

Heather Primary School  
Special Educational Needs Policy



This Policy was adopted by The Governing Body of Heather Primary School on:	
Date: December 2016	Signed by: Dr H Brewin (Chair of Governors)
It will be reviewed : Annually	

## INTRODUCTION

At Heather Primary School we are committed to providing an appropriate and high quality education for all of the children in our school. We believe that all children, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need, have an equal right to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. We are committed to maximum inclusion commensurate with meeting individual needs, the highest quality of education for all children and the efficient use of resources.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014):

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical

Some children only require minimal interventions and support while others need additional support to raise the level of their learning. A few children, generally those who have existing Statements of Special Educational Needs or Education Health and Care Plans (EHCP) require high needs.

## AIMS & OBJECTIVES

### 'Every Teacher is a Teacher of SEN'

#### Aims:

- To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice
- Promote independence, equality and consideration for others
- Ensure that we celebrate the wide range of our pupils' achievement
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development (CPD)
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

#### Objectives:

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCO.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and Head Teacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of

understanding SEN procedures and practices and providing regular feedback on their child's progress.

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. At Heather, some of these services currently include Education Psychology Service, Speech and Language Therapy, Outreach - Forest Way Teaching School Alliance and Hearing Support Service.
- Create a school environment where pupils can contribute to their own learning by encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as membership of the School Council, affiliation with sports teams and other clubs, or taking part in school plays.

### **ADMISSION ARRANGEMENTS**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus on our website.

### **IDENTIFICATION OF PUPILS' NEEDS**

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the

language or form of language of their home is different from the language in which they will be taught'.

At Heather, children are identified with Special Educational Needs in a number of different ways:

- They could originate from a referral from a GP, a health visitor, the speech and language service etc.
- Concerns have been raised by parents/carers about the level of progress being made by their child
- Through paediatric assessments with the Paediatrician or concerns from the school nurse

Class teachers and support staff will also have identified that a pupil is failing to make the expected progress in their learning by raising concerns about the following issues:

- Displays difficulty in developing Reading, Writing or Mathematics skills which results in a child working significantly below age related expectations
- Despite differentiated teaching approaches targeted particularly in a child's identified area of weakness, the child is still making little or no progress
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to struggle to make progress both academically and socially

#### **RESPONSIBILITY FOR THE COORDINATION OF SEN PROVISION**

The person responsible for overseeing the provision for children with SEN is Ms Lou Harrison (Headteacher).

The person co-ordinating the day to day provision of education for pupils with SEN is Ms Lou Harrison (Headteacher and SENCo).

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEN

- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEN
- Making regular visits to classrooms to monitor the progress of children on the SEN Record

The SENCO will hold details of all SEN Support records such as the SEN/Inclusion Record, Individual Education Plans, Class Group Provision Maps and structured conversation minutes for individual pupils with an EHCP.

However, all staff can access the following documents:

- The Heather Primary School SEN Policy
- A copy of the full SEN Record
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set, copies of their provision map and strategy sheets where applicable
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Individual Education Plans /pupil passports
- Information available through Leicestershire's SEND Local Offer

By accessing the above, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Heather Primary School also has a named Governor responsible for SEN (Mrs Bev Evans). They ensure that the Heather Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

## THE SCHOOL'S APPROACH TO TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

'Every Teacher is a Teacher of SEN' - Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

A graduated approach is adopted at Heather:

1. **Quality First Teaching:** All children in school should be getting this as a part of excellent classroom practice when needed.

This would mean:

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

2. **SEND Support - Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.**

Where it is determined that a pupil does have Special Educational Needs, parents will be formally advised of this before inclusion of the individual on the School SEN Record. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

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

**Assess** - In identifying a child as needing SEN support the subject teacher, working with the SENCO should carry out a clear analysis of the pupil's needs. This should draw on subject

assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

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

**Plan** - Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do** – The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. Teachers work closely with all staff and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

**Review** – Each child's progress is continually monitored by his/her class teacher against age related expectations in reading, writing, numeracy and science.

Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.

At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs).

Reviews of ongoing pupil progress in general will be made during termly 'Pupil Progress Meetings' about all pupils between the Head teacher and Class Teacher, data checks using internal tracking grids and pupil progress reports (which summarise achievement against learning targets in Reading, Writing and Maths set in class by the teacher).

Children at the SEN Support stage will have additional 'small step' learning targets which set out specific outcomes to be achieved by the end of the academic year. These desired outcomes/goals are recorded in an Individual Education Plan/pupil passport. The Individual Education Plan/pupil passport for the new academic year is shared with parents. The class teacher, in conjunction with the SENCO will revise the IEP in light of pupil progress and development; new intervention programmes or levels of support will be organised as necessary, and targets updated if appropriate.

The progress of children with a current Statement of SEND, or for those with Education, Health and Care Plans is formally reviewed at an Annual Review with all adults involved with the child's education. New targets for the next 12 months are identified and put into practice.

### **3. SEND Support for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.**

The school will draw on the support of outside agencies e.g. Speech and Language therapy to run small groups or 1:1 sessions.

This would mean:

- A child will have been identified by the class teacher/SENCO (or a parent will have raised worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- Parents/carers will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward.
- Parents/carers may be asked to give permission for the school to refer their child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist.
- The specialist professional will work with the child to understand their needs and make recommendations, which may include: Making changes to the way the 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.

#### **4. Specified Individual support for your child in school provided via a Statement of Special Educational Needs -now replaced by an Education, Health and Care Plan (EHCP).**

This type of support is available for children with significant special needs whose learning requirements are severe, complex and lifelong and who need more than 20 hours of support in school.

#### **REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN**

The LA will be given information relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

They will also receive documentation in relation to the child's special educational needs and actions taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy and information about the child's progress over time
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

After the school have sent in the request to the Local Authority, a decision will be made by a group of professionals from education, health and social care about whether they think a child's needs (as described in the paperwork provided), are severe and complex enough to warrant 20 hours of support in school to make good progress.

If this is the case they will write an EHC Plan. The EHC Plan will outline the number of hours of individual/small group support a child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for each child.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed after six months and then at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

If they do not think a child needs this, they will ask the school to continue with 'SEN Support' Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

[www.leics.gov.uk](http://www.leics.gov.uk)

## **ADAPTATION OF THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SEN**

At Heather Primary School we have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

The nature of intervention, and the strategies employed to adapt the curriculum may include the following:

### **Strategies to support/develop Literacy**

- Quality literacy teaching and support from the class teacher and teaching assistants (TAs)
- Differentiated curriculum for children with SEND when necessary
- Individual and group support in the classroom from TAs and the Class Teacher
- Use of a range of literacy resources to reinforce concepts and understanding, including the use of laptops for Rapid Reading, for example.
- Individual support for pupils with existing Statements of Special Educational Needs and the new Health, Education and Care Plans

- Targeted intervention for individuals, pairs and small groups with SEND
- Weekly phonics support, focusing on spelling and sentence construction with small groups of SEND pupils
- Voluntary reading support with a variety of children, including SEND pupils
- Termly assessments of all pupils, to monitor progress being made and identify areas of need
- Specific 'Wave 3' interventions such as Toe by Toe, Hornet, Stareway to Spellings, Rapid reading
- Staff development and training to introduce more effective strategies
- Provision of resources to enhance independent learning could include sand timers, pencil-grips, coloured overlays, table top writing slopes, phonics sound mats and high frequency word lists , laptops, iPads
- Targeted literacy support strategies devised by the educational psychologist and Specialist Teaching Services, implemented by the SENCo or TA as appropriate
- Handwriting implemented throughout the school, as and where required, and as an extra intervention when necessary.

#### **Strategies to support/develop Numeracy**

- Quality numeracy teaching and support from the class teacher and TAs
- Withdrawal of small groups, pairs or individual SEND pupils, by Learning Support Assistants for targeted support
- Individual support for those children with EHC Plans or existing Statements of Special Educational Needs
- Small group, paired and individual support in the classroom from the class teacher and TAs
- Use of a wide range of mathematical equipment and resources to reinforce understanding across all year groups, including laptops – for example, Numicon, MyMaths and Numbershark.
- Differentiated activities for SEND pupils when necessary
- Termly assessments for all children to monitor progress being made and to identify areas of need
- Pre-teaching of new concepts and vocabulary to enhance learning
- Use of support resources e.g. Number shark

#### **Strategies to support Foundation Subjects**

- Differentiated activities according to SEND and needs

- Different learning materials, resources or specialist equipment to support your child individually and in groups
- Using iPad Apps for children with communication difficulties as well as other ICT equipment and programs to support specific needs
- Using a range of software to help children engage with subjects they find difficult. This helps children to become independent learners
- Group or individual support, which may involve small groups of children being withdrawn to work with the SENCO or TA support
- Visual timetables are used in classrooms
- Provision of individually tailored visual support packages for specific children including individual timetables and behavioural cue cards if necessary

The school building regulations comply with all relevant accessibility requirements. The school site is wheelchair accessible except for one room which is not a classroom. This room can be made accessible should the need arise. We have disabled toilets, suitable for wheelchair users.

#### **ALLOCATION OF RESOURCES FOR PUPILS WITH SEN**

The SENCO and the headteacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Head teacher informs the governing body of how the funding allocated to support Special Educational Needs has been employed. The Head teacher and the SENCO meet to agree on how to use funds directly related to statements.

#### **SUPPORT FOR PUPILS WITH SOCIAL AND EMOTIONAL NEEDS**

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at Heather Primary School. We have a caring, understanding team who look after all of our children. Social Skills programmes/support including strategies to enhance self-esteem that we can provide in school may include:

- Nurture groups
- Social skills and friendship development group programmes of work
- Personalised behaviour programmes including rewards and sanctions to suit a child's particular needs

- Themed assemblies and lessons using the SEAL (Social and Emotional Aspects of Learning) framework support the children's personal development
- Outside agencies support within all areas including social, mental and emotional health
- We offer a variety of after school clubs
- Tailored intervention programmes delivered by the school's allocated educational psychologist to children and their parents/carers, as appropriate
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate
- Play leaders, offering support during lunchtimes
- Collaboration and communication with all external professionals involved with children, as appropriate, e.g. hospital consultants, GPs and CAMHS practitioners
- All staff trained in child protection at regular intervals
- Meeting and greeting of parents/carers/pupils at the start and end of each day if necessary

#### **ACCESS TO MEDICAL INTERVENTION**

If your child has a long or short term medical illness then please refer to the Medical Needs and Intimate Care policies which outline the level of care and support provided at our school in detail. In summary however, strategies may include:

- Regular update sessions between SENCo and school nurse
- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and Epipen use
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in the child's classroom
- Individual protocols for children with significant medical needs – for example, for children using an Epipen.
- Implementation of risk assessments
- Staff trained in First Aid

## **INCLUSION OF PUPILS WITH SEN**

The Headteacher and SENCO oversee the school's policy for inclusion and both are responsible for ensuring that it is implemented effectively throughout the school.

Staff make sure that activities outside the classroom and school trips are accessible to all children including those with SEND. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip if this ensures access.

After school clubs are available to all pupils. We ensure that equipment used for these activities is accessible to all children regardless of their needs. Health and safety audits will be conducted as and when appropriate.

We celebrate our achievements and talents, irrespective of individual differences, through special assemblies and award ceremonies.

## **MONITORING AND EVALUATING THE SUCCESS OF PROVISION**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the academic year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on an Individual Education Plan/pupil passport, which is kept updated. These interventions are monitored and evaluated termly by the SENCO and Head teacher and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The SENCO monitors the progress of children within the SEN system in school and provides staff and governors with regular up dated reports.

## **EXPERTISE AND TRAINING OF STAFF/CPD**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses, Family of Schools SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. One aspect of the SENCO's job is to support the class teacher in planning for children with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Autism and Epipen training.

The SENCO, with the Head teacher, ensures that training opportunities are matched to school development priorities.

### **SPECIALIST SEN PROVISION & LINKS TO SUPPORT SERVICES/OUTSIDE AGENCIES**

The school builds strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion and believes that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEN provision within our school.

We will therefore invite and seek specialist advice, support and training from external SEN services where necessary in the identification and assessment of, and provision for, SEN.

For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The SENCO is the designated person responsible for liaising with the following:

- Leicestershire Education Psychology Service
- Social Care
- Speech and Language Service (Class teacher also liaises)
- Specialist Outreach Services e.g. Autism Outreach
- Occupational Therapy
- Physiotherapy
- Hearing support team
- Child & Adolescent Mental Health Service
- School Nurse
- Family steps
- Family support workers

- Parent partnership
- Forest Way teaching schools alliance-outreach workers

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

### **WORKING IN PARTNERSHIPS WITH PARENTS**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential.

Heather Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

The class teacher is regularly available to discuss a child's progress or any concerns parents may have and to share information about what is working well at home and school so similar strategies can be used. The SENCO is also available to meet with parents to discuss a child's progress or any concerns.

All information from outside professionals will be discussed with parents with the person involved directly, or where this is not possible, in a report. Individual Education Plans/pupil passports will be reviewed and shared with parents. A home/school diary may be used to support communication with parents. The SENCO may also signpost parents of pupils with SEN to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEN Governor (Mrs Bev Evans) may be contacted at any time in relation to SEN matters. As well as the school's 'Local Offer', the school's website – [www.heather.leics.sch.uk](http://www.heather.leics.sch.uk) - contains a dedicated section which has the school's policy for special educational needs and Disability Equality Policy.



## **LINKS WITH OTHER SCHOOLS**

The school works in partnership with the other schools in the local 'Development Group', as well as the small schools group 'Unity'. Heather is also part of the Forest Way Teaching School Alliance. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

## **TRANSITION BETWEEN PHASES OF EDUCATION**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If a child is moving to another school, we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for a child. We will make sure that all records about the pupil are passed on as soon as possible.

When moving classes in school, information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All Individual Education Plans/pupil passports will be shared with the new teacher. Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment. If a child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6: Pupils will do focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school setting comes to visit and meet with the children who will be attending their school. Where possible, pupils will visit their new school on several occasions and in some cases staff from the new school will visit pupils in this school. Many hold open evenings for parents to attend in order to support the decision making process about which school is the right choice for each child.

If a child has already been identified as having special educational needs, then the SENCO at Heather meets with the secondary school SENCO during the final term of Year 6. Details of the pupil's needs are passed on to the new SENCO, along with details of what support has been in place at our school to help them. Our SENCO passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents such as IEPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

Reception Class: Induction events take place during the summer term for all children who are joining the Foundation Stage in September. The Reception class teacher does some pre-school visits in the summer term before the children enter our school in Reception class. She speaks with each child and their key workers to gain as much information about a child as possible. If a child has already been identified as having special educational needs then the SENCO will have been invited to attend a meeting at the pre-school setting. Each child will also have visits to our school in the summer term where they will get to meet the teachers, other children that will be starting the school with them and the new school environment.

Children start full time and with full days into the Foundation Stage, however this can be difficult for some children and therefore flexible entry can be offered on a case by case basis

### **COMPLAINTS PROCEDURE**

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head teacher. The Head teacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors, Mrs Hannah Brewin. Should a parent have a complaint about the Head teacher, s/he should first make an informal approach to the Chair or Vice Chair of Governors. A copy of the school's complaint policy is available on request.

### **THE ROLE OF THE GOVERNING BODY**

The school budget, received from Leicestershire 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 school governors, on the basis of needs in the school.

The Governing Body, Head Teacher and SENCO discuss all of the **anonymised** 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 - and decide what resources/training and support is needed. All resources/training and support needs are reviewed regularly and changes made as required.

The Governing Body ensures that the school works with and in support of outside agencies when pupils' needs cannot be met by the school alone. At Heather, some of these services currently include the Education Psychology Service, Speech and Language Therapy, Outreach - Forest Way Teaching School Alliance and Hearing Support Service.

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.