

# Special Educational Needs and Disability (SEND)

Information Report and Policy  
Market Drayton Infant and Nursery  
School  
July 2017



'An excellent, happy school  
where we enjoy learning.'

# Special Educational Needs and Disability (SEND)

## Information Report and Policy

### Market Drayton Infant and Nursery School (July 2017)

#### Our philosophy

At Market Drayton Infant and Nursery School we are an inclusive setting. As a school we feel a responsibility for the development of the whole child, catering for their intellectual, emotional, physical, spiritual, social and aesthetic needs in a sensitive way.

This school has a firm commitment to the provision of special needs support for its pupils, and tackles this systematically through the Graduated Approach of assess, plan, do and review. This also involves identification, monitoring, support and collaboration with others. We value the expertise of parents and work closely with them as partners, with the school upholding a policy of parental involvement from the earliest stages of identification. Parents are always informed at every stage of assessment. We value the voice of the child and talk to them regularly about their aspirations and targets.

All children must be given equal opportunities to develop and progress irrespective of gender, race, physical ability, emotional development, social background or intellectual capability. Focus and concern regarding the needs of the more able and gifted children are of equal concern within this school, and enrichment and extension activities are provided, where necessary, across the curriculum.

#### Our principles

The school's Special Educational Needs and Disability Information Report and Policy is based on the following principles:

- That all teachers are teachers of children with special educational needs and have a responsibility to meet those needs with the advice and support of the Special Education Needs Co-ordinator (SENCo) and external professionals as appropriate.
- That all children are entitled to a broad, balanced and relevant curriculum which includes the National Curriculum.
- That all needs will be identified at an early stage and progress monitored
- That pupils with special educational needs will be fully included in the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.

#### Our values

- Respect
- Independence
- Communication
- Enjoyment

# Special Educational Needs and Disability Information Report

## What is a Special Educational Need and Disability (SEND)?

A pupil has SEND where their learning difficulty or disability calls for special educational provision. This means provision different from or additional to that normally available to pupils of the same age.

The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies children's SEND in four broad areas of need:

1. **Communication and Interaction.** This could include:
  - Speech, language and communication needs (SLCN) - children may have difficulty saying what they want to, difficulty understanding what is being said or do not understand or use social rules.
  - Autistic Spectrum Disorders (Asperger's, Autism) - may have difficulties with social interaction, language, communication, imagination.
2. **Cognition and Learning.** This could include:
  - Learning difficulties—children learn at a slower pace than their children even when changes have been made to the curriculum.
  - Severe Learning Difficulties (SLD) where a child is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication.
  - Profound and Multiple Learning Difficulties (PMLD) - a child will have severe and complex learning difficulty as well as a physical disability or sensory impairment.
  - Specific Learning Difficulties (SpLD) - affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.
3. **Social, Emotional and Mental Health Difficulties.** This could include:
  - Social and emotional difficulties which may result in a child becoming withdrawn or isolated or displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect underlying mental health issues e.g. anxiety, depression, self harm or eating disorders.
  - Attention deficit disorder.
  - Attention deficit hyperactive disorder.
4. **Sensory and/or physical needs.** This could include:
  - A disability which prevents them from making use of the facilities usually provided in a school e.g. Vision Impairment, Hearing Impairment, Multi-sensory Impairment (combination of vision and hearing). These children are likely to need special equipment to access their learning.
  - Physical disability—some children may need additional ongoing support and equipment to access all opportunities available to other children.

### **How is Market Drayton Infant and Nursery School accessible to children with SEND?**

- The school pays due regard to the Equality Act (2010) and has an Equality policy that identifies specific targets, ensuring that the school meets the needs of all pupils. This is available on the website.
- The school is accessible to children with physical disabilities via ramps and lifts.
- Measures have been taken to improve the acoustic conditions in the classrooms for pupils with hearing impairments.
- The school makes sure that reasonable adaptations are made so that the school meets the needs of all pupils, including those with SEND.
- The school has a disabled toilet.
- The school ensures that equipment is accessible to all children, regardless of need.
- Further information can be found in the Accessibility Plan on the school website.

### **Admissions Arrangements**

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the Local Authority admissions criteria.

## Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and Disability (SEND)?

### **Class Teacher**

Responsible for:

- Setting high expectations for every pupil. Using a range of assessments to set targets, identify any areas of difficulty and address these. Planning lessons that support areas of difficulty and to remove barriers for pupils so they can achieve to the best of their ability.
- Regular assessments of all children to identify and address any children making less than expected progress given their age and individual circumstances.
- Providing high quality teaching and planning any additional help your child may need and set dates for reviewing progress.
- Working with a child with SEND daily.
- Ensuring that all staff working with your child in school are aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- Evaluating the impact of any support and interventions.
- Leading meetings with parents of SEND children three times a year, supported by the SENCO where appropriate, to share targets, any concerns and aspirations for the pupil.

### **Teaching Assistants (TA):**

TAs will support a pupil with special educational needs and/or disabilities and, whilst they take a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed to the class teacher or SENCO. As a TA they are responsible for carrying out the programmes for supporting your child in accordance to the planning and instruction of the class teacher.

**Angela Knight (SENCo—Special Educational Needs Coordinator) has overall responsibility of SEND and works predominantly in Key Stage 1.**

**Hilary Williams is the Early Years Special Needs Coordinator and works predominantly with Early Years.**

**They are responsible for:**

- Coordinating all the support for children with special educational needs and or disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that as parents you are:
  - \* Being involved in supporting your child's learning
  - \* Kept informed about the support your child is getting
  - \* Being involved in reviewing their progress
  - \* Being involved in planning their next steps for learning
  - \* Kept informed of how outside agencies are supporting your child.
- Liaising with all the other agencies who may be coming into school to help support your child's learning e.g.. Educational Psychology, Speech and Language Therapy etc.
- Liaising with the school your child will move onto for their junior education and any other school if they move part way through a year.
- Updating the school's SEND record of need (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of our child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to set targets for your child to achieve.
- Advising on the deployment of the school's delegated budget and other resources to meet the pupils' needs effectively.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. This results in all pupils with SEND having equal access to activities, so far as is compatible with their SEND need, available to their peers without SEND.
- Listening to and responding to, where appropriate, the child's opinion and point of view. For example, whether new equipment is helping them or not, through 'completion of 'All About Me' sheets and termly meetings.

### **Head teacher is responsible for:**

- Ensuring that a pupil with SEND joins with all pupils in the activities of the school together, so as far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- The day to day management of all aspects of the school, this includes the support for children with special educational needs and/or disabilities (SEND). She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs and/or disabilities (SEND).
- Monitoring the support your child is getting.
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g.. Educational Psychology, Speech and Language Therapy etc., as necessary.
- Monitoring training for staff so they are aware and confident about how to meet the needs of your child and other children within our school.
- Providing specialist support for teachers and support staff in school so they can help children with SEND in the school to achieve their potential.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **The Governing Body is Responsible for:**

- Having a named governor for SEND, who can be contacted through the school office. The SEND Governor is Ms Sarah Kynaston.
- Making sure that the school has an up to date SEND Policy and are up to date about the provision, how funding is spent, equipment and personnel resources.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieve his/her potential in school.
- To evaluate the effectiveness of SEN provision.
- Reporting to governors on the success of SEND provision within the school.
- Consulting the Local Authority (LA) and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Having regard to the Code of Practice when carrying out its duties to pupils with SEND.

### **How do we identify children with SEND?**

Class teachers are continually monitoring and assessing progress of the children within their class. This includes social and emotional progress as well as academic. If they have a concern about your child's progress they will discuss this with you and then with the SENCo following which they will fill in an Initial Concerns checklist, if necessary. After a term, if progress is still deemed to be very slow or non-existent, the class teacher will call you in to discuss what provision we would like to put in place for your child. This will then involve your child being placed on the record of special Educational Needs and Disabilities.

Termly Pupil Progress meetings are also used to identify children who are not making progress at the expected rate or at that of their peers. This may also trigger the children being placed on the Initial Concerns list or onto the Special Educational Needs and Disabilities record.

### **What happens once my child has been identified to have SEND?**

Once your child has been identified they are recorded as being at SEND support. The class teacher will assess their needs, involving the SENCo as necessary, and will invite you in to share information regarding needs, attainment, progress and aspirations. You will work together with the class teacher to agree targets for an Individual provision map. This will be reviewed with you, termly.



### Provision maps

Each class teacher has a class provision map to plan the extra provision they will provide in their class to meet the needs of all children. Children on the SEN record will have an individual provision map to show their targets for the term. The provision map will have the following information about the child:

- Smart target/provision/intervention—this is what extra provision the child will be getting in school on top of their quality first teaching. It will explain how often they will get the provision and how long for.
- Baseline—(entry data) this is the level the child is currently working at.
- Ratio—how many children will be in the group for the provision they are receiving.
- Outcome—this is the level the class teacher expects the child to be at after receiving their provision. This is necessary for reviewing the Individual provision map and setting new targets.
- When reviewed, the teacher will add exit data to the plan so that the effectiveness of the plan is clear.

Provision maps are made available at all times for all staff to read, so that they are aware of the needs of the children they are working with. These are also checked by the SENCo with regard to reviews, updating and setting new targets in consultation with the class teacher.

Progress towards targets is reviewed three times a year in the termly SEND parents' meetings. These meetings are an invaluable opportunity to reflect on progress and to discuss aspirations for the future. We value the expertise of parents and work closely with you to set new, appropriately challenging targets for your child. Pupils are also involved in target setting and receive individual target cards on which each target is broken down into child friendly language. These can be taken home and displayed in the classroom as a reminder of what we are aiming towards.

## One Page Pupil Profiles

At Market Drayton Infant and Nursery School we value the opinions of all our pupils and allow regular opportunities for the children to discuss their learning. At the beginning of each academic year, all SEND children will complete a one page profile. This gives all SEND children a voice in how they are supported in school, their strengths and what is important to them as an individual acknowledged. It also gives them the opportunity to share their aspirations for the future. These are then reviewed prior to parents evening so that they can be shared with parents, who can then add their own hopes for the future. Our one page profiles are called 'All about me' given the age of the children. The One Page Profile are filled in, in the most appropriate way according to the pupil's ability. It may be that the pupil can verbalise what they would like put on the plan, or it may be more appropriate for the pupil to use images, or Makaton pictures to display what they want to convey in the One Page Profile. The important thing is that the One Page Profile reflects the child or young person.

School Council have been very positive about them and said that they would be useful because the teachers would be able to learn about the children. They said it would be a good idea to share them with parents because if they forgot something their mums and dads would be able to tell us. When they went through them all the part that said 'how you can help and support me' was the hardest part to fill in. Following discussions during our coffee morning with parents we decided to put together some questions and prompts to support teachers and pupils in completing their 'All about me' one page profile.

### What is great about me?

- What are you good at?
- What do you enjoy doing?
- What is your favourite subject in school?

### What is important to me?

- Who are the important people in your life? How and when do you spend time together?
- What activities or hobbies are important to you? When, where and how often do you do these?
- Any routines that are important to the children
- Important and favourite lessons and school activities
- Things to be avoided that are particularly important to the child

### How you can help and support me?

- What could you do if you get stuck when you are learning?
- What could we give you to help?
- What is helpful and what is not helpful?
- Is there anything you find difficult?

### When I grow up I want to..

- Do you know what you want to be when you grow up? Where do you want to live and who with?

Teachers also have the 'One Page Profiles in Schools a guide' for further information and support. This has been accessed from [www.shropshire.gov.uk](http://www.shropshire.gov.uk)

## What are the different types of support available for children with SEND at MDIS?

### **Class Teacher—Quality First Teaching**

For your child this would mean:

- Each term all children will fill in an 'All About Me' sheet which includes:
  - \* What is important to me..
  - \* What people think about me..
  - \* How to help/support me...
  - \* When I grow up I want to...
  - \* What do my parents hope for me?

In Early Years the children may just draw a picture.

These will play an important part for children with SEND having a voice in their learning and will be part of their termly meetings.

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

### **Specific group work with a smaller group of children**

This group, often called Intervention groups by schools, may be:

- Run in the classroom or in an area outside of the class
- Run by a teacher or a teaching assistant who has had training to run these groups

These groups will be offered to children that the teacher feels need targeted support and may be making less than expected progress. You will be informed of this in a letter or by the class teacher.

Interventions groups may include:

- Fine and gross motor skills
- Talkboost
- Targeted maths work
- RWInc Intervention
- Speech and language support
- Friendship groups
- Koolkidz

## Pastoral Support

At Market Drayton Infant and Nursery School we take the mental health and emotional well-being of our pupils very seriously. We have incorporated the Mental Health and Emotional Well-Being curriculum into our PSHE curriculum, delivered to all pupils.

We have two Pastoral Learning mentors. They help groups of children or individuals with social, emotional and mental health difficulties through interventions such as:

1. Nurture and friendship groups to address social interaction difficulties (may include work on anti-bullying)- please see Anti-bullying policy on the website
2. Anxiety strategies
3. Emotion awareness
4. Body awareness
5. Bereavement and family changes
6. Inappropriate touching and sexualised behaviour
7. Reach for the top- self esteem 1:1 course.

The Pastoral Learning Mentors also offer training for parents- Understanding your child workshops are held for all Reception parents during the first half term and the ten-week Understanding Your Child course is offered annually.

There is also a member of staff who is training as a play therapist and some children are identified for this through pastoral support.

## Work With Other Agencies

### **Stage of SEND Code of Practice: SEND Support**

This means that they have been identified by the Class Teacher or SENCO as needing some extra specialist support in school from a professional outside the school. Agencies that the school works with include:

- Speech and Language therapy (SALT) Service.
- Woodlands Outreach Service—LSAT, Behaviour support, Autistic Spectrum Disorders.
- Severndale Outreach Service
- Educational Psychologists
- Health Service— Health Visitor, School Nurse, Sensory Inclusion Service, Occupational Therapist, Physiotherapist.
- Children's Centre Services

This would mean:

- Your child has been identified by the class teacher as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - ◆ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - ◆ Support to set better targets which will include their specific expertise
  - ◆ A group run by school staff under the guidance of the outside professional e.g. a social skills group
  - ◆ A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **Specified individual support**

#### **Stage of SEND Code of Practice: Education, Health and Care Plan—EHCP (formerly a Statement of Special educational Needs)**

Your child will have already had support/advice from outside agencies and they are still not making progress. They will need a high level of individual or small group teaching, which cannot be provided from the budget available to the school. This type of support is available for children whose learning needs are severe, complex and lifelong.

Your child will continue to have specialist support in school from a professional outside the school. This may be from:

- Speech and Language therapy (SALT) Service.
- Woodlands Outreach Service—LSAT, Autistic Spectrum Disorders.
- Educational Psychologists
- Health Service— Sensory Inclusion Service, Occupational Therapist, Physiotherapist.
- Childrens Centre Services
- Behavioural Support

This would mean:

- The school (or you) can request that the Local Authority carry out an EHCP assessment of your child's needs. This is a legal process which sets out the amount and type of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHCP assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already provided.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support than they are already getting in school to make good progress. If this is the case they will write an EHCP. If this is not the case, they will ask the school to continue with the support already in place and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **How can I let the school know I am concerned about my child's progress in school?**

- We are committed to working closely with parent and carers. If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you still have concerns that your child's needs are not being met you should speak to the SENCo.
- If there are further concerns then you will need to speak to the Headteacher.
- If after these steps you have further concerns then please follow the complaints procedure on the website.

### **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress, after quality first teaching or intervention groups, and the class teacher still has concerns about your child's progress, they will set up a meeting to discuss this with you in more detail to:

- Listen to any concerns you may have
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning

### **How is extra support allocated to children?**

- The school budget, received from Shropshire LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the SENCos and school governors, on the basis of needs in the school.
- The Head Teacher and SENCO will discuss all the information they have about SEND in the school, including:
  - ◆ The children getting extra support already
  - ◆ The children needing extra support
  - ◆ The children who have been identified as not making as much progress as would be expected
  - ◆ deciding what resources/training and support is needed.
- For Children Looked After (CLA) and with SEND, Pupil Premium funding can be accessed from the Virtual Headteacher of the placing authority to support their needs.

### **Who are the other people providing services to children with an SEND in this school?**

Directly funded by school:

- Two Speech and Language Teaching Assistants
- Teaching Assistants delivering: Pastoral Care, Dyslexia Support, Motor Programmes
- Educational Psychologist
- Woodlands Outreach Service
- Severndale Outreach Service
- LSAT
- Behaviour support

Paid for centrally by the Local Authority but delivered in school:

- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- Sensory Inclusion Service

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy

### **How are the teachers in school helped to work with children with an SEND and what training do they have?**

- The SENCo's job is to support the class teacher in planning for children with SEND.
- The school regularly carries out an audit of staff expertise and from this draw up a training plan for all staff to improve the teaching and learning of children including those with SEND.
- Individual teachers and support staff attend training course run by outside agencies and the Local Authority that are relevant to the needs of specific children in their class.



## How will the teaching be adapted for my child with SEND?

Class teacher plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Teaching could include:

- Pre-teaching of new ideas and vocabulary to enhance learning.
- Use of BenQ boards and access to laptops and iPads.
- Provision of visual aids for specific children including visual timetables and behavioural cue cards.
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, finger spaces, phonics sound mats, high frequency word lists.
- Small group work support in classrooms from class teacher/TA.
- 1:1 support from allocated TA as appropriate,
- Small group work with specialised TA (Dyslexia, Motor Skills, Pastoral Support or SALT)
- Use of specifically tailored support strategies and programmes as recommended by outside agencies e.g. Educational Psychologist.
- Ensuring work is carefully planned so that it meets your child's needs.
- Planning and teaching is carefully planned on a daily basis to meet your child's learning needs.
- Adaptations to the learning environment as necessary.

## How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally in termly Pupil Progress Meetings during which progress is monitored, linked to the Early Years Foundation Stage Curriculum or KS1 curriculum for literacy and maths.
- In the Early Years a 'Progress Check' is carried out when the children start the setting. Progress is linked to 'Development Matters' statements which is ongoing. At the end of the Foundation Stage (end of Reception year) children are assessed against Foundation Stage Profile statements and parents are told if the children are working towards, at aged related expectations or working beyond.
- At the end of Year 2 all children are required to be formally assessed using Standard Assessment Tests for Spelling, Grammar, Punctuation, Reading and Mathematics. This is something the government requires all schools to do. These results together with teachers own assessments throughout the year are made available to Year 2 parents and can be found on the 'Ofsted Data Dashboard' for the school.
- Children who have SEND Support or EHC Plan will have a meeting termly with parents and the class teacher to review progress and set new targets.
- Children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

## What support do we have for you as a parent of a child with SEN?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. If you need a more formal discussion please make an appointment at the office.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have by appointment. Email the SENCo at [admin@mdis.shropshire.sch.uk](mailto:admin@mdis.shropshire.sch.uk)
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Termly meetings are arranged to review individual provision maps and to set new targets, working in collaboration with you.
- Shropshire, Telford and Wrekin IASS (formerly the Parent Partnership Service) is available to meet with you to discuss your child's progress or any concerns and worries you may have. They offer:
  - Accurate, impartial information and personal support to parents and carers of children with SEND.
  - A positive working relationship between parents, schools, Local authorities and other professionals.
  - Parent/ carer support workers and parent participation workers.
  - Email [info@iass.org.uk](mailto:info@iass.org.uk) or ring 01952 457 176
- PACC (Parent and carer Council) is a local forum and promotes the participation of parents/ carers in the planning and delivery of services for children and young people with SEND in Shropshire.
  - Telephone 0845 6012205 or email [enquiries@paccshropshire.org.uk](mailto:enquiries@paccshropshire.org.uk)
- The Local Offer can be found at <http://new.shropshire.gov.uk/the-send-local-offer/>
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## **How will we support your child when they are leaving this school? Or moving to another class?**

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light by all our pupils. Staff work together and make sure information contributes to the future planning for the benefit of the pupils.

### **If your child is moving to another school:**

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on.
- If it is needed children with SEND will have extra visits to their new school.

### **Children moving from the Nursery to Reception**

- A transition plan will be put in place if it is needed, this may include extra visits to their new class.
- The teacher will spend time in the setting and meet with the Key Worker/Early Years SENCO. Records and profiles will be transferred to the teacher.
- The children will have 1.5 days when they attend school as a 'move up day'.

### **When moving classes in school:**

- Information, including targets, will be passed on to the new class teacher in advance.
- Children have two move up days to get to know their new teacher, teaching assistant and classroom.
- A transition plan, if children with SEND need extra support and sessions so that transition into their new class is smooth.

### **When moving from Year 2 to Year 3:**

- Children who find moving most difficult will attend visits to the Junior School, meet key members of staff and make a book to support their transition.
- Staff from the Juniors will also visit the Infants School to introduce themselves and start building relationships with the children.
- Children have two move up days to get to know their new teacher, teaching assistant and classroom.
- Staff have a transition meeting to discuss all children, learning styles and needs and any other information in advance.
- The Deputy Head from the Junior School will present an assembly to the Year 2 children.
- A member of staff is invited from the Junior School (usually SENCO/Head) to the annual review for children with EHC Plans.
- A transition policy is available on request which gives more information about this.