



# St Mary and St Pancras CE Primary School

## POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

DATE APPROVED BY THE ST MARY AND ST PANCRAS CE SCHOOL BOARD OF GOVERNORS	8 <sup>th</sup> March 2022		
NEXT REVIEW DATE	March 2023		
SIGNED (HEADTEACHER)	Ms Jules Belton	DATE	
SIGNED CO-CHAIRS OF THE GOVERNING BOARD	Mr Samuel Hopcroft Mr William Hall	DATE	

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## 1. CONTACT DETAILS

Our Head Teacher, **Ms J. Belton**– who provides leadership on inclusion and high achievement for all. She can be contacted through our school office: email = [admin@stmp.camden.sch.uk](mailto:admin@stmp.camden.sch.uk)

Our Assistant Head Teacher/SENDCo, **Mrs A. Tuckey** – (the first person to talk to about any SEND questions or concerns) who leads on the day to day operation of our SEND procedures following guidance in the SEN Code of Practice. She can be contacted through our school office: email = [admin@stmp.camden.sch.uk](mailto:admin@stmp.camden.sch.uk)

Our SEND Governor, **Father Paschal** - who has a responsibility for monitoring and supporting the school on SEND matters on our Governing Body. He can be contacted through our school office: email = [admin@stmp.camden.sch.uk](mailto:admin@stmp.camden.sch.uk)

Our School Administration Manager, **Ms L. Crean** - who can give you copies of our policies. email = [admin@stmp.camden.sch.uk](mailto:admin@stmp.camden.sch.uk) Tel = 0207 387 6117

Our Site Service Officer, **Mr D.Walker** – who ensures that the school is clean and safe and has oversight of site access projects. He can be contacted through our school office: email = [admin@stmp.camden.sch.uk](mailto:admin@stmp.camden.sch.uk)

## 2. INTRODUCTION

### Policy Rationale

This policy describes how St Mary and St Pancras C of E Primary School follows the national guidance on Special Educational Needs and Disabilities (SEND), which is set out in the revised SEN Code of Practice (2014). At St Mary and St Pancras C of E Primary School we respond to the requirements and agenda of the Special Educational Needs Code of Practice 2014 and the Equality Act (2010) in order to meet most effectively children's special or additional educational needs. This policy aims to:

- Clarify the roles and responsibilities of staff in the school
- Clarify the roles and responsibilities of outside agencies
- Ensure that all staff follow clear and consistent procedures as every teacher is a teacher of children with SEND
- Ensure access to a broad and balanced curriculum for children with SEND
- Support effective differentiation in teaching and learning
- Establish a good partnership between staff, parents/carers, children and outside agencies and to involve parents and carers fully in decisions about their child's provision
- Ensure early identification of a child with SEND
- Ensure good assessment and tracking of children's progress
- Ensure children with SEND have full inclusion in the life of the school
- Outline how the views of children with SEND are taken into account and how they are part of the decision making process.

### **Definition of Special Educational Needs and Disabilities (SEND)**

A child at St Mary and St Pancras C of E Primary School is defined as having Special Educational Needs when their learning needs require support above and beyond that normally provided in classrooms in terms of Wave 1 Quality First Teaching.

The needs might be associated with:

- a different learning style
- significantly greater difficulty in learning than the majority of others of the same age
- social, emotional and mental health needs
- a disability which prevents or hinders them from making use of educational facilities provided
- communication and sensory needs or a combination of these

The SEND Code of Practice describes four areas of difficulty. It is recognised that some children will experience difficulties in more than one area.

#### **Communication and Interaction**

Children with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

#### **Cognitive and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where

children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific Learning Difficulties (SpLD) effect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotion and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or Physical Needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning.

In addition, some children will have Medical Needs. As outlined in the Medicine Policy, children with a medical need have one of the following; Individual Health Care Plan, Wheezy Child Plan/Asthma Plan, Allergy Action Plan, which clearly outlines the care they require in school. Although a medical need does not directly link to an educational need, there is sometimes an overlap. Children who have a medical condition AND a Special Educational Need have well-co-ordinated provision to ensure best possible outcomes. Our SENDCo is responsible for ensuring systems and procedures for children with Medical Needs are followed in school.

A shared vision of inclusion, nurture and care permeates all our school policies. This policy should be read in conjunction with other policies that describe how we provide support, guidance and encouragement to learners in our schools for example, the Positive Learning Behaviour.

We also have a School Accessibility Plan and the Equality Policy which describe how we are improving the school for children and adults with disabilities. These policies are available on request from the school office and published on the school's website.

## **3. GOVERNANCE**

### **The Governing Body will evaluate the quality of SEND provision:**

- We will celebrate where we are successful and work with school leaders to set out how and what we will improve.
- The Governor with responsibility for SEND will monitor and collect information about the school's provision for children with SEND in a variety of ways, including:
  - Meeting termly with the SENDCo and reporting back to the Full Governing Body

- Supporting the school with any Local Authority/ LDBS / external reviews of SEND and implementing any recommendations
- Supporting school leaders in their evaluation of SEND provision
- Reviewing data on children with SEND– for example, the number of children on the SEND Register; the standards achieved by children with SEND
- Reviewing progress on Inclusion matters in the school’s Development Plan
- Ensuring equality of access the curriculum

#### **4. ADMISSION AND INDUCTION ARRANGEMENTS FOR CHILDREN WITH SEND (INCLUDING THOSE WITH AN EDUCATION HEALTH CARE PLAN)**

We welcome children with SEND to our school. The Local Authority’s SEND Services inform us when parents/carers of a child with an Education Health Care plan name St Mary and St Pancras C of E Primary School. All other requests for a place at St Mary and St Pancras for children with SEND, who do not have an Education Health Care plan, follow our school admission criteria for allocating places for all children as outlined in our Admission Policy. At St Mary and St Pancras C of E we follow the legislation in the Equality Act 2010 which prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

The school induction arrangements for children with SEND include:

- The SENDCo gathering information from the parents and all the outside agencies (including Early Years providers) involved with the child
- The SENDCo making appropriate admission arrangements for the child. This may include:
  - Visiting the child in their previous setting
  - Providing the child with visual information about St Mary and St Pancras C of E Primary School (for example, My New School book)
  - Arranging for the child to visit prior to starting
  - Collaborating with parents and outside agencies to create a Transition Plan which may include a staggered entrance
- Appropriate adaptations being made to the learning environment and the use of suitable resources to ensure accessibility for those with physical disabilities. These are outlined in our Accessibility Policy.

We are committed to working in partnership with parents/carers to ensure a smooth start to their child’s time with us.

#### **Specialist Provision for Disabled Pupils**

We are not an additionally resourced school for pupils with exceptional SEND. However, we are committed to Camden’s policy of inclusion and to meeting the needs of all our pupils. Our school has facilities to meet the needs of children with mobility difficulties: ramp access, disabled toilet facilities and a lift; we make reasonable adjustments to help our children feel included.

#### **4. PROVISION FOR CHILDREN WITH SEND**

All members of the school community share responsibility for the quality of provision for children with SEND. However, some members of staff have specific roles and responsibilities:

The SENDCo's main responsibilities are the following:

- Providing strategic responsibility for what happens in school regarding SEND provision
- The day-to-day implementation of the SEND Policy
- Coordinating provision for SEND
- Working in partnership with parents regarding their child's Special Educational Needs and Disabilities and how best to meet these needs
- Supporting staff in developing strategies to increase the inclusion of children in the classroom
- Ensuring Special Needs Records are relevant, reviewed and kept up to date
- Providing support and advice on the graduated approach to providing SEND support
- Liaising with external agencies including Local Authority support and educational psychology, health and specialist services and voluntary and community groups
- Working with Class Teachers, Support staff, Peripatetic teachers and sports coaches to ensure that the advice from external services and agencies is implemented, for example, from Speech and Language Therapists
- Liaising with and advising teachers and support staff
- Advocating for pupils with SEND at Leadership Meetings
- Tracking the progress of children on Intervention Programmes in conjunction with the class teacher
- Liaising with parents and carers of pupils with SEND in conjunction with the class teacher
- Overseeing the assessment and observation of individual children in order to put appropriate provision in place
- Coordinating transitions for SEND pupils either on entry or exit to the school
- 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
- Advising on the deployment of the school's delegated budget and other

The Class Teacher's responsibilities include:

- Overall responsibility for the progress of SEND pupils
- To understand and provide 'quality-first' teaching and learning for all pupils, including those with SEND
- The progress and development of all pupils, with a focus on pupil outcomes
- Monitoring of children's progress in conjunction with the SENDCo and Support Staff where appropriate
- Accurate recording of progress and development of all pupils, including those with SEND to contribute to up-to-date record keeping
- To begin the process of identifying needs and making provision appropriately prior to raising SEN concerns through effective differentiation tailored to needs
- Active involvement in the development and review of target setting for SEND pupils, in collaboration with the SENDCo
- The day to day management and direct supervision of support staff working within the class to ensure that the graduated approach is adopted to support group and individual targets
- Planning and assessment of all pupils, including those with SEND, in collaboration with the SENDCo where appropriate
- Setting high expectations based on assessment
- Effective and early communication with parents where a teacher has a concern

- Having full knowledge of SEN Support or Education, Health and Care Plans for pupils in their class and those they teach
- Working in conjunction with the SENDCo to provide positive outcomes for pupils with SEND

Support Staff's responsibilities include:

- Providing additional support for children with an Education Health Care Plan and those pupils who have SEN Support
- Supporting individual children to engage in all activities alongside their peers
- Supporting children with any physical needs they may have e.g. toileting
- Implementing Wave 2 and Wave 3 interventions with appropriate monitoring and planning
- Keeping records of support/interventions/monitoring progress
- Feeding back to the Class Teacher and SENDCo on the progress of support/interventions
- Supporting independent learning

## **5. IDENTIFYING, ASSESSING AND PLANNING SUPPORT FOR CHILDREN WITH SEND**

### **Identification**

At St Mary and St Pancras C of E Primary School, we cater for differently achieving groups and different needs through careful planning and Quality First Teaching. Class Teachers are supported by the Leadership Team, through lesson observations, leader of learning meetings, staff training, learning walks and performance management, to deliver lessons which meet the full range of learners in their class. Class Teachers continually monitor and assess the attainment and progress of the pupils and record all pupils' progress as part of our monitoring and assessment practices. These include making observations in the Early Years (all children in our Reception class and Nursery class). Class teachers communicate any concerns early with the SENDCo on Concern Forms; parents in Parent/Teacher meetings; the Leadership Team at Pupil Progress Meetings. At the Pupil Progress Meetings, the Class Teacher, SENDCo and the Leadership Team identify pupils 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
- 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 have a graduated approach to supporting pupils and initially an intervention will be implemented along with strategies and advice on how the pupil can be supported in the whole class setting.

### **Monitoring**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. If concerns remain after a 6-8 weeks of monitoring and tracking, Class Teachers consult the SENDCo and we may place pupils on our 'Monitoring List', potentially taking action to put support in place for this pupil. We will involve parents/carers with this decision. Some examples of targeted support for a pupil include: Reading Intervention, Maths Intervention Group. (For further information on support – see St Mary and St Pancras

School's Local Offer). Where applicable, parents are informed about children's targets and access to additional support.

The SENDCo records all interventions on the school Provision Map and monitors the progress of pupils for whom the school is delivering additional provision. Part of this monitoring process also involves evaluating the effectiveness of provision through Learning Walks, observations of interventions, reviewing progress data and feeding back information to the Leadership Team. The Deputy Head Teacher will Performance Management of support staff for monitoring purposes.

If we feel that the child is making adequate progress, he or she may no longer need to receive additional support. We will record this discussion and we will keep these Provision Records for reference in the pupil's file and pass them on when he or she transfers to another school. The child's name will then be removed from our 'Monitoring List'.

## **SEN Support**

If the pupil is not making adequate progress in spite of the provision, then additional support will continue. The SEND Code of Practice, 2014, states '*A Child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*' The SENDCo may, in collaboration the Class Teacher and parents/carers, move the pupil from the Monitoring List to the school's 'Register of SEND' and 'SEN Support' may be put in place. The SENDCo may seek outside advice and/or assessment from relevant agencies, for example a Speech and Language Therapist.

The Class Teacher, SENDCo and parents/carers will meet at regular intervals to review the attainment and progress of a child who has SEN Support. At this meeting, current targets and provision may be reviewed and new targets and strategies set.

We monitor many aspects of a child's learning and progress, including;

- Communication and interaction needs
- Cognitive and learning needs
- Social, emotion and mental health needs
- Sensory and/or Physical needs

The child will continue to be closely supported, monitored and tracked. Their achievements and progress will be celebrated and, if the SENDCo, Class Teacher and parents/carers cease to have concerns and the pupil is making adequate progress, the pupil will be removed from the 'Register of Need' and placed on the 'Monitoring List'. This discussion will be recorded and a Provision Record will be kept for reference in the pupil's file, passing them on when he or she transfers to another school.

We are committed to listening to the voice of the child during this process and pupils are invited to attend and/or input to the review meetings.

## **Exceptional Needs Grant and Educational Health Care Plan**

We endeavour to meet the needs of all children who are on our Monitoring List or our Register of Needs, and who have been identified to as needing SEN Support from within our allocated resources. However, if after this process and the implementation of a variety of interventions results in a pupil not making progress, and if the school considers the pupil to have 'exceptional and complex needs', we will request a Statutory Assessment from the Local Authority or an Exceptional Needs Grant (Non-statutory). This happens for a small minority of pupils and may eventually lead to an Educational Health Care Plan of Special Educational Needs. For pupils with an Educational Health Care Plan, annual review meetings are held to review attainment and progress and set medium term and long- term targets. The tracking of pupil's progress will be through using the Early Years Learning Goals, P Scales, The Engagement Model, yearly objectives and through evaluating the progress against targets set by outside agencies.

## **Pupils with English as an Additional Language**

The school takes great care over the identification and assessment of children whose first language is not English. We do not assume that lack of progress in English means that a child has a Special Educational Need. However, we are aware that for some children, slow progress may be a result of a special educational need.

We also acknowledge that the following is **not** a Special Education Need:

- short term lapse in progress and learning
- attendance and punctuality
- health and welfare
- housing difficulties
- being in receipt of the pupil premium
- being a looked after child

For pupils where the parents and teachers main area of concern is behaviour, the school will focus on the underlying causes of this behaviour and will work to support the pupil by addressing this need (e.g. literacy or speech and communication difficulties). Our school Learning Mentor supports children with Social, Emotional, and Mental Needs.

### **Planning**

The school adapts the curriculum and learning environment to ensure children who are identified with Special Educational Needs are fully supported; this may include a workstation within the classroom, an individual timetable, the use of assisted technology or lessons around particular interests. The school uses individualised support plans (ISPs) to set specific targets agreed with the class teacher, SENDCo and parents/carers the provision for the term ahead.

## **6. SUPPORTING CHILDREN WHO ARE FALLING BEHIND IN THEIR LEARNING**

We have a graduated response to meeting children's needs, using three 'waves' of support:

**Wave 1** - High Quality "inclusive" lessons for all children, which are differentiated.

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Wave 2** – Small group intervention for children who can be expected to catch up with their peers as a result of the intervention.

Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. These interventions are often targeted at a group of pupils with similar needs.

**Wave 3** - Intervention specifically targeted interventions and personalised support for individual children.

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions with advice and targets from external agencies.

The variety of provision we make for children includes:

- A curriculum differentiated by Class Teacher
- Intervention groups run by Support Staff and Class Teachers
- One to One support provided by a member/members of Support Staff

- Support staff/Learning Mentor supporting individual work
- One to One support from our Learning Mentor within the whole class setting or in a group room
- Language and Communication Teacher supporting an individual or a group working on specific targets
- Educational Psychologist, Primary Learning Support Service, Speech and Language Therapist, Occupational Therapist and Physiotherapist leading individual sessions

Through this varied provision and with high expectations, we aim to maximise progress of individual pupil's from their starting point.

## **7. TRAINING OUR TEACHING AND SUPPORT STAFF ON SEND MATTERS**

We understand the importance of training our staff in Special Educational Needs, Inclusion and Disability Equality, recognising that teaching and support staff will need regular training to inform practice and ensure high quality provision.

- We keep training needs under review. All staff discuss their individual training needs at Performance Management review meetings annually. Staff complete an audit, which outlines individual and whole school training needs.
- We expect all staff who work with children with Special Educational Needs to attend relevant training. The SENDCo meets regularly with LSAs and we hold regular SEND training sessions for all staff. The SENDCo is also available for informal discussions during the school day
- The school takes advantage of the Local Authority's menu of training and support. The SENDCo identifies courses that staff should attend, responding to current identified needs and in order to develop capacity. These are run by the Local Authority or by Outside Agencies, such as Speech and Language Therapists. At times, we also have whole school training on particular issues
- Outside Agencies provide whole staff training or workshop sessions for teachers and support staff. These agencies also provide 'Teacher Surgeries' where a class teacher can discuss pupil's individual needs and receive support and advice on how these children can be supported in the whole class setting.

## **8. WORKING IN PARTNERSHIP WITH PARENTS/CARERS**

We understand the importance of working in close partnership with parents and carers of children with SEND.

The school makes sure that communication links are created with parents/carers of pupils identified as having Special Educational Needs. Review meetings take place termly for children that are on the SEND Register of Need and for children with an Education Healthcare Plan a multi-disciplinary Annual Review and Interim Review Meeting are scheduled at the beginning of the academic year. Parent/Carer and pupil's views are requested before the meeting and their thoughts are taken into consideration when planning support.

Parents are also involved in making a positive contribution to the education of their children through:

- Being welcome to work alongside their children at identified times (e.g. on trips, open mornings)
- A systematic effort to support parents through periods of transition, by clearly explaining all the procedures, visiting new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully

- Good communication including telephone and face-to-face conversations, Annual Review meetings, yearly reports and through home- school books, where these are appropriate. We will meet parents to discuss any questions and /or concerns that they may have about their children’s education in our school
- Contact with Elfrida Rathbone Advocacy Service, Family Support Workers and Education Welfare Officer (EWO) who work closely and explain policies to parents. These services also provide parents with the space to express concerns and complaints about any issue around their children’s provision formally and informally. The school responds to these concerns by arranging meetings with the stakeholders and possibly external professionals that can clarify questions around provision and support
- Camden Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) offers information, advice and impartial support to parents/carers of children with special educational needs
- Requesting a meeting with the Class Teacher/Support Staff/SENDCo to discuss the progress of their children and to seek information and advice
- Attending Parent Workshops

As a school, we will be positive and proactive. We will listen and respond without delay. We will make sure that we:

- Use parent/carers knowledge of their children
- Provide support for children’s learning and personal development at home
- Involve parents in reviewing their child’s progress
- Help parents/carers to get independent advice if they wish
- Communicate frequently on their children’s progress, well-being, success and needs
- Outline how we support pupils with SEND through our SEN Information Report, published on our website
- Signpost parents and carers to Camden’s Local Offer, which can be found [here](#).

## **9. WORKING WITH EXTERNAL SERVICES TO SUPPORT CHILDREN WITH SEND**

The school works successfully with many outside agencies:

**The Education Psychologist** has a planning meeting with the SENDCo at the beginning of each academic year to agree a programme of support for the school. This may involve statutory assessment work and participation in assessments and reviews for children with statements. It is the intention of the school that the Educational Psychologist should be provided with an overview of the school’s Special Educational Needs and advise parents and teachers on how best to support pupils.

**The Language and Communication Team** (Language and Communication Teacher and Speech and Language Therapist) visit school, assess children who have been referred, consult with parents, trains staff and advises the SENDCo. The Speech and Language therapist works with individual children on the caseload, provides staff training, holds teacher surgeries and attends review and target setting meetings with parents/carers, the SENDCo and the Class Teacher. The Language and Communication Teacher offers individual, small group and whole class support for children with language and communication needs as well as providing staff training, holding teacher surgeries and giving advice to class teachers to support pupils.

## **10. HOW WE WORK IN PARTNERSHIP WITH CHILD HEALTH SERVICES, SOCIAL SERVICES AND EDUCATIONAL WELFARE SERVICES AND COMMUNITY ORGANISATIONS**

- Our **School Nurse** is in regular contact with the Head Teacher, Deputy Head and SENDCo. She visits regularly to keep informed of medical needs throughout the school and to complete health checks on any children who need to be seen.
- Our **Educational Welfare Officer** visits the school regularly to monitor attendance and punctuality. They meet with parents where necessary.
- The **Paediatric Occupational Therapy Service** provides support for children and their carers who are using particular equipment to support their learning and life skills. They also provide support and advice for staff that run Occupational Therapy programmes for our children.
- The **Hearing Impaired Advisory Teacher** and **Visually Impaired Advisory Teacher** provide support and advice for staff, who have pupils with hearing difficulties or visual impairment in their class.
- The **Community Consultant Paediatrician** writes to us as and when appropriate with information and advice when our pupils have been seen in clinic.
- **Open Minded** (previously known as Child and Adolescent Mental Health Service, CAMHS) provide counselling for children and families who have particular emotional and behavioural difficulties in their daily lives. This work takes place either in school or away from school. Our CAMHS link worker also provides support and advice for our Learning Mentor.
- **Elfrida Rathbone** is an advisory/advocacy service which aims to help children with SEND and those at risk of exclusion, together with their parents, to get the right educational provision.

## **11. LINKING WITH LOCAL SCHOOLS AND SUPPORT CHILDREN WITH SEND THROUGH TRANSITION**

### **Leaving St Mary and St Pancras and transitioning into secondary education**

Pupils transition to a variety of secondary schools.

- When pupils with Education and Health Care Plans transfer to Secondary School or to a Special School the SENDCo and Year 6 teacher invite the SENDCo of that school to meet the child in this environment and to attend any Annual Reviews. We pass on all the SEN profiles to the receiving school. If appropriate, some pupils may make several visits to their new school with a member of support staff prior to starting.
- Children with Special Educational Needs who do not have Education and Health Care Plans meet the Year 7 transition teacher of the new school. The Class Teacher or SENDCo will discuss the pupil's particular needs with this teacher. We pass on all the SEN profiles to the receiving school.
- When a pupil transfers to another primary school, we pass on the SEN profiles and the SENDCo will speak to the teacher with responsibility for SEND at the new school.

### **MAKING THE TRANSITION BETWEEN YEAR GROUPS AND PHASES**

Our school has a number of measures in place that support a smooth transfer of **all** pupils to the next school year. In addition to these, we have the following measures for pupils with SEND;

- Termly PCP reviews with parents, Class Teachers, Support staff and SENDCo
- Pupil's records and books are passed on to the next teacher showing their progression and successes

- At the hand-over meeting in the summer term the current Class Teacher shares detailed information with the new class teacher using assessment and observation evidence
- The Class Teacher and new Class Teacher share current targets and discuss provision needs for the next academic year
- Behaviour Support Plans for children with Social, Emotional and Mental Health Needs are communicated with the Class Teacher and if needed with whole staff school
- We put in place additional strategies for individual children e.g. extra visits to the new classroom, photo books, buddying with older child/sibling/learning mentor support
- Use of social stories for within school transitions-change of teacher or Support Staff etc. during the year (especially for children who work one-to-one with adults)
- For secondary transfer we organise visits to new settings with a member of staff, if appropriate, and provide the opportunity for children to find out information about their new school through visits from teachers in the new setting, researching websites and meeting with current pupils at the school
- Meetings between the SENDCo and SENCO/Head of Year /Head teacher take place to ensure key information and documentation is shared between settings

## **12. HOW DO WE FUND SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

The school receives delegated SEN funding for children with SEND from the Local Authority based on factors such as the percentage of children receiving free school meals and the general level of attainment in the schools. In addition, the school is committed to using its general and personalisation budget to support children with SEND. The school also uses Pupil Premium funding where children with SEN are eligible.

### **Monitoring**

It is the role of the Head Teacher and SENDCo to monitor the effectiveness of the policy on a day-to-day basis. There is a governor with responsibility for Special Educational Needs and Disability whose role is to oversee the implementation of the policy and feed information to the Full Governing Body.

### **Complaints**

It is always best to try to resolve concerns amicably and this is what invariably happens, either through the Class Teacher, SENDCo or the Head Teacher. We try to make ourselves as accessible as possible and are always glad to talk informally at beginning or end of day. Alternatively, we are happy to make a time for a more formal meeting and you are welcome to bring family members or people acting as your advocate or translator if required. We are able to provide translation if necessary. However, the school does have a formal procedure for making complaints. A copy can be obtained from the school office and on our website.