

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY AND PROCEDURES



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At Shield Row Primary School , we believe that:

- Every child has a right to education and is entitled to the opportunities that allow them to achieve.
- Every child should have a broad and balanced curriculum, including provision that appropriately meets their needs.
- Every child should have equal access to resources, provision and intervention to allow positive experiences in order to remove barriers to learning.

EVERY CHILD
can learn
just not in the
SAME WAY

George Evans





Shield Row Primary is an inclusive school, catering for a wide range of SEND, including pupils with:

- Communication and interaction needs.
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory or physical needs

Our school welcomes all children and values them as individuals, treating them equally and with respect.

We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success.

We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed.

Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer.

We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified.

We aim to reassure parents/carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information, have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them.

All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education.

We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings every term.



1. Aims

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for EHCP's, SEN coordinators (SENCOs) and the SEN information report.

3. Definitions

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0–25 implemented in September 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

(Code of Practice D.F.E. 2014)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

4. Roles and Responsibilities

4.1 SENDCo

Provision for pupils with special educational needs is a matter for the school as a whole.

The Special Educational Needs Co-ordinator, Caroline Shield, leads the Inclusion Team and is on the Senior Leadership Team reflecting the school's commitment to inclusion.

The role of the SENCO includes:

- oversee day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN, advising on the Graduated Approach;
- liaise with designated teacher where a Looked after Child has SEN;
- overseeing SEN support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEN Support; advise on use of delegated budget/ other resources;
- liaise with parents of children with SEN;
- maintain links with other education settings and outside agencies;
- liaise with potential next providers of education;
- ensure that SEN records are up to date.
- contribute to the in service training of staff
- work closely with SEN governor, Kirstin Tate



4.2 SEN Governor


The SEN Governor will, Kirstin Tate.

- Help to raise awareness of SEN issues at Governing Body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school.
- Ensuring that children with SEND are fully integrated within the school and learning community, so far as this is reasonably practical and compatible with equal education for all and appropriate to the individual needs of our children.

4.3 Head teacher

The head teacher, Jill Cooke, will have the following responsibilities.

They will:

- take overall responsibility for implementing the code of practice.
 - ensure that the SENCO has adequate time to carry out duties and is able to influence strategic decisions about SEN.
 - ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
 - put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
 - ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on Class Action / SEN support and any newly identified pupils with SEN.
 - report to the Governing Body how resources are deployed to meet provision.
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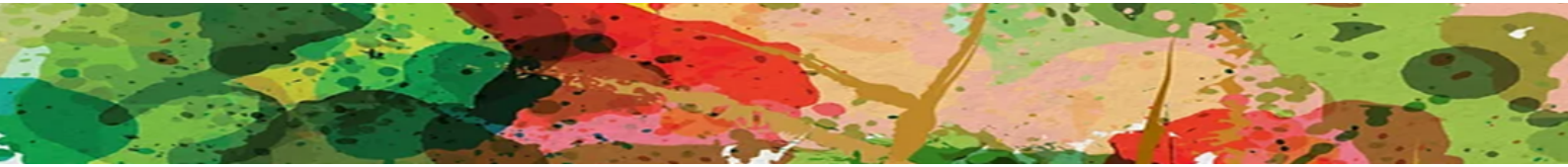
4.4 Class Teachers

Class teachers have the following responsibility to:

- provide ‘High Quality Teaching’ and a graduated approach of assess, plan, do, review.
- focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.
- be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

4.5 Support Staff

Class teachers work with SEN support staff to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance.
 - The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
 - TAs can be part of a package of support for the individual child but should never be a substitute for the teacher’s involvement with that child.
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5. SEN Information Report

At Shield Row Primary School, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Here at Shield Row Primary School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their full potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability. Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

At Shield Row Primary School we ensure that all pupils, regardless of their specific needs make the best possible progress.

There are now four broad areas of SEND that we cater for, these are:

- **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs, speech delay, stutter/stammer, selective mutism.

- **Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties, Dyslexia, Dyscalculia, processing difficulties.

- **Social, Emotional and Mental Health Difficulties**

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn, ADHD.

- **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties, epilepsy, cerebral palsy, muscular dystrophy.



5.2 Identifying pupils with SEN and assessing their needs


Through discussions, observations, assessments and data analysis the SENCO, class teachers, key workers and support staff will identify any children who appear to have SEN. Children with SEN may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCOs or teaching staff of any concerns and possible Special Educational Needs.

At Shield Row Primary School, we place great importance on the early identification of children with barriers to learning and recognise the need for early intervention. We have a clear pathway in place that helps us to identify children needing to be monitored (CLASS MONITOR) or those needing CLASS ACTION or SEN SUPPORT on the basis of the amount of progress they make (this can include academic attainment and also wider developmental or social and emotional needs).

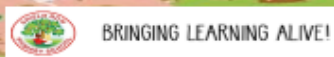
A child is identified as making less than expected progress, given their age and individual circumstances, when their progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

We identify the children who are making less than expected progress through a thorough, school-wide, inclusion process. This process draws on the observations and expertise of the whole school community, including the parents and families, the children themselves, the class teacher and other professionals. It also places the class teacher at the centre of this information-gathering process and recognises that they have ultimate responsibility in identifying, planning for, and supporting children to accelerate their progress and overcome their barriers to learning.



5.3 Early Years Identification Pathway



EYFS SEN Pathway

Any child enters with concerns already raised with health or significant concerns are apparent then system is accelerated to SEN Support with urgent referrals.

Child is always the centre of any planning, adjustments and discussions. Positive relationships with parents are key.

Staff begin observations of children. (Form IC1)

Early Identification in EYFS starts with parents on entry. Discuss family history, development any issues already noticed.

Parent

EYFS Staff

Baseline

Child

Support

Observations continue. (Form Ob-A B)

Concerns → HQT differentiation

Child not making progress in-line with baseline (even with HQT differentiation and adjustments)

Child placed on CLASS MONITOR (6-8 weeks of Wave 1 intervention)
SENCo informed at monthly meeting.

SEN SUPPORT

Termly reviews with staff.

Any child requiring additional support or referrals discussed.

After Class Monitor cycle Interim review takes place. If child has made progress – removed from Class Monitor. If progress not evident – Move to CLASS ACTION = Wave 2 Intervention. **Parents informed.** (Not SEN yet) (Form Review 1) Meeting with SENCo

6-8 weeks of specific Wave 2 Intervention. (Form APDR)

Reviewed after set period. (Form IR) Making progress – 1 more cycle at Class Action.

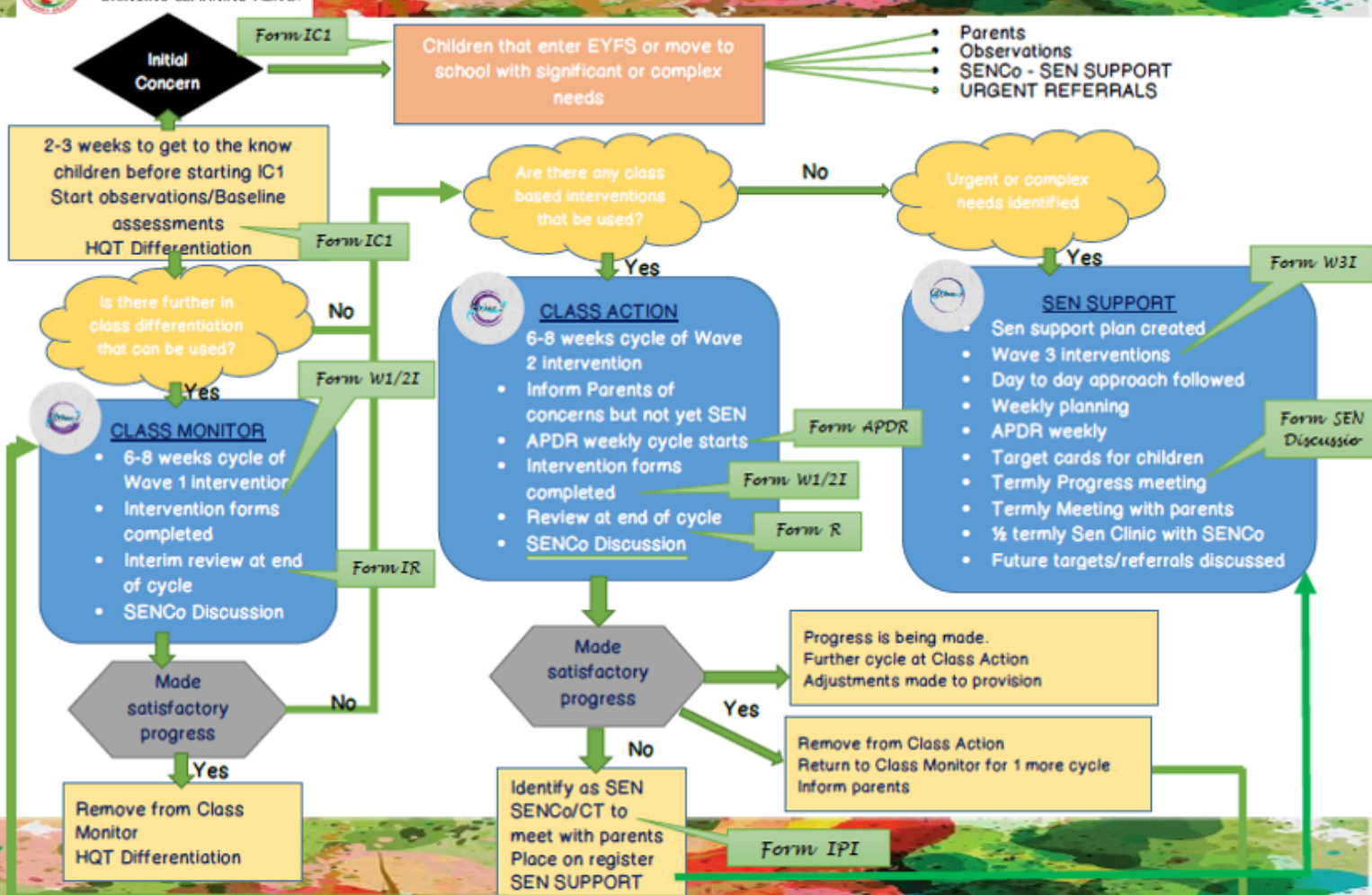
No or limited progress move to SEN Support. Parental meeting – place on register. Child now follows Termly target review. Cycles of intervention at Wave 3.

5.4 KSI and KS2 Identification Pathway

Shield Row SEN Pathway



BRINGING LEARNING ALIVE!



5.5 Pathway to identifying needs

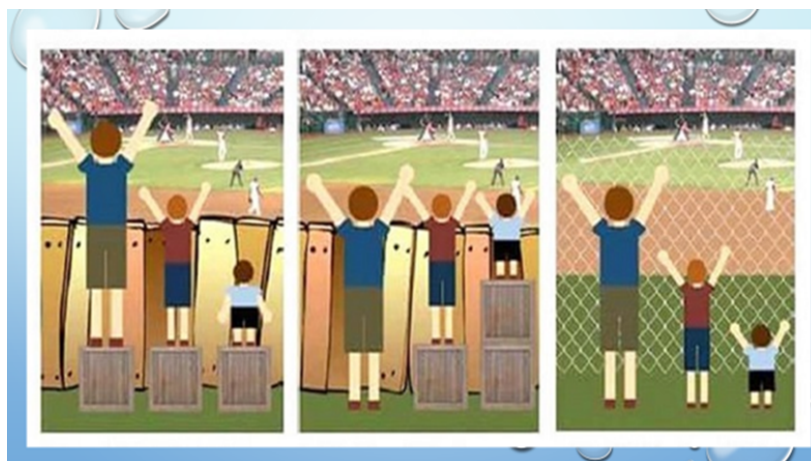
ASSESSMENT ON ENTRY/EARLY IDENTIFICATION

When a child enters the School, we will gather paperwork from any previous settings and ask the parents/carers whether they have any SEND or broader concerns.

In Early Years, the class teacher will also complete a home visit to get to know the children and to discuss their needs with their parents/carers. We recognise that parents know their children best and it is important to listen and understand when parents express concerns about their child's development. We further assess all children during their first half-term in our School through careful and sensitive classroom observation and an early review of progress.

INITIAL CONCERNS

At any time, teachers, parents/carers, the SENDCo and Head teacher are available to hear or raise concerns about a child and to act accordingly. Throughout the year we conduct sensitive classroom observations and thorough curriculum assessments, encouraging the different staff who come into contact with a child to share their observations. We listen carefully to what staff, children and parents tell us at any time during the year. However, we also have a very clear timetable in place to ensure that we gather and evaluate all of the information about every child and use a graduated system to plan adequate support for all. This process is facilitated by a series of termly meetings outlined below.





5.5a Class Monitor

After Initial Concerns have been raised Class Teacher gathers information during **Class Monitor** cycle. After 6-8 weeks an Interim Review is held with SENCo. If progress is satisfactory then the child is removed from Class Monitor and placed back into whole class High Quality Teaching and differentiation.

If Wave 1 intervention is impacting on child's progress but is not yet satisfactory then child will remain on Class Monitor for another 6-8 week cycle.

If progress is still a concern then child is moved to Wave 2 intervention - Class Action.

5.5b Class Action (Parents informed but not yet SEN)

At this point the child is still not SEN but requires more specific intervention that may be not be class based. Children on **Class Action** will have a 6-8 week intervention programme based on their specific needs.

After 6-8 weeks progress is reviewed. If satisfactory progress is made then child is placed back to **Class Monitor** for a monitoring cycle of 6-8 weeks. If intervention is working but not yet complete then child will remain on Class Action for another cycle of 6-8 weeks.

If significant concerns are still raised with little or no progress made then child is placed on **SEN support** and **Graduated Approach** is followed. (Parents informed through initial parent meeting then termly review meetings will be held)

SEN clinics are held every 6-8 weeks to discuss each class's needs.



5.6 A Graduated Approach to SEND Support



All children within our care will have access to quality first teaching provided by each and every member of staff. All teachers are responsible and accountable for the progress and development of the students in their class/classes, including where students access support from teaching assistants or specialist staff.


High quality teaching, differentiated for individuals and groups of students, is the first step in responding to students who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

High quality teaching is promoted in our school through monitoring procedures, these may include:

- Learning walks
- Lesson observations
- Work scrutiny
- Structured conversations with staff
- Training
- Pupil progress meetings.

The school has systems for regularly observing, assessing and recording the progress of all children; this system is then used to identify children who may have additional needs. This system includes reference to information provided by:


- Regular and frequent data analysis
- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Education, Health and Care plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Information provided by parents, carers and the pupil



The triggers for SEN support are that, despite receiving high quality teaching and wave 2 intervention, the child:


- continues to make little or no progress in specific areas over a long period;
- continues working substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional 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.

If necessary the SENCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.





5.6 a SEN Support

- A child's needs are categorised as 'SEN Support' when: the child has continued to make little or no progress in specific areas over a long period despite differentiated learning opportunities together with targeted interventions under 'Class Action'. In some cases, a child's SEN may be immediately apparent and SENCo will agree to identify those needs and make appropriate referrals from the outset.
 - The decision to identify a child as SEN Support would be agreed with the parents/carers.
 - Provision for children who are identified as SEN Support will be overseen and coordinated by the SENDCo.
 - Individually administered interventions and assessments, made by the School or by outside agencies, are managed by the class teacher and the SENDCo.
 - Where appropriate, additional support and advice should come from relevant outside agencies, either to the child, class teacher or parent/carers.
 - The School will ask for parental permission to seek support from outside agencies. Parents/carers will be kept informed during this time through meetings and reports.
 - An appropriate referral form is completed with the parent/carer and child, for any child needing outside agency support.
 - Parents are kept informed about interventions and support that the child is receiving.
 - Progress is monitored throughout the year by the class teacher and SENCo, and in addition through termly meetings.
 - Any child who is identified as SEN support will have the opportunity for a dedicated termly meeting with their parents, SENDCo and class teacher (plus any other relevant professionals).
- 

High quality teaching, differentiated for the learning and development of all, is the first step in the educational provision that we offer all children. Some children may require a greater level of personalized, class-based, targeted support, which is planned for by the class teachers. This may include making adaptations to the learning environment or to the method of teaching delivery, specific groupings based on ability, additional adult support in class, additional learning supports such as visual aids or assistive technology, etc.

Where there are concerns around a pupil's progress that cannot be met in this way, the class teacher, in conjunction with the SENDCo, will plan for additional support.



SEN SUPPORT

This is targeted provision for a minority of pupils. Most needs will be met through Class Monitor or Class Action. When children require Wave 3 intervention then the day-to-day approach is followed.


Staff plan lessons to incorporate each child's SEN targets. Every lesson is reviewed with progress towards the targets in mind.

Adjustments to lessons are made on a daily basis depending on each child's progress.

Assess, Plan, Do, Review forms are filled in every week so that adjustments can be made the following week. These will also form the basis of pupil progress reviews held every term.



Termly meetings for children identified as 'SEN Support':

- During these meetings, the parents/carers, SENDCo and class teacher discuss: how effectively provision has been delivered; what is and is not working well; progress towards short term targets and longer-term objectives; next steps/new goals; support needed to achieve these goals.
 - Advice and guidance is shared on how parents can help their child at home to reinforce or contribute to progress.
 - Wherever possible, children's views are gleaned beforehand and taken into account.
 - Based on information gathered during the meeting, the class teacher and SENDCO create a Support Plan with targets (usually up to three), with the support of the parent and child (where appropriate). These targets should incorporate advice from outside agencies.
 - A copy of the Support Plan is sent by post or email (as preferred) to the parent/carer (If didn't attend a face to face meeting). They are encouraged to discuss and contribute in this process through the meeting and by making amendments to the draft copy.
 - A copy of the Support plan is also given to all those working with that child.
 - The Support Plans are updated at least termly and are working documents that always include progress measures.
- 

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

Records of regular interventions, strategies, reviews and their outcomes;

- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and Age Related Expectations in English and maths;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps

Parents or school are the only partner who can request an Education, Health and Care Assessment.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have



5.6c RECORDING SEN

Records are kept on all children with SEN, detailing steps taken to support them. Record files are kept by the SENCO

5.6d SEN Register

This is a file kept by the SENCO. It indicates which children have SEN and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEN;
- Involvement of outside agencies;

5.6e Medical Register

The head teacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the school office, easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year by the class teacher following consultation with their team leader. The SENCOs will become involved should a child's medical attention present a barrier to their learning.

Mrs Fenwick is our designated member of staff who will contact parents yearly if your child has medical needs.

Pupil Files are kept up to date by the SENCO.

Class Teachers will keep copies of support plans for reference and amending in their short term planning files

Transfer of Information will be the responsibility of the SENCO






6 Consulting with parents

How does the school know if my child needs extra help?

We have a number of methods to help us identify if a child needs extra help. Children are assessed regularly by the class teacher. Every class teacher has an identification pack to help them ascertain the specific need of the child. If a child is having difficulties in a particular area the child's class teacher will put in place interventions to support the child. If after this the child still requires support then their individual needs will be discussed with Miss Shield and an Individual Support Plan will be put in place. This will then be discussed with the child's parents.

Who do I contact if I think my child has special needs?

If you think your child may have a special educational need then you should speak to your child's class teacher or contact the school SEND Co-Ordinator, Miss Shield. If it is agreed that your child needs extra help and support, a discussion will take place with the teaching staff who work with your child and Miss Shield. Your knowledge and views will be taken into account in planning any support for your child and following this discussion an action plan will be agreed.





How would the school support my child to overcome barriers?


Support is tailor made to meet the needs of your child. This support may include:-

Additional support from a Teaching Assistant (1:1 or small group)
Additional physical resources used e.g. ICT, writing aids, visual timetable

- Adaptations to the curriculum
- Changes to the timetable
- Coloured overlays for pupils with dyslexia,
- Adapted PE equipment,
- Adapted keyboards,
- Ear defenders,
- Quiet spaces,
- Ergonomic writing tools,,
- Computer software.

If additional assessments are required Miss Shield may suggest referring your child to an outside agency. Parental consent is required for this.

Outside agencies the school uses include:

- School Nurse
 - Educational Psychologist (looking at the barriers to learning)
 - Occupational Therapy (looking at physical development)
 - Speech and Language Therapy
 -
 - Specialist Teams e.g. Autistic Spectrum Disorder
 - CAMHS (Child and Adolescent Mental Health Service)
 - Crisis Response (when children are at risk from permanent exclusion)
 - EWEL team (emotional well being)
- 




What can we offer to parents?

We have an Open Door Policy and want to offer the best support to our families. Parents are welcome to speak to their child's class teacher daily but if a more detailed meeting is needed then arranging an appointment is advised. We have a highly skilled team that will work together to support your child:

- Mrs Tyrrell Scott - Pastoral, Behaviour, Emotional Well Being,
- Mrs Fenwick - Emotional Well Being, Medical Needs, Reading and Writing Intervention, Movement
- Mrs Bambridge - parental support, early years
- Mrs Armstrong - Maths
- Miss Cariss - Fine motor, phonics, reading

How will my child be supported in their learning?

Child Assessment is an on-going process and forms an essential part of teaching and is designed to promote the raising of achievement. Child assessments provide important information for child review and support meetings and may also be used as a basis for an initial referral to the SEND Inclusion Team. The team may also use assessment (reading, writing, numerical) to further assess a child's Special Educational Needs. It is important to note that not all children referred to the SEND Team will be SEND children; any support and guidance given may be short, medium or long term.



7. How we support SEN

All pupils follow the National Curriculum at a level and pace suitable for their ability. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual children's needs. At times modifications to the curriculum may be implemented.

To successfully match pupil ability to the Curriculum, we continue to be committed to:

- A range of teaching and learning styles.
- Differentiated materials (both for reinforcement and extension).
- Access to ICT.
- Additional in class support.
- Additional out of class support.
- Flexible groupings (including small group work).
- An innovative and supportive curriculum
- The appropriate use of rewards and sanctions.
- Mentoring and counselling
- A broad range of extra-curricular activities
- Assessment procedures that emphasise children's strengths and achievements. Applications to examination boards to obtain access arrangements as appropriate.
- Social and emotional intervention groups
- Good to me intervention group
- Listening Matters
- Durham Counselling service
- EWEL

How will my child develop their independence?

Throughout school we look to develop children's independent skills. Within Early Years they will be encouraged (where appropriate) to self-register, tidy up, be responsible for their personal hygiene and dress themselves. As they progress through school these skills of independence will be developed through a variety of ways.

8. Transition

At Shield Row Primary School we recognise how important a successful transition is to our pupils with additional needs.

Our children will move onto North Durham Academy, Tanfield School and St. Bede's and Whickham from our school. We work in partnership with all our feeder secondary schools to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for pupils, one to one/small group working with secondary school staff or pupil mentoring from secondary schools.

Transition visits take place at the beginning of July. Children who are more vulnerable are identified and supported during this time. If additional visits are required, these will be arranged. The SENDCo at both schools will meet with the parents to discuss individual cases.

The period of transition depends on the individual needs of the pupil. If it is felt appropriate secondary school colleagues will attend Annual Reviews to meet the current class teacher, parents and most importantly the pupil. We have found this strategy particularly useful in easing any worries or concerns parents and pupils may have.

We are particularly keen to involve parents/carers as much as possible in their child's transition to secondary school. School staff will take opportunities to work alongside parents/carers to visit secondary schools in advance of secondary placement applications being submitted to the Local Authority.

This ensures parents/carers can make the most informed placement decision for their child. When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.




Year to Year transition.

Transition from each Year Group is supported so that the children have met with their new teachers and are familiar with the new classroom environment and organisation. We use Social stories for some of our children. These use pictures of the new environment, staff and routines for children to look at and prepare themselves for the changes.

For children with SEND additional visits can be arranged and where necessary further work will be done with the child to aid this move.

At Shield Row Primary we have a flexible approach and additional visit opportunities or multi-agency meetings can be organised if required. If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.



9. Links to other documents

This policy should be read in conjunction with The Code of Practice, the SEND Information Report and the following:

- Equality Objectives;
- Accessibility Plan;
- Assessment for Learning;
- Anti-Bullying Policy;
- Medical Needs Policy