The secondary school of choice is also invited to attend. The wishes of the parents are considered carefully.

When a child transfers to another setting, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENCO as a person to contact if further information is needed.

Liaison with external nurseries and home visits are conducted before a child starts their school journey with us. This enables us to have a clear understand of the child both at home and in the current setting. Liaison with other EYFS providers is key to a smooth transition and our EYFS lead co-ordinates this.

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Signed Chair of Governors _____