

Ibstone CE Primary School

Special Educational Needs and Disabilities Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice September 2014 and has been written with reference to statutory guidance.

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Our Christian Vision:

Nurture, Inspire, Grow

Our vision is to nurture our community enabling everyone to grow through our Christian values. We inspire our children to be resilient, confident and courageous whilst developing a lasting love of learning. *'Whatever I have, wherever I am, I can make it through anything in the One who makes me who I am.'* *Philippians 4:13*

Our associated Christian values: Love, Courage, Respect, Community and Perseverance

Each value is linked to various Bible stories.

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Policy for supporting children with special educational needs or disabilities

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A School Arrangements

A1 DEFINITION AND AIMS

Definition

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Buckinghamshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LA (*Education Act 1996*).

Aims

We, at Ibstone CE School, believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Ibstone CE School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

OBJECTIVES

To identify and provide for pupils who have special educational needs and additional needs .

To operate a whole pupil and whole school approach to the management and provision of support for special educational needs.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (the SEN governor, see appendix) who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy through the Governors' Annual Report to Parents
- they have regard to the requirements of the SEND Code of Practice (2014)
- parents are notified if the school decides to make SEN provision for their pupil
- they are fully informed about SEN issues, so that they can play a major part in planning provision and school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.

Governors play a major part in school self-review. In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- SEN provision has a yearly action plan and is an integral part of the School Development Plan
- the quality of SEN provision is regularly monitored

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEN issues
- working closely with the special educational needs co-ordinator
- the deployment of all special educational needs personnel within the school
- overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as whole.

The **special educational needs and disabilities co-ordinator** (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up a SEN or classroom support plan, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process

- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- supporting the headteacher in managing LSA/TAs
- liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- delivering quality first teaching that includes all children
- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion
- be fully aware of the school's school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN on a regular basis

Learning support assistants/TAs work as part of a team with the SENDCO and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in implementing targets and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

LSAs/TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Lunch supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENDCO in relation to behaviour management and other issues for particular pupils.

A3 CO-ORDINATING AND MANAGING PROVISION

At Ibstone CE School:

- sharing of expertise is welcomed and encouraged
- Special educational needs is a part of the school development plan
- the SENDCO meets with LSAs each half term to review progress
- the SENDCO ensures that regular meetings are held with the teacher and parents, normally once a term, to review provision map and provision, and that parents are invited
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision
- the SENDCO ensures that the following information is easily accessible to staff:
 - the school's SEN policy
 - the SEN register

- the school's internal arrangements for SEN, including a clear description of the responsibilities of all staff
- a class SEN file giving the names of all pupils in the class with SEN and copies of the pupil's provision maps and other relevant information.

A4 ADMISSION ARRANGEMENTS

Ibstone CE School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LA must provide a place unless this is incompatible with the education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

At Ibstone CE School:

- all teaching staff are experienced teachers who are able to teach pupils with SEN. Additional training for teachers and LSAs/TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the Technology room and in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required
- the school has not yet been adapted to provide easy access for wheelchairs but does have accessible toilets.

B Identification and Assessment and Provision

B1 ALLOCATION OF RESOURCES

The headteacher, SENDCo and the governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

Ibstone CE school follows LA guidance, as given in the SEN Handbook, to ensure that all pupils' needs are appropriately met.

B2 Identification, assessment and review - A Graduated Approach to SEN Support

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

Provision for children with special educational needs is a matter for the whole school. All teachers are accountable and responsible for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All teachers are expected to provide quality first teaching as the first step for all pupils. Teachers may plan interventions and differentiate the learning to support the pupils in their class.

High quality teaching that is differentiated appropriately for individual pupils is the first step in responding to pupils who have or may have SEN. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, work scrutiny, pupil voice, learning walks and the performance management process. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCO will be consulted as needed for support and advise and may wish to observe the pupil in class.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The pupil will be recorded by the school as being provided additional classroom support due to concerns raised by parents or the class teacher. This does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- Where there is a higher level of need the school will draw on more specialised assessments from external agencies and professionals.
- The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Pupils are only identified as SEN if they do not make adequate progress after quality personalised teaching, interventions and differentiation has failed to improve progress.

SEN and SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEN register if they have a significant need which may have or require an application for an Education, Health and Care Plan (EHCP). Other pupils with SEN will be added to the SEN support register for monitoring and evaluation. All children on the SEN register will have a classroom support plan outlining provision. Children on the support register may also have a classroom support plan put in place if required. The decision to write a classroom support plan on the support register is made with parents.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process: **Assess, Plan, Do and Review**.

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

Assess

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

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

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

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

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need requires a multi-agency approach to assess the pupils needs, to plan provision and identify resources required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan.

Education, Health and Care Plans [EHC Plan]

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

The Buckinghamshire SEN Handbook gives guidance on identification, assessment and review.

Categories of Special Educational Need:

The SEN Code of Practice recognises four broad areas of need: Communication and interaction, Cognition and learning, Behaviour, emotional and social development, and Sensory and/or physical.

Code of Practice needs	Categories
Communication and interaction	Language Autistic spectrum disorder (ASD)
Cognition and learning	Learning Specific learning difficulties e.g. Dyslexia
Behaviour, emotional and social development	BESD ADHD
Sensory and/or physical	Hearing Visual Physical

Managing pupils needs on the SEN register

The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

Parents will be invited to meet with the class teacher and if appropriate the SENDCO and they will have specific time slots to discuss the child's support plan and progress on termly basis.

The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

EHC plan

Only a very small proportion of pupils require an Education and Health Care Plan. These pupils are likely to have severe or complex needs that require more specialist advice and support.

Annual Reviews

For pupils with statements, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the statement should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

Criteria for exiting the SEN register/record

If it is felt that children are making progress which is sustainable then they may be taken off of the SEN register. If this is the case then the views of the teacher, SENDCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEN register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

B3 CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with an LSA/TA or the SENDCO in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

At Ibstone CE School we aim to respond to the needs of each individual child with SEN. In some instances the classroom area is modified to allow access to a specific user. This may include specific seating or table adjustments, use of writing slopes or a designated work area with items and equipment for the use of the child with SEN needs.

B4 EVALUATING SUCCESS

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the subject co-ordinators and SENDCo
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
- achievement and progress data for pupils on the SEN register on a termly basis
- termly monitoring of procedures and practice by the SEN governor through the full LA Governor's Meeting.
- school self-evaluation,
- the Governors' Annual Report to parents, which contains the required information about the implementation and success of the SEN Policy
- the school's annual SEN review, which evaluates the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan provision maps and targets, revise provision and celebrate success.

STORING AND MANAGING INFORMATION

All children on the SEND Register will have a Pupil Profile, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Documents relating to pupils on the SEND register will be stored securely in the main school office. SEND records will be passed on to a child's next setting when he or she leaves Ibstone CE School. The school has a Confidentiality policy which applies to all written pupil records.

B5. ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For a problem that might need time to explore fully, parents/carers should make an appointment via the school office.

In the event of a formal complaint parents are advised to contact the headteacher or a governor, if they prefer. The Buckinghamshire Parent Partnership Service is available to offer advice (see C1 below).

C Partnership Within And Beyond The School

C1 PARTNERSHIP WITH PARENTS

The staff at Ibstone CE School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year in the Spring and Summer terms, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets are available in a number of community languages through the school or Buckinghamshire Parent Partnership Service.

Buckinghamshire Parent Partnership Service provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEN at any age or stage. Parent Partnership also gives information about mediation services. Buckinghamshire Parent Partnership arranges meetings and produces leaflets and Audio guides about many aspects of SEN. They can be contacted on 01296 383754. Some of their leaflets are available in school.

C2 THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In Ibstone CE School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to LSAs/TAs and teachers about their learning
- class and individual reward systems

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Buckinghamshire. This includes The Specialist Teaching Service which has services for Cognition and Learning needs (on a buy-back system for schools) and core funded services for Communication and Interaction, visual and hearing impaired and for pupils with Physical Disabilities. Health specialists such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service. We are committed to using the expertise and advice provided by other professionals. The appendix lists the services we currently use. Other health, social services, and voluntary organisations can be contacted as required.

C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEN action records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation. This is arranged through the Transfer Team
- representatives from local secondary schools are available for consultation before the time for transfer
- for pupils with a statement of SEN, the pupil's statement is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned
- the SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named
- Representatives from most local schools visit our school to meet the Year 6 teacher and the pupils that have places at that school - before transfer.

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- there are close links between the school and the pre-school; SENDCo meets teaching staff to discuss pupils with SEN statements when they are about to start school

C5 STAFF DEVELOPMENT AND APPRAISAL

- the school is committed to gain expertise in area of SEN
- there are training sessions for LSAs/TAs when necessary
- the SENDCo attends the partnership SENDCo support group termly meeting whenever possible
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENDCo and other staff attend County meetings and INSET when relevant
- newly appointed teaching and support staff meet the SENDCo to discuss SEN procedures in the school.