



‘We are a small school that makes a big difference’

‘To provide excellence for all within a happy, safe, and stimulating learning environment’

SEND AND DISABILITY POLICY

 Snape Wood Primary and Nursery School	
Approved by: Full Governing Body	Date: Spring 2023
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SEND AND DISABILITY POLICY

As a parent/carer of a child with Special Educational Needs or with a disability there will be essential questions which you will have, that must be addressed by this school. This policy aims to provide information and advice which would provide answers to the following important questions:

- How does the school know if children/young people need help?
- What should I do if I think my child has special educational needs?
- How will the school know how well my child is doing?
- How will I know how well my child is doing?
- How will the school know that what they are providing is helping my child make progress?
- How will the school staff support my child and how will the curriculum be matched to their needs?
- How will the school support me to support my child's learning?
- How is the decision made about the type and level of support provided to my child?
- What extra- curricular activities are available for my child? How will they be included in activities outside the classroom, including school trips?
- What support will be available for my child's overall well-being?
- What specialist services and expertise are available in school/accessed by school?
- What training have the staff working with my child/children with SEND received?
- How accessible is the school – indoors and out?
- Who should I contact if I have any questions or concerns

Aims

The aim of this policy is to ensure that all children at Snape Wood Primary School are able to reach their full potential and receive the best possible education. Children with special educational needs and disabilities (SEND) will be supported and provided for in a way that recognises and values their strengths and capabilities. We understand that our SEND children are individuals who are entitled to support that will empower them to develop their skills and independence. We have a person-centred approach to SEND with the child and family at the centre of decision making. This policy will: -

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND)
- Explain both the process and the roles and responsibilities involved in providing for children with SEND
- Answer questions that parents/carers of children with SEND may have regarding our school and the provision we offer

Legislation and guidance

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

- Part 3 of the children and families act 2014 which sets out schools' responsibilities for children with SEND.
- The special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health care (EHCP) plans, SENDCO's and the SEND report.

It has been written with reference to:

- Equality Act 2010 (advice to schools DfE (2013))
- Supporting children at school with medical conditions

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

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

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

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

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting children with medical conditions (DfE 2014)

Special educational provision should be matched to the child’s identified SEND. Children’s SEND are generally thought of in the following four broad areas of need and support.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- Sensory and/or physical needs

For Children and young people with a disability (Equality Act 2010) Snape Wood will; -

- Eliminate unlawful harassment and discrimination
- Promote equal opportunities
- Promote positive attitudes towards disabled people
- Encourage participation by disabled children in all aspects of school’s life
- Take steps to meet disabled children’s needs even if this requires more favourable treatment

Aims For Children with Special Educational Needs and Disability (SEND)

The aims of Snape Wood Primary School are based on the values derived from the Local Authority and guided by the Code of Practice, 2014 for Special Educational Needs (updated Jan 2015).

We provide a broad and balanced curriculum for all our children including those with SEND and ensure full curriculum entitlement and access. 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.

All children are encouraged to join in with extra-curricular activities including after school clubs and school trips.

Our School mission statement is: -

To provide excellence for all within a happy, safe and stimulating learning environment. To achieve this, we will:

- Sustain an environment which is welcoming, caring and supportive of school and wider community
- Promote excellence in teaching and learning
- Promote perseverance in our efforts using praise and encouragement as motivating factors
- Celebrate our success
- Strengthen the foundations for future learning, well-being and economic success

At Snape Wood we take PRIDE in everything we do, Our PRIDE values are:

Positive
Respect
Inquisitive
Determination
Empathy

Identification of SEND

How does the school know if my child needs help?

What should I do if I think my child has special educational needs?

How is the decision made about the type and level of support provided to my child?

Who decides what support /resources should be provided - and how?

How is my child's provision recorded?

At Snape Wood Primary school children with SEND are identified as early as possible. In order to do this there is a clear system of record keeping and communication. Links are also established with playgroups, private nurseries, social services, health services and other educational settings to support and enable effective liaison and identification.

Identification

Early identification of children with SEND is essential in order that assessment of need can take place and to ensure that effective provision is put into place in accordance with the Code of Practice, 2014 (updated Jan 2015).

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. At Snape Wood Primary School, we are always alert to emerging difficulties and respond early. In particular, parents/carers know their children best and so we always listen and understand when parents/carers express concerns about their child's development. Parents/carers should initially speak to their child's class teacher if they have concerns about their child.

We also listen to concerns raised by the children themselves.

Raising a concern

Meeting the needs of all of the children in the school is the responsibility of individual teachers. The class teachers will identify children who are having difficulties early on through informal and formal assessments and observations. They will respond to those difficulties by keeping accurate records of those difficulties, which may include pieces of work, assessments and observations. The class teacher will talk to the child and to parents/carers and discuss with other members of staff to ensure appropriate provision is being made.

(Parents/carers may already have spoken to the class teacher alerting school of their concerns for their child's progress and development at this stage)

Following this advice should be sought from the SENDCo at this stage, and the class teacher will then try and resolve the problem by using alternative teaching strategies within the classroom. A change in strategies may mean that the child is then able to access the curriculum and make progress. If this is the case they will be placed on a monitor/raised profile so that their difficulties continue to be monitored and it will ensure that they continue to receive the support that they require throughout their time at school.

They may also be included in a Key Stage intervention group which focuses on their area of difficulty. Intervention groups are for all children experiencing difficulties in a specific area (not just SEND children – although they may be included), provision is recorded on a class provision map and monitored by class teachers and monitored by team leaders. Intervention groups run for a specific period of time and children's progress is recorded both before, during and at the end of the intervention.

High quality teaching which targets areas of weakness may include:

- Adapted learning materials
- Adapted teaching approaches
- Group support or a focused intervention group
- Some specialist equipment
- Strategies of support recommended by outside agencies

The parents/carers of the child will be consulted to help identify the reasons for the difficulties being encountered learning patterns and/or behaviour and how they can work together with school to help support their child.

Provision for children with SEND

Following this, if the class teacher is still concerned that the child is still experiencing difficulties and that they have not made expected progress, the class teacher will complete a cause for concern form, which will be shared with parents/carers, and given to the SENDCo. The SENDCo and the class teacher will discuss the strategies that have already been tried and the progress that has been made as a result of that. Then together they will look at the rate of progress that is expected for the child, and the progress they have made.

At this point the child will either be placed on a raised profile which recognises that they are having difficulties, whilst further advice is sought from outside agencies, or they may be placed on SEND

support as it has been decided that they will need SEND support which is over and above what would normally be provided. Specific SEND interventions may be put into place and further advice may be sought from outside agencies.

It is the class teacher's responsibility to carry out and monitor any general classroom recommendations made from formal assessments such as from the specialist teacher, Educational Psychologist (EP) or other outside agencies. Specific interventions may need to be carried out by the SEND team.

Staff will give the child the opportunity to make choices and make their views known. The child will be encouraged to determine the direction of their learning and personal development.

SEND Support - Although parents/carers will have already been fully involved in all discussions and decisions, for those children who are placed on SEND support parents/carers will receive a formal notification letter. Children who have significant SEND support requirements will have an individual provision map which shows all of the support they receive.

The school will then adopt a four-part cycle called the graduated approach which uses the process of assess, plan, do and review.



Continued assessment ensures that SEND support always matches children's needs and monitors that the support is effective.

Plans of support should be appropriate to the child's need and these should be fully shared with parents/carers.

Class teachers will always remain responsible for working with your child on a daily basis; they will need to liaise closely with teaching assistants and the SENDCo to monitor the SEND support your child receives.

The impact and the effectiveness of support and progress will be reviewed on an agreed date and parents/carers and children will be involved in this process. Support may be revised in line with progress and assessment and plans may change accordingly.

Those involved in this review could include:

- The SENDCO
- The SEND learning support assistant
- A Specialist Teacher E.g. Behaviour Support
- Health or social care professionals e.g. Speech Therapist, Physiotherapist, social worker or counsellor

- The English and maths subject leaders
- The parents/carers
- The pupil
- An Educational Psychologist
- Representative from Child and Adolescent Mental Health Services

SEND Support may include: -

- Specialist equipment
- A personalised curriculum
- Specific SEND interventions/programmes of work
- 1-1 support or specific small group support
- Support from outside agencies

If, despite school taking relevant and purposeful actions to identify, assess and meet the SEND needs of the child, they have still failed to make expected progress an application for an Education and Health Care Plan can be made to the Local Authority.

Education and Health Care Plan (EHCP)

The school and parents/carers can together make an application for an EHCP. In making its application, the documentary evidence will be presented to show the strategies and interventions that have been carried out. Evidence from assessments made by other professionals will be submitted and any additional information will be submitted.

Documents regarding the process and the criteria can be found on the LA website: -

<https://www.nottinghamcity.gov.uk/education-and-schools/specialeducational-needs-service/education-health-and-care-plans-and-statutoryassessment-of-SEND/>

Throughout the assessment period the child will continue to receive SEND support as detailed in their individual provision map.

In exceptional circumstances a child may be referred for an EHCP as soon as a diagnostic or medical assessment has been carried out. This can be done if school considers that the child needs immediate specialist intervention. The SENDCO will discuss the needs of the child with the parent/carer as soon as concerns are raised.

Once an EHCP has been made and accepted, the school, through the SENDCO, will ensure that:

- The child's records are maintained
- The child's individual provision map is in place
- Teachers monitor and review the child's progress on a regular basis. This will include an Annual Review, reporting results and recommendations to the LA
- Provision, curriculum and pastoral care will be monitored

Any changes in the child's special educational needs will result in a review meeting being held at the earliest opportunity.

Reasonable Adjustment

For some children and young people with a disability it may be appropriate to make reasonable adjustments to prevent them being placed at a substantial disadvantage, in comparison with a child or young person with no disability (Equality Act 2010).

Working with Other Agencies

Who else is likely to be involved with my child and how will this work?

When advice is sought from outside agencies parents/carers will be fully involved in this process and advice will not be sought without explicit permission. As a school we do work extensively with outside agencies and their support and suggestions are invaluable to both teaching and support staff, and children with SEND. The outside agencies that we might consult with are: -

Health visitors
Inclusive Education Service (specialist teaching service)
Behaviour support
Educational Psychologists
School Nurse
Doctor
Hospital specialists/health staff
Speech Therapists

Often these agencies will be invited to review meetings so that you will have chance to meet with them. Recommendations will be shared with and discussed with you.

Provision

How will the school staff support my child and how will the curriculum be matched to their needs?

What training have the staff working with my child/children with SEND received?

What training is planned?

What specialist services and expertise are available in school/accessed by school?

How will my child be able to access the curriculum?

A part of the school budget is used to support children with Special Education Needs. A part of the school's materials allocation is earmarked for books and equipment for SEND children.

Snape Wood Primary School have support staff with a wealth of knowledge and experience in the education of children with SEND. Staff, including the SENDCo, currently have experience of and/or have received/will receive training in working with children with:

Learning Difficulties
Dyslexia
Dyspraxia
Dyscalculia
Hearing Impairments

Visual Impairments
Speech and Language difficulties
Attachment difficulties
Social and Emotional and Mental Health difficulties
Autism
Attention Deficit Hyperactivity Disorder
Attention Deficit Disorder
Physical difficulties
Visual impairment
Hearing impairments
Speech and language
Down's Syndrome
Acquired brain injury
Foetal Alcohol Syndrome

A wide range of medical conditions including diabetes and epilepsy

School will ensure that staff receive appropriate and up to date training to ensure that they can continue to meet the needs of all children who attend the school. The SENDCo and Head Teacher constantly monitor SEND training to ensure it continues to meet the needs of all children within the school. As different needs are identified and new children join the school training will be sought in areas where we previously have no expertise/experience.

All children in the school who have recognised needs can be provided for by high quality teaching which targets areas of weakness and this may include:

- Adapted learning materials
- Adapted teaching approaches
- Group support or a focused intervention group
- Some specialist equipment
- Strategies of support recommended by outside agencies
- Progress will be carefully monitored to ensure that their needs continue to be through high quality teaching.

Children who receive SEND Support might have: -

- Specialist equipment
- A personalised curriculum
- Specific SEND interventions/programmes of work
- 1-1 support or specific small group support
- Support from outside agencies
- An individual provision map which clearly identifies all of the support they receive
- Progress will be carefully monitored within the 4-part cycle to ensure it continues to meet need

We also have numerous SEND intervention programmes to help children with a wide range of special educational needs. The SENDCo is happy to discuss these with parents.

Organisation of support, teaching and inclusion

We make every effort to achieve full inclusion of children with SEND with their peers, while still meeting the needs of individual children. The structures and systems in place are:

- Individual, paired or small group tuition to raise attainment in English and maths and other curriculum areas of learning as appropriate. The promotion of self-worth and the raising of self-esteem are covered too.
- Access of all children, including those with SEND, to the National Curriculum, through the school schemes of work that promote an inclusive ethos and broad and balanced curriculum.
- Classroom support to increase curriculum access and pupil achievement.
- Adapted provision within a mixed ability setting.
- Adapted provision within a banded setting.
- Access to specialist ICT programs and resources.
- Systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for all children.
- A range of clubs for all children.
- An equal opportunities policy.
- An Equality Plan.
- Clear guidelines and expectations of behaviour.

The School's SENDCo is Daniel Wright, who has dedicated SENDCo time of 2 to 3 days each week.

Responsibilities

The Head Teacher:

- Works with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Has overall responsibility for the provision and progress of learners with SEND and/or a disability

The Special Educational Needs Co-ordinator:

- The day to day operation of the school's Special Educational Needs profile.
- Co-ordinating provision for all children with SEND.
- Liaising with and advising teachers and support staff as appropriate.
- Liaising and working with parents/carers.
- Managing specific SEND support staff.
- Overseeing the records of all children with special educational needs.
- Contributing to in-service training for staff.
- Detailed monitoring of intervention programmes and pupil progress.
- Data analysis of pupil progress.
- Liaising with external agencies including the educational psychology service, specialist teaching services, medical and social services and any other support services for the child.

Class teacher responsibilities:

- Class teacher is responsible for the progress and development of every child in their class, including those with additional and special educational needs
- Provide provision maps and individual pupil profiles
- Work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensure that all children are able to access a broad and balanced curriculum
- Adapt work so that all children can access the content at their level
- Implement strategies of support suggested by outside agencies
- Deliver high quality teaching to all children including those with SEND
- Liaise with SENDCo and support staff
- Attend review meetings for children with SEND where necessary

Whole school responsibilities:

- SEND issues are raised at phase and year group meetings
- The Senior Leadership Team meet regularly to review SEND needs and provision
- SEND issues are regularly discussed at staff meetings
- The staff are given regular updates of their responsibilities towards children with SEND
- Clear communication lines between class teachers and specialist staff are established
- Staff professional development for SEND is continually reviewed, updated and monitored to ensure that all staff continue to meet the needs of the children within the school

In addition to school provision the SENDCo also has the following External Support Resources available: -

- Educational Psychology Service – school educational psychologist Dr Gail Holliman
- Specialist Teaching Service - staff specialising in supporting children with:
 - Hearing impairment
 - Visual impairment
 - Learning difficulties
 - Specific learning difficulties
 - Autism Team
- Special Educational Needs Assessment Service
- Health Services; e.g. Speech Therapy, Physiotherapy, Occupational therapy, Consultant Paediatricians
- Child and Adolescent Mental Health Services.
- School Nurse

Securing Equipment and facilities

Where appropriate the school will purchase any specialist equipment that is recommended for use by outside agencies. School will also apply to the Local authority for funding for any high cost or specialist equipment that is required.

Equipment will be securely stored within school when not in use and easily accessible when required. The SENDCo and support staff will have access to the equipment as required. Where appropriate the children themselves will be able to access the equipment.

Adaptions to the curriculum and learning environment

We make the following adaptations as part of good quality first teaching to ensure that all children's' needs are met:-

- Adapting the curriculum in many different ways e.g. by grouping, by 1:1 support, by teaching style, by lesson content etc.
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, dyslexia friendly teaching methods, Autism education trust strategies
- Adaptive teaching, for example using signs and symbols, giving longer processing time, pre-teaching, reading partners etc...

Effectiveness of SEND Provision

How will the school know that what they are providing is helping my child make progress?

The school adopts a four-part cycle called the graduated approach which uses the process of assess, plan, do and review.



This system ensures that the school consistently review and evaluate the support that children have received, both within their Key Stage Group as part of high-quality teaching and for those children receiving SEND support.

School data as a whole is analysed by the Senior Leadership Team with the SENDCo having specific responsibility for ensuring that the children with SEND have made expected progress and that the gaps between achievement for those children does not widen, and is in fact in line with National expectations.

Progress is monitored using a variety of methods (see assessment policy)

We also evaluate the effectiveness of provision for children with SEND by

- Reviewing children' individual progress towards their goals each term
- Reviewing the impact of interventions which are baselined before and afterwards
- Using pupil interviews
- Seeking parents/carers feedback
- Using provision maps to monitor progress
- Holding regular reviews for children with SEND

Assessment

How will I know how well my child is doing?

Children with SEND will be assessed in line with the school assessment policy (this can be found on the school website).

However, for some children with SEND who are working below age related expectations the steps within, and between the year group indicators may not be achievable, therefore for those children it is important to record and monitor the smaller steps of progress they make, ensuring aspirational targets are set for them.

For children working below the national curriculum levels, a small steps assessment (BSquared Primary Steps) will be used to monitor progress.

Some children including those with SEND may be working below the standard of the National Curriculum tests and they will be unable to participate in those tests. The Head Teacher will consult with parents/carers and other professionals however, she will make the final decision as to whether or not a pupil is able to participate in the tests. If this decision is made, the Head Teacher will write a report copied to parent/carers, Chair of Governing Body and the LA. It will explain: -

- Why the child can't take some or all of the tests
- What action the school has already taken or SEND support the child receives
- What procedures have been used to assess and monitor the child's needs, and where the information is
- Whether the needs are likely to be short or long term

Some children may require Access Arrangements (special arrangements which are made to help some children complete the tests e.g. additional time, reader or scribe)

Access Arrangements should be based primarily on normal classroom practice for children with particular needs. They must never provide an unfair advantage. School will consult the following when making decisions about eligibility to access arrangements: -

- Key Stage 2 Tests: test administration guidance (TAG)
- Assessment and reporting arrangements guidance KS1
- Assessment and reporting arrangements guidance results KS2
- KS2 tests – how to use access arrangements (www.gov.uk/guidance/keystage-2-tests-how-to-use-access-arrangements)

Whilst academic progress is important we also consider the development of the child in other areas. Particularly for children with SEND assessment should consider wider outcomes, so consideration should be given to measuring progress in communication, social skills, physical development, resilience and independence.

At Snape Wood Primary School all of these things are considered when measuring the progress of our children with SEND. A small steps summative and formative assessment is used to measure progress in the areas of PSHE and self-help.

Social and emotional well-being

What support will be available for my child's overall well-being?

What extra- curricular activities are available for my child?

How will they be included in activities outside the classroom, including school trips?

The School is responsible for the social and emotional wellbeing of all of its children.

The school have a number of policies, which enable it to support this. Examples are: -

Safeguarding Policy

Behaviour Policy

Anti-bullying Policy

(for a full list see the website)

The aim of our school organisation is to help all of the children to feel confident of their place in our large school community. We want them to know that they will be valued as individuals.

Visits are used to widen the experience of the children in many ways. Each year all children (including those with SEND) will be offered the opportunity to visit places of interest linked to their work. We also encourage visitors to school.

Visitors may be local people who can tell the children about their own experiences. We also invite visitors who may bring specialised knowledge. Each year, for example, veterans and the Salvation Army.

Throughout their time in school, we try to ensure that the children will have the opportunity to work in small groups. An additional teacher or support staff may support these. They may be working with a parents/carers or other helpers/volunteers in school. In each case the small groups help the children to develop their social understanding as well as to work at some special project or skill.

We encourage all children to join residential visits at different stages of their progress through school.

For children with SEND, assessment should consider wider outcomes, so consideration should be given to measuring progress in communication, social skills, physical development, resilience and independence. This is always noted and monitored and specific interventions are put in place if further support is needed.

Further advice is often sought from the Educational Psychologist service who may recommend appropriate intervention programmes to promote and improve children's skills in these areas.

Children with SEND can sometimes find unstructured times like playtime and lunch time particularly difficult. Some children may require additional support during those times and school recognise this is an important part of providing developmental support for those children.

Friendships can also at times be an issue for some children with SEND and so at school we operate a 'Buddy/playground pals' support system at both playtime and lunchtime. We also provide a social skills club which is led by an adult for a small group of children in order to model and encourage positive play.

Involvement of Parents/Carers

Who can I contact for further information and how can I get involved? How will the school support me to support my child's learning?

Snape Wood Primary ensures that we work in close partnership and communicate clearly, effectively and responsibly with parents/carers at all times. To this end we:

- Keep parents/carers informed as fully as possible about their child's needs, changes to educational provision, achievements and assessments.
- Welcome participation in review meetings, where we set appropriate targets, discuss progress and consider next steps.
- Expect attendance at Annual Reviews of Education and Health Care Plans.
- Listen to and respect the parent/carers' views and needs, taking account of their knowledge and experience of their child.
- Provide support for parents/carers who may have needs of their own.
- Discuss external advice given to support the school in the education of the child.
- Liaise with support groups for parents/carers of children with SEND, to ensure that any issues can be freely discussed, addressed and resolved at the earliest opportunity.
- Ensure, wherever possible, that parents/carers are aware of the support that is available from outside agencies.
- Liaise and make any manageable adaptations through the establishment of our Equal Opportunities Scheme. The monitoring of individual needs of family members both adults and children are on-going with termly meetings to discuss further communication and support issues.
- Ensure that staff are available to speak to parents/carers about their concerns outside of normal reporting periods.
- SENDCo to offer support and advice to parents/carers around specific strategies for home.
- Periodic SEND Coffee Mornings which allow parents, guardians and wider family members to meet the SENDCo in an informal setting in order to share experiences and gain insight.

Involvement of Children

What opportunities are there for my child to discuss how well they are doing? What opportunities are there for my child to fully engage in school life?

Children with SEND are encouraged to take an active part in the Snape Wood school community, for example, as a member of the school council or by attending before and after school clubs.

Whenever possible, children's views and opinions are sought. Some children may need to be supported in this, but we believe our children have a right to the decision-making process and make a valuable contribution.

Children will also be involved, in review meetings where appropriate by either attending or by their views being represented. We try to make the review meeting child focused to promote pupil participation.

Children can speak to their classroom teacher during the school day if they have concerns. The class teacher will ensure they find time during the day to speak to the child on their own if they indicate that they have a concern.

The SENDCo will regularly talk to children in order to understand the SEND process from the child's perspective, similarly the SENDCo is also available for children to discuss any worries or concerns they may have. All classes have a worry monster for all children to post concerns into which we find really helps to open discussions.

Children who have significant needs are fully involved in giving their views for annual reviews detailing what is important to them and how best to support them.

Transition

How will the school support the transition of my child on admission to the school, moving on to the next class or key stage and in preparation for the new school or setting including adulthood?

Successful transition is important for all children but is particularly significant for those children with SEND. Transition can be a particularly challenging time for children with SEND and so the smooth transition between year groups, phases and schools is imperative.

Prior to your child starting school, the SENDCo will liaise with the current educational setting to assess what their needs are likely to be in order that support can be put into place. This will also include a discussion with current SENDCo and other professionals in the setting who know your child well. Sometimes this might mean that your child may start on a reduced timetable to ensure a successful transition. This also allows the school to get to know your child in order to make the necessary adaptations to the curriculum, or school building.

All information about your child will be transferred to the new teacher or school. Where your child is transferring to a new year group, class teachers will meet at a dedicated transition staff meeting to ensure any relevant information and support strategies are explained to ensure that provision continues.

These activities may not be sufficient for a child with SEND and therefore additional transition activities may need to be planned for. These might include transition booklets, photographs of new class or school, help with organisation, extra transition visits etc. The SENDCo is happy to meet with parents/carers and children to discuss any concerns they may have surrounding transition. We work closely with external agencies who help to provide additional transition opportunities for pupils with autism.

If a child has an EHC Plan and is transferring to secondary school, the new school will need to be named. We will arrange for the review of the EHC Plan to take place in year 5 in order that the process can be completed.

Accessibility

How accessible is the school – indoors and out?

The school does its best endeavours to be fully accessible for children with physical difficulties.

We are able to facilitate wheelchair access and have disabled toilet facilities

For more information see our accessibility plan

The Role of the Governing Body

The governing body takes great care to ensure the best possible provision for children with SEND. All governors are aware of their responsibilities for SEND and discuss the issues regularly.

SEND matters are included in the Head Teacher's report to the governors.

We also have nominated governors with responsibility for SEND, Cheryl Cotterill and Betty Edmunds who will 'champion' SEND within school and provide support for the SENDCo.

The governing body evaluates the success of the education we provide, using the following criteria:

- The budget allocated to school for SEND provision
- Adjustments in budget allocation to reflect changing needs
- The existence of accurate, up to date record keeping
- Monitoring and tracking of pupil progress
- Attendance by parents/carers at review meetings
- Parental requests for the school to be named on children' Education and Health Care Plans
- Number of children on SEND support and the monitoring list
- The children for whom an Education and Health Care Plan is no longer necessary
- Pupil attainment
- Links with Special Schools
- SEND policy
- SEND management involvement in SEND issues
- SEND Governor and SENDCo meetings, gaining insight into SEND issues and recommendations for formulating policy
- OFSTED Inspection reports and Review Process
- Inclusion of SEND issues in development planning
- Time allocated to planning for children with SEND
- Feedback from children and parents/carers
- Routine examination by the Governors of individual, but anonymous case studies of students with SEND
- Attendance at or involvement in leadership of INSET courses by all staff
- To respond immediately to any complaints received by the school in respect of children with SEND
- Admission arrangements

The specific SEND Governor will: -

- Raise SEND issues at Governing board meetings
- Work with the SENDCo and Head Teacher to determine the strategic development of the SEND policy and provision within the school
- Keep abreast of changes in policy and legislation and raise awareness with the other governors
- Meet with the SENDCo regularly to keep abreast of SEND support within the school

Complaints Procedure

Who should I contact if I have any questions or concerns?

Initially parents/carers should talk to their child's class teacher if they want to raise an issue or have any concerns. A further discussion with the SENDCo may also be appropriate.

Parents/carers who are dissatisfied with the school's work in respect to children with SEND are invited to follow the guidelines as set out in the school's Complaints Policy. This is available on the school website.

Links to other policies

The following policies can also be found on our website

www.snapewood.nottingham.sch.uk

- Accessibility plan
- Assessment policy
- Behaviour Policy
- Safeguarding Policy
- Equality policy

The Local Offer

How can I find out what other services are available for my child within the community?

www.asklion.co.uk

Head Teacher: Shewley Choudhury

SEND Co-ordinator: Daniel Wright

Date for Review: January 2024