

TANKERSLEY C of E (A) PRIMARY SCHOOL

SEND POLICY



***“Guide me in your truth and teach me, for you are my God my Saviour
and my hope is in you all day long”***

We aim high and have self-belief
We have community spirit
We are enterprising
We have enquiring minds
We are respectful

Updated September 2023
Next review September 2024

INTRODUCTION

This Policy outlines the organisation and provision for Special Educational Needs and Disability (SEND) which is set in the wider context of Inclusion, at Tankersley St. Peter's C of E (A) Primary School. It has been drawn up by the Inclusion Manager/SENCO and has been agreed upon by the Head Teacher and teaching staff. This policy has also been presented to school governors.

The SEND policy permeates all curriculum policies in the school. Some children have barriers to learning that means that they have special needs and require particular actions by the school to remove/mitigate these barriers. The barriers can arise as a consequence of a child having special educational needs.

Children have a learning difficulty if they are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does match, or better, the child's previous rate of progress.
- Does not close the attainment gap between the child and their peers.
- Widens the attainment gap.

(The above definition of SEND is taken from Section 6.17 of the SEN Code of Practice)

SEN Draft Code of Practice (2015:82)

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable."

EQUAL OPPORTUNITIES & INCLUSION

This policy has been updated in line with the SEN Code of Practice 2015 (which takes account of the SEND provisions of the SEN and Disability Act 2001). This policy will be reviewed in the light of any new legislation.

Through high quality teaching we make every effort to achieve maximum inclusion of all pupils (including those with SEND) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have full access to the Early Years and National Curriculum.

AIMS

This policy is in line with the school's aims, where we aspire to promote our school vision.

We are committed to Inclusion, meeting individual needs and provision of the highest quality for all students, with efficient use of resources.

We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to "Promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others." (National Curriculum, 2000).

OBJECTIVES

1. To identify children with special educational needs or a disability at the earliest opportunity.
2. To record and monitor progress of these children and to set realistic targets for them.

3. To identify and set up high quality systems of support for the children and parents, with support from the Inclusion Manager/SENCO, to ensure all SEND is met with adequate provision.
4. To work co-productively in partnership with parents and support services/outside agencies in order to best support pupils.
5. To ensure that parents and pupils are fully involved in every stage of the SEND process.
6. To ensure that SEND provision is an integral part of curriculum planning.
7. To ensure that all pupils have access to a broad, balanced curriculum which is differentiated to meet individual needs.
8. To liaise effectively with outside agencies in supporting and meeting the needs of children with SEN.
9. Class teachers, with support from the Inclusion Manager, identify and meet the needs of SEN pupils.

PARTNERSHIP WITH PARENTS/CARERS

Communication with parents happens in a variety of ways such as face to face conversations, in school or remote meetings, letters, e mails, and phone calls. We have a SEND section on the school website with our SEND Mission Statement, SEND policy and SEND Information report. There is information for parents here which includes the school Local Offer. It also signposts parents to further advice and support agencies. As well as this, when required, we lead Early Help Assessments with regular Team Around the Family (TAF) meetings, to support with family and/or SEN challenges. A unique action plan is created along with targets, which are reviewed regularly. Again, the appropriate services are involved.

The school works in partnership with parents. This is a school priority in line with the SEND Code of Practice. We work to enable and empower parents and carers by;

- Having early conversations with parents as soon as any possible concerns are noted (Code of Practice 6.39).
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties their child may be having or other needs their child may have which needs addressing.
- Structuring early Person-Centred Planning conversations by using a School Focused Plan, including a One Page Profile.
- Agreeing outcomes for the child and their next steps. (Code of Practice 6.39).
- Agreement if support can be provided by adapting the school's core offer or whether something different or additional is required. (Code of Practice 6.40).
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as barriers to learning.
- Facilitating parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for their child.
- Giving parent/carers support during assessment, plus any related decision-making processes about SEND provision.
- Sign posting parents and carers to parent partnership services where this would be helpful.
- Ensuring that all information is easily accessible to parents/carers.

PUPIL-CENTRED APPROACH

All children have the opportunity to speak to teachers and teaching assistants on a daily basis. They also have opportunities to carry out a range of school jobs. The children can also access nurture/Inclusion staff and wellbeing groups where they can talk about any difficulties or worries. We also seek the views and opinions of children via the School Core Council. Children's views are sought regularly and prior to each SEND Review. A One Page Profile Document is also part of the child's SFP and it records likes, interests and ways that others can support them.

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice/United Nations Convention on the Rights of the Child). We endeavour to fully involve pupils by including them in:

- Identifying their own needs and reflecting upon their own learning (self-assessment).
- Individual target setting across the curriculum.
- The self-review of their own progress and setting of new targets.

- Formal School Focused Plan reviews and Annual EHCP reviews, providing evidence and pupil voice within and prior to meetings.
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AREAS OF SEND

1. Communication and Interaction
Pupils have difficulties in one or more of the Speech, Language and Communication Needs (SLCN). This can include pupils with Autism/Asperger's or Specific Language Impairment (SLI).
2. Cognition and Learning
Severe Learning Difficulties (SLD) – significant intellectual or cognitive impairment. Requirement for support in all areas of the curriculum and to become independent.
Profound and Multiple Learning Difficulties (PMLD) – severe and complex learning difficulties plus significant physical or sensory impairments. Requires a high level of adult support for education and personal care.
Specific Learning Difficulty (SpLD) – has difficulty with one or more aspects of learning (dyslexia, dyspraxia, dyscalculia, dysgraphia). A discrepancy between achievement and intellectual ability may indicate SpLD.
3. Social, Mental and Emotional Health
Includes pupils with anxiety, depression, oppositional behaviour, aggression, self-harming, eating disorders. This category can also include pupils with ADHD, ASD or Attachment issues.
4. Sensory and/or Physical
Visual Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI) – combination of VI and HI.
Physical Disability (PD)

Children may have special educational needs or a disability either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child, using a combination of the Social and Medical Models of Disability in order to gain a holistic view of the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child and make the appropriate provision, based on their identified needs.

Factors which may impact on progress and attainment but are not SEND include: attendance and punctuality, EAL, being in receipt of Pupil Premium, being LAC and challenging behaviours.

IDENTIFICATION OF SEND

Every child is individual. Children develop and learn at different rates. This means that Quality First Teaching, using different methods/styles supports individuals and groups of pupils. All planning, teaching, assessment and evaluation takes into account the wide range of abilities, aptitudes and interests of the pupils. Most children benefit from these different approaches and make good progress, whilst other children may require more support.

If parents or school are concerned that a child is not making adequate progress (social or academic) it is possible they may have additional needs or special educational needs. For some children, SEN can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop. All staff are alert to emerging difficulties and respond early by contacting the Inclusion

Manager/SENCO. Parents know their children best and it is important that parental concerns are listened to and understood. Any concerns raised by pupils themselves are also listened to and acted upon.

We believe that identifying additional needs at the earliest point and then making effective provision improves long-term outcomes for the child or young person. The school follows the SEND Code of Practice 2015: 0 to 25 years graduated approach with regard to the Identification, Assessment and Review of children with Special Educational Needs. This is a whole school approach.



The four key actions are:

Assess: We adopt the following procedures for identification and assessment:

- Teachers registering a concern with the Inclusion Manager.
- Following up parental concerns.
- The analysis of data including baseline assessment in the Early Years, the EYFS profile data, end of Key Stage SATs, reading ages and other ongoing Teacher assessments.
- Tracking individual pupil progress over time and at the end of each term, leading to Pupil Progress Meetings with the Head Teacher and action plans.
- Information from previous Nurseries and Schools.
- Information from other services.
- SEN and Inclusion Tracking (Using Connecting Steps V 5 B Squared).

The Inclusion Manager maintains a record of pupils identified through the procedures listed using SEN and Inclusion Tracking. This is reviewed regularly and any changes discussed with individual teachers.

A range of assessment strategies are used in school including the national baseline and other Foundation Stage Assessments, Teacher assessments, SATS results, Y1 phonics test scores. Tracking systems used to input assessments include O Track and B Squared (V 5 Connecting Steps). The V5 Connecting Steps is used to provide some of our children with extra small next steps in the main curriculum areas. These can be used to inform the child's SFP smart targets and provide detailed progress information. Children who are not making expected progress are discussed at Pupil Progress Meetings and an action plan is created to help close attainment gaps, by accelerating progress. The Class Teacher, Key Stage Co-ordinator and SENCO analyse a child's needs and any barriers to learning. This is in partnership with the child's parents. Sometimes, an assessment by an outside professional, such as the Speech and Language Therapist, may be carried out.

Plan: Where a SEND need is identified, the Class Teacher will discuss with parents that their child requires additional support and provision. An outcome-focused plan is developed, making sure that the child and their holistic needs are at the centre.

Do: The agreed plan developed in response to the assessment process is implemented. The Class Teacher works closely with the Key Stage Co-ordinator and SENCO to plan and assess provisions/interventions put in place.

Review: Regular reviews take place to discuss outcomes for each child. Progress against outcomes is evaluated to determine the effectiveness of the support provided. The review will question what is working well, what the barriers to learning are and what needs to change. Impact will be evaluated along with next steps.

Parents and children are partners with school throughout the above stages. We are proactive in seeking out their opinions and views, so that provision and outcomes are child and family-centred.

Required support and interventions are identified and agreed for pupils making less than expected progress. Targets are reviewed and new ones are set and any necessary actions such as outside agency referrals are identified; this is all done in partnership with parents. The SENCO also creates a termly SEND report for Governors. Parents are also involved with their children's learning in many ways, such as attending RWInc, Maths Mastery, Maker Space and playdough disco workshops.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Identifying and assessing SEN for pupil's with EAL requires particular care. We look carefully at all aspects of pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from an SEN or disability. Difficulties related solely to limitations in English as an additional language are not SEN.

SEN SUPPORT: PARENTAL CONSENT

Consent to put a pupil on the SEND register is sought after monitoring for at least a half-term and after discussion with the Inclusion Manager/SENCO. An "Entry To Send" form is signed and an SFP (School Focused Plan) is created, shared and agreed with by parents, SENCO and Teacher. If necessary, a referral to an outside agency will be also be completed with parental permission. All SFP's are reviewed termly and targets are monitored and developed as staff work alongside the pupils.

SEN SUPPORT

All staff who work with a pupil are responsible for identifying particular needs and, with parents will gather information about a child. The class teacher will be responsible for building increased differentiation within the child's classroom work. If it is deemed that the child needs additional and different provision, then the SFP is devised, setting out individual targets for the child to work towards. This will help structure learning into small identifiable steps. The SFP is a working document which will be reviewed regularly to ensure that SMART targets are modified as necessary. The SFP's are formally reviewed at least termly and in partnership with parents. However, school staff are continually reviewing a child's SFP targets and progress, in order to swiftly move the child's learning on and to maximise their progress.

Whilst targets are pupil driven, EYFS and National Curriculum targets as well as Pre-Key Stage and B Squared documentation are available to support this process. The Inclusion Manager/SENCO monitors the completion of SFP's as part of the quality assurance cycle. The diary of intervention and all related documents for a child on the SEN register are kept on the school's secure CPOM's system.

EDUCATION, HEALTH AND CARE PLAN (EHCP)

In some cases, a child may not make significant progress with support at the SEN Support stage. If evidence shows that there is significant cause for concern despite the best efforts already made by the school, the school or parents can request a Statutory Assessment (EHCP) by the LA. This is only appropriate for a small number of children. EHCP's outline support and targets for children from 0 to 25 years old.

An application for an EHCP will be completed by the SENCO on the EHCP Local Authority Hub. This application is accompanied by supporting evidence. The LA will consider whether an EHCP is necessary. This request will then follow the statutory time scale as stated in the SEND Code of Practice. The school, the Educational Psychologist, medical services and other involved professional bodies as well as the child's parents will be asked to contribute evidence to the LA. If the LA agrees to a pupil requiring an EHCP, then the pupil will be given additional SEN funding within Range 3, 4 or 5.

Children with an EHCP continue to have an SFP in line with objectives and provisions identified. This is reviewed termly and there is also an Annual Review of the EHCP with all professionals working with the child and parents attending. A report is then provided to the LA reporting on key issues and progress towards long term outcomes, short term targets and the types of provisions needed. Annual Reviews

should be a multi-agency conversation about meeting pupil needs. If pupils make sufficient progress, an EHCP may be discontinued by the LA. Year 5/6 Annual Reviews also prepare pupils for transition to their next educational setting. There are implications associated with EHCPs including Personal Budgets.

SCHOOL FOCUSED PLANS

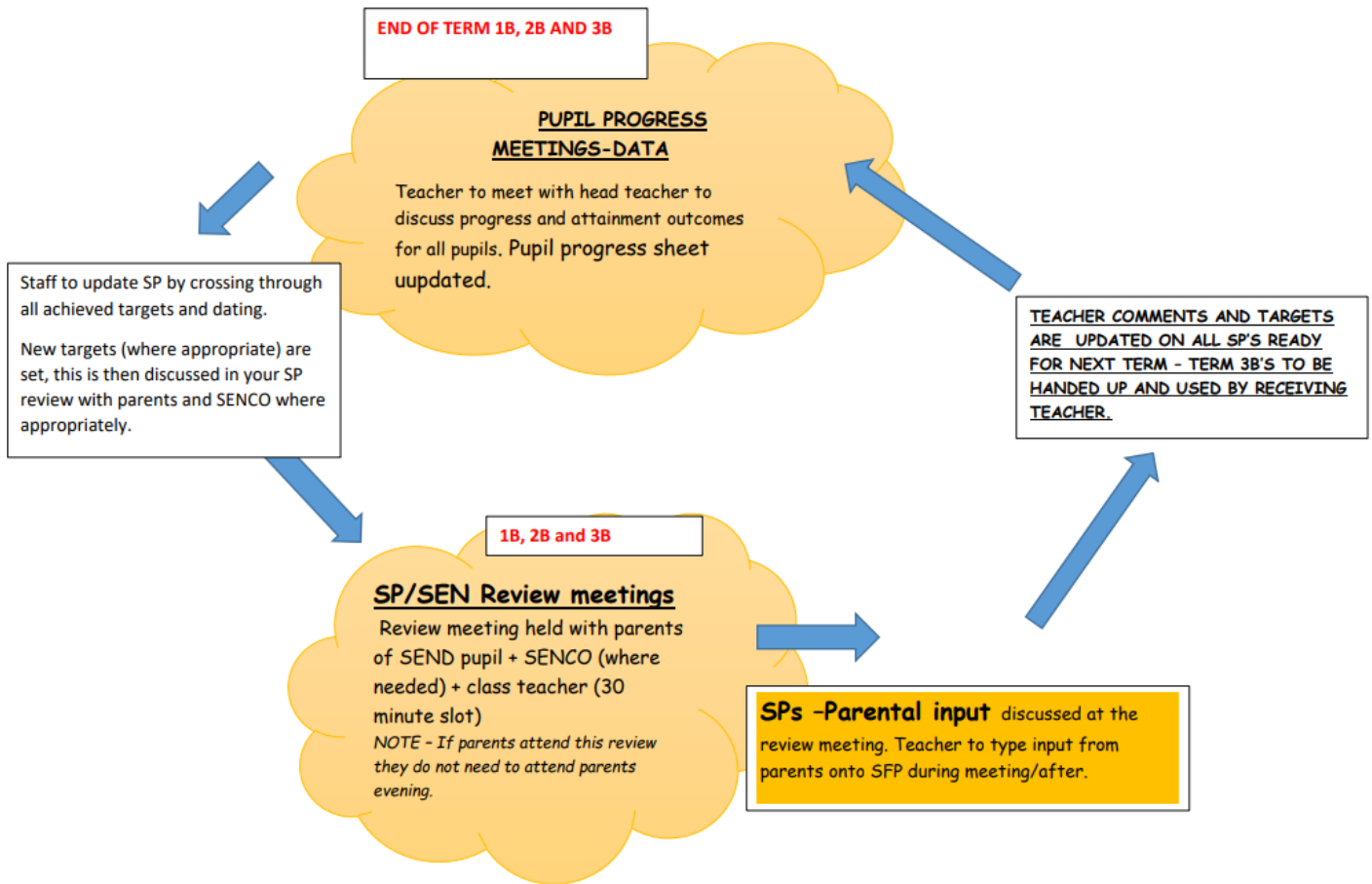
SFP's include strategies employed to enable the child to progress and include information about:

- the child's strengths and challenges
- progress and attainment
- the short-term targets set for the child
- the teaching strategies to be used
- the provision and interventions to be put in place
- when the plan is to be reviewed
- impact (to be recorded when the SFP is reviewed – Red, Amber, Green based on achieving targets)

The SFP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three/four individual targets that match the child's needs and have been discussed with the child and the parents. The SFP is reviewed termly and parents' views on their child's progress is sought. The child's voice is integral to the review process and he/she is involved in setting the targets.

SEN TERMLY REPEATED CYCLE

SEND PROCEDURES - SFPs and REVIEW



ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

SEND EXPERTISE, ACCESS AND TRAINING

At Tankersley St Peter's CE Primary school, we feel it is important to source and find the best possible training available for all staff. Training is ongoing in order to maintain and update skills and keep abreast with new initiatives. The SENCO has undertaken the Post Graduate Qualification for Special Educational Needs Co-ordination and we are looking to increase SEND expertise capacity in both Key Stage 1, Key Stage 2 through developing a staff SEND team.

We have staff trained and able to deliver support for speech and language interventions, nurture/well-being and mental health based activities, gross and fine motor activities, social, communication and interaction needs, dyslexia, social and communication skills, precision teaching and support for other medical needs. If a specific need arises that we may have not supported before, we will work with other services to source appropriate training.

CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work and plan to meet individual needs and to mark work effectively, informing their planning and judgements.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. At SEN Support the following additional support may be provided:

- In class support for small groups with the class teacher or Teaching Assistant (TA)
- Small groups withdrawal with TA or HLTA
- Individual class support / individual withdrawal
- Further differentiation of resources
- Further differentiation of tasks
- Pre and post learning opportunities planned

Currently, we have staff delivering a wide range of interventions including:

Speech and language interventions – The programmes are recommended by the Speech and Language Service following assessment and include support to develop expressive and receptive language, also including strategies to support stammers.

Wellcomm -early language intervention.

Music Interaction-A small group intervention to encourage engagement, active listening and taking turns.

Time to Talk-A small group intervention to encourage understanding, extended talk and sentence extension.

Kagan structures and Talking Partners to encourage social skills and turn taking.

Precision teaching-To help children with their sight vocabulary knowledge, to apply to both reading and writing.

Launchpad for Literacy- an approach to identify gaps in any strand of literacy learning and address next steps in EYFS onwards.

Sensory Circuits-daily sessions taking place in the hall

Project X- 1:1 reading fluency and comprehension skills support.

RWInc catch up-1:1 recapping of recognising letters and special friends.

Fresh Start/RWInc-upper Key Stage 2 1:1 reading catch up.

Same day interventions-pre and post teaching.

The Big A- 5 session programme-to aid a child in KS 2 with understanding and developing strategies relating to their autism.

Gross and Fine motor skills – including the delivery of an individual packages set by a Physiotherapists and Occupational Therapists- handwriting practise, manipulation of small objects and exercises to improve strength and coordination, scissor skills.

Booster groups with Maths and Literacy focus also take place across the school.

Job Shop-Children having chance to apply and do different jobs around school e.g Maker Space peer tutor, EYFS assistant, Office assistant.

Emotional Literacy supporting pupils who need support with strategies to regulate and understand theirs and other people's emotions.

Nurture groups covering nurture principles for EYFS 'Stay and Play' club, KS1 and KS2 small group nurture when needed.

Nurture 1:1-Staff working with pupils 1:1 to support well-being and mental health.

Compass Mental Health Practitioner-Our Mental Health Practitioner works alongside individual pupils, arranges staff training and family workshops.

Deployment of TA's and Keyworkers

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Support staff are deployed to classes on a basis of pupil need. Children who have EHCP's will receive additional TA support in class to ensure outcomes and provision is in place. EHCP's are maintained and applied for in line with Local Authority advice. The new Barnsley EHCP hub is now used for applications and annual reviews of EHCP's. Children with high and complex needs are supported through this process and are in receipt of High Needs Funding (Range Funding). EHCP Annual Reviews ensure that the provision and needs accurately reflect the pupil presentation in school. Parental partnership and co-production, along with pupil voice are crucial in the application process, review and maintenance of EHCP's. We work collaboratively with outside agencies also to ensure the best possible outcomes for pupils who require or have EHCP's. Our SEND Budget shows our commitment to Inclusion and provision for all pupils.

Personal timetables-Some children with EHCP's have tailored timetables linked to their EHCP targets and outcomes.

Key members of staff have been trained with Team Teach to apply positive handling techniques, as a graduated approach. They are designed to minimise risk and help people maintain positive relationships. However, all staff have a duty of care and may need to physically intervene in an emergency. We have a number of staff trained in Paediatric first aid who are responsible for administering medication to pupils e.g. inhalers. Many staff have been trained on Autism Awareness with Lora Moore, a SCI consultant and had therapeutic language training, attachment training, with some staff having trauma informed training also. Staff also have their own log ins to The National College so that they can access training about all developments and practice relating to SEND pupils and other training across the curriculum.

The school has wheelchair access to the foundation stage and to KS1 classes via the main entrance. The lower KS2 classes can be accessed via the playground but ramps would have to be provided for upper KS2 if needed. Changing facilities are available for Foundation stage children not yet toilet trained.

Staff training has focused on High Quality First Teaching; improving provision for SEN pupils both in class and through interventions. Staff have had whole school training on Part 1 and Part 2 of Autism Awareness. Many staff have also attended training on Attachment Difficulties and use of Therapeutic Language along with Trauma Informed School's training. Reports and resources are also sent by external agencies following assessment, particularly for pupils with Speech and language difficulties, ASD or Cognition and Learning challenges. In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training. Input from external agencies is actively encouraged as well as in-house training from the Inclusion Manager/SENCO. The National College is also a training provider that all staff use to receive training on a range of SEN topics.

The progress of all pupils is monitored regularly and more formally at the end of each term. This information is shared at Pupil Progress Meetings and all pupils who are not at Age Related Expectation or are not making sufficient progress, are identified. Next steps for strategies, adaptations to teaching and environment plus interventions are agreed. Interventions have specific entry and exit criteria and progress is measured against this. Many children are assessed against the year group expectations but some are assessed and monitored using Connecting Steps V5, to show small steps of progress. Where progress falls below that is expected, we adjust provision accordingly to ensure children have the best possible opportunities to fulfil their potential.

ENABLING FULL PARTICIPATION IN SCHOOL LIFE

The school is committed to providing equal opportunities for all and equity, regardless of race, faith, gender, or capability, in all aspects of school life. We promote self and mutual respect and a caring and non-judgemental, inclusive attitude throughout school. We aim to include all learners on school trips, residential visits and after school clubs. Planning for this is in partnership with parents and reasonable adjustments are made where appropriate, in order for all children to access these opportunities. A trained first aider attends all visits and can administer medication where necessary. Sometimes parents may be invited to accompany their child on a day trip as part of a reasonable adjustment.

SUPPORT FOR IMPROVING SOCIAL, EMOTIONAL AND MENTAL HEALTH

Our Nurture/Mental Health/Early Help work supports families and children's social and emotional needs. Areas of support for children include self-esteem, social skills, bereavement, anger management, friendship difficulties and behaviour management. Children are given the opportunity to discuss their feelings and are supported with strategies and advice that might help. The SENCO and class teachers discuss the needs and provision for individual children. Individual positive behaviour plans are created for children who need them, in partnership with parents. The strategies and language use contained within them can be used at home and school. These plans sometimes include strategies for supporting the child with de-escalation and recovery strategies.

In EYFS there is a weekly 'Stay and Play' Nurture lunch time club, which is a small child led F1 and 2 club, where social skills, confidence and self-esteem can be developed through relaxed play and interaction. It is run by M.Hartley and C.Terrell, providing support in a safe and specially adapted environment for our children who have social, emotional and learning needs. There is a strong focus within the group on social and life skills where children are supported in understanding their feelings and the feelings of others. In Key Stage 1, there is a Knitter Natter wellbeing club, run by S. Pitwell and the children are engaged in craft/hobby activities whilst having the space to chat and express themselves in a nurturing environment. There is also a KS1/2 Social Skills group.

LINKS WITH OUTSIDE AGENCIES

Where a child continues to make little or no progress, despite support matched to their area of need, external support may be sought. External support plays a vital role in helping the school identify, assess and allocate provision for pupils with SEN. The involvement of any outside specialists would only ever be sought with the consent of parents/carers. We aim to maintain effective communication with outside agencies. For pupils at SEN Support any one or more of the following agencies may be involved.

Outside agencies we may have involvement with are:

- Educational Psychology service
- Speech and Language Therapy – NHS
- CAMHS
- School Nurse
- Specialist Nurses and Teachers
- Health Visitor
- Paediatric Doctors
- Family Support Workers
- Social Care Services
- BESST Inclusion Services: (Social, Communication and Interaction/ Learning and Cognition/ Physical and Sensory)
- Family Support Workers
- BSARCS (Barnsley Sexual Abuse and Rape Crisis Service)
- Community Health Service, including Occupational Health/Physiotherapy (Children's Therapy)
- Educational Welfare Service (EWO)

Consultation meetings take place between the Inclusion Manager/SENCO and the Educational Psychologist, BESST, Paediatric Therapists and Speech and Language services. These are planned for the beginning of the school year and then as and when necessary.

Educational Psychology and Communication and Interaction are traded and core services. The school negotiates an annual contract for their services having used the provision mapping to give an indication of the likely level of need/support for that year. Education Welfare is also a traded service.

The Inclusion Manager attends SENCO network meetings and maintains links with other SENCOs in the local pyramid of schools through regular meetings. There is also liaison with the SENCO's at feeder high schools at Kirk Balk Community School, Penistone Grammar, Trinity St Edwards School and other high schools to plan for transition at the end of Y6.

TRANSITIONS

Robust transition arrangements are in place for any points of transition.

Year 6-Year 7

A transition co-production discussion group is now held every Autumn and Year 6 parents with pupils on the SEN register are invited into school with the SENCO to talk about their feelings, ideas and opinions in relation to their child's transition to Year 7. The children will also complete a high school transition booklet. Responsibility for the high school transition for children on the SEND register lies with the SENCO. Professionals from High schools visit the children in their current school and wherever possible the SENCO will try to arrange and attend visits to different feeder high schools along with children and their families. Additional transition visits can also be arranged. The SENCO will also contact High school SENCOs to share information and all SEND files are securely passed on via CPOMS to the different feeder schools, prior to the children starting.

FS2

Melanie Hartley (Reception class teacher, Early Years Co-ordinator and SENCO) does home visits to children and families who are new to our Early Years setting and also visits the children in their current Nursery settings. A discussion is held with the child's keyworker regarding interests, strengths, progress and attainment, as well as any areas needing specific strategies and /or provision. Transition days are organised in school for children to visit Foundation Stage prior to starting in September. Parents are also invited into school to attend a parent information session, prior to their child's in school transition visits.

Transition between year groups

Photographic newsletters/social stories are created for pupils on the SEN register towards the end of the school year. These allow the children to share their new class photographs and information with family and friends at home over the summer holidays.

Moving to Tankersley St Peter's CE Primary school from a different school

When a child moves to our school, from a different primary school, an initial meeting is held with parents, the child and any other linked professionals prior to the start date. On the day the child starts school, they will be greeted by the Class teacher and TA who will arrange a 'buddy' to support settling in. Regular check ins will be made with the child to ensure that they feel happy and welcomed, to maximise their participation and belonging.

If children allocated a place at Tankersley St Peter's CE Primary school are already on their previous school's SEND Register, the SENCO will make contact with the SENCO or Class Teacher at the previous setting to gather information about the child. All relevant paperwork is passed on from the previous school to the SENCO. As soon a child with an identified SEND starts at school, a file is created for them and relevant information is shared with the class teacher.

MONITORING AND EVALUATION OF SEND PROVISION

The effectiveness of our provision for pupils with special educational needs is monitored and evaluated by:

- Informal feedback from all staff
- Termly SFP co-production review meetings with staff, SENCO and parents involved in reviewing provision and targets
- Pupil voice for review meetings
- Pupil data tracking (Inclusion Manager and Head Teacher)
- Pupil review meetings and records of review meetings (Inclusion Manager/ Class Teacher)
- Pupil progress meetings
- SEN and Inclusion whole school tracking
- Monitoring SFP's and targets (Class Teacher, Inclusion Manager)
- Movement on the SEND register (Inclusion Manager and HT)
- Attendance records (EWO/FSW)
- Intervention records are maintained by Class Teachers and TAs to show impact
- SENCO observations of SEND pupils in class and their provision; triangulating SFP targets/provision, practice and outcomes for SEN pupils

MONITORING OF POLICY EFFECTIVENESS

We have identified the following to enable the Headteacher, Inclusion Manager/SENCO, Senior Management team and SEND Governor to monitor and evaluate the effectiveness of the policy:

- The Inclusion Manager/SENCO creates a termly SEND/Inclusion information report for Governors
- Regular meetings between Head teacher, SEND Governor and Inclusion Manager
- Updating the SEND register at least three times a year
- Pupil Progress termly meetings
- Movement on the register, both up and down the levels of intervention
- Prompt actions on concerns raised
- Parents are informed about all expressions of concern
- Pupils with SFP's have their targets reviewed a minimum of termly
- Pupils are aware of their targets to work on
- Relevant members of staff are aware of, and involved in, the development of pupil targets
- SFP targets are SMART and written in accessible language
- Parents are invited by e mail/invitation to all review meetings and these are re-arranged if at all possible, to facilitate parent's attendance to meetings
- Parents are involved in discussing their child's targets at review/parent meetings or informal meetings with Class Teacher and SENCO

- Parents receive a copy of their child's updated SFP
- Parent and Pupil voices are collected and where possible, acted on in the review process
- Teachers and support staff are aware of procedures and have their attention drawn to this policy
- All teachers' weekly plans show evidence of differentiation
- There is evidence of individual pupil progress over time
- Intervention records are monitored termly by the SENCO
- SEND issues are included in staff development planning
- All staff are aware of their responsibilities for SEND
- SEND is a key section in the school improvement plan

COMPLAINTS

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

RELEVANT LEGISLATION AND GUIDANCE TAKEN INTO ACCOUNT

- Send Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- United Nations Convention on the Rights of the Child 1989
- Send Information Report, Autumn 2020
- Send Inclusion Termly Governors Report, Autumn 2021

This policy will be reviewed again in September 2024, in line with the Code of Practice and LA guidance.

Signed _____ (Head Teacher)

Signed _____ (Chair of Governors)