

# **Dr Radcliffe's CofE Primary School**



## **Dr Radcliffe's Church of England Primary School Policy for Special Educational Needs and Disability (SEND)**

Person responsible for policy: Mrs Jane Rawson (SENCo)

Amended: September 2026

Agreed: September 2026

Review: September 2027

## **VISION AND VALUES**

### **Our Vision**

At Dr Radcliffe's Church of England Primary School, we aim to create a community in which every individual can live 'Life in all its fullness' John 10 v10.

### **Our Values**

Our Christian Values are Respect, Truth and Kindness. These are rooted in our ethos as a church school, recognising our Christian foundations, and can be seen throughout our attitudes and actions.

## **Contents**

Our Special Educational Needs and Disabilities (SEND) policy has been updated by the Head teacher and SENCo in consultation with the governing body, and the staff. It has been written with reference to the relevant documents and guidance including those contained in the SEND Code of Practice 2015. It is linked to the school's Single Equality Plan which seeks to increase the involvement of special needs children in off-site activities and to improve signage to better protect the interest of disabled children. The Policy supports the SEN objectives of the School Development Plan.

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## **Section A: School and Childcare Arrangements**

### **A1 DEFINITION**

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional to and different from this. This is special educational provision under Section 21 of the Children and Families Act 2015.

A child has special educational needs if he or she has 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 she or he:

- 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.

### Aims

At Dr Radcliffe's CofE Primary School we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils will have Special Educational Needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Dr Radcliffe's CofE Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence, resilience and a growth mindset
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and adapted, and that demonstrates coherence and progression in learning
- to give pupils with SEN equal opportunities to take part in all aspects of school life
- to identify, assess, plan and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their child's development
- to collaborate with other professionals and support services including the Educational Psychology Service (EPS), SENSS, SaLT and Occupational Therapists
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

### **A2 ROLES AND RESPONSIBILITIES**

#### Governors

The governors of the school, together with the Head teacher, have a legal responsibility for overseeing all aspects of the school, including provision for children with Special Educational Needs (SEN) and for doing their best to ensure that the necessary provision is made for any

pupil who has SEN. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

There is a governor who has responsibility for SEN.

Governors must ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- they report to parents on the implementation of the school's SEN Policy through the governors' Annual SEN Information Report to Parents
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- parents are notified if the school decides to make additional or different provision for their pupil
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.

Governors play a major part in school self-review. In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- SEN provision is an integral part of the School Development Plan (SDP)
- the quality of SEN provision is regularly monitored.

### Head Teacher

The Head teacher has overall responsibility for the management of provision for children with SEN and keeps the governing body fully informed and works closely with the SENCo.

The Head teacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEN issues
- working closely with the Special Educational Needs Co-ordinator (SENCo)
- the deployment of all special educational needs personnel within the school.

They also have overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEN policy and the effects of inclusion policies on the school as whole.

### Special Educational Needs Co-ordinator (SENCo)

The Special Educational Needs Co-ordinator is Jane Rawson. She works closely with all staff, the Head teacher, SEN Governor, parents and outside agencies ensuring the best possible provision for children with SEN.

The Special Educational Needs Co-ordinator (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEN Policy

- co-ordinating the provision for pupils with SEN
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with SEN
- ensuring that detailed assessments and observations of pupils with specific learning challenges are carried out by appropriate agencies
- ensuring that class teachers are supported in devising strategies, drawing up Individual Support Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information
- contributing to the in-service training (INSET) of staff
- managing TAs in liaison with the Head teacher
- liaising with SENCoS in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in moderation as appropriate
- attending locality SENCo meetings.
- compiling the SEN Information Report for governors and parents.

## Teachers

Teachers are responsible for the achievement of all children in their class and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants (TAs) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo assists class teachers and parents in developing inclusive practice, designing further adaptations and accessing specialist resources if they are needed.

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately adapted curriculum, using targets set by outside agencies as appropriate. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN
- creating and reviewing the Individual Support Plans and sharing it with parents three times a year.

The Individual Support Plan (ISP) is a document that is additional to the annual written school report that all pupils receive. It is a document that analyses the strengths, needs and barriers to learning of the pupil with SEN, demonstrates what will be put in place to enable that pupil to overcome these barriers and tracks their progress. It importantly includes the parents and child's voice as the pupil and their parents are central to this process. This ISP is reviewed three times

a year alongside parents. Where appropriate the pupil may be included in this conversation. The review meeting is part of the Assess, Plan, Do, Review (APDR) approach which is also known as the graduated approach and which is further described in the 'SEND Code of Practice' (DfE 2014). The Individual Support Plan meeting may be separate or part of an extended parents evening appointment.

### Teaching Assistants (TAs)

TAs work as part of a team with the SENCo and the Teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in implementing Individual Support Plans and monitoring progress. They contribute to review meetings where appropriate and help pupils with SEN to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Dinner supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the teacher in relation to behaviour management and other issues for particular pupils.

## **A3 CO-ORDINATING AND MANAGING PROVISION**

The Head teacher and SENCo meet frequently to discuss SEN issues.

The SENCo meets with class teachers to give support and advice. SEN policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the School Development Plan (SDP). The SENCo oversees the provision using provision mapping. The SENCo meets regularly with TAs to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the special needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents and pupils with Education, Health and Care Plans (EHCPs) and they have an Annual Review with the SENCo. Where there is a concern that parents need extra support, staff would refer them to the Early Help process which is used to identify areas for change and engage support from other professionals.

At Dr Radcliffe's CofE Primary School:

- sharing of expertise is welcomed and encouraged
- Inclusion is integral to the SDP
- the SENCo/Head teacher meets formally with TAs termly to review progress
- the SENCo ensures that regular pupil progress meetings are held to review Individual Support Plans and the current provision, and that the child and his/her parents are invited
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns

- pupils are involved as far as practicable in discussions about their targets and provision.

The SENCo ensures that the following information is easily accessible to staff:

- the school's SEN policy
- the SEN register
- the school's internal arrangements for SEN, including a clear description of the responsibilities of all staff
- a class electronic file giving the names of all pupils in the class on the SEN register, and copies of the pupil's Individual Support Plans, provision mapping tools and other relevant information. This is kept in SharePoint for security and access given to staff who need it.

## **A4 ADMISSION ARRANGEMENTS**

Dr Radcliffe's CofE school strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the Local Authority (LA) admissions policy. If a parent wishes to have mainstream provision for a child with an Education and Health Care Plan (EHCP) the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

Children's specific needs are discussed with parents/carers when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

## **A5 SPECIALISMS AND SPECIAL FACILITIES**

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the purple files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENCo and governor with responsibility for special needs liaise regularly to discuss provision within the school for all children with SEN.

### Specialist Training Among the Staff

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

At Dr Radcliffe's CofE School:

- all teaching staff are qualified and are able to teach pupils with SEN. Additional training for Teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the school and in each classroom

- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity and kindness
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required
- the school has been adapted to provide easy access for wheelchairs, or toilet and washing areas.

## **Section B: Identification and Assessment and Provision**

### **B1 ALLOCATION OF RESOURCES**

All schools in Oxfordshire receive funding for pupils with SEN in the following ways:

- the base budget (Element 1 funding) which covers teaching and curriculum expenses, as well as the cost of the SENCo, provided by the Education Funding Agency for Academy schools
- the delegated or notional SEN budget (Element 2 funding) that funds the additional support required for SEN pupils
- top up funding (Element 3) specific funds may be allocated for pupils who need additional funding and are already accessing 15 hours or more support, and pupils with an EHCP by the Local Authority (LA).

Dr Radcliffe's, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. The school provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

Dr Radcliffe's follows LA guidance, as given in the SEN guidance (see below), to ensure that all pupils' needs are appropriately met. Details of how resources are allocated are included in the governors' Annual Report to Parents.

### **B2 IDENTIFICATION, ASSESSMENT AND REVIEW**

The school uses Oxfordshire County Council's SEND Indicators Tool as way of identifying if there is SEN and what levels of support should be offered. Support for parents may be found here:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/oxfordshire-send-local-offer/parents-and-carers/does-my-child-have-send>

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see the Assessment, Recording and Reporting Policy, and Equal Opportunities Policy). All those working with children are alert to emerging difficulties and respond early. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN. A diagnosis does not necessarily mean a pupil is classified as having SEN. In deciding whether to make special educational provision, the Head teacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this may be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupil and their parents. The school recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for SEN as set out in the Code of Practice (DfE 2014). A register of pupils with SEN is kept.

Criteria for identifying SEN may include:

- a child's early history and/or parental concern
- low entry profile
- low Foundation Stage profile
- a pupil's lack of progress despite receiving a differentiated curriculum
- low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- requiring greater attention in class due to behavioural/learning difficulties
- requiring specialist material/equipment or support for sensory/physical problems.

The SENCo and the class teacher, together with specialists, and involving the pupil, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Reviews of children with SEN support are held at least three times a year and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care Needs Assessment by the Local Authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

### Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil may have a primary need of Autism (ASD) and a secondary need of Dyspraxia (now known as Developmental Co-ordination Disorder (DCD)).

Communication and interaction:

- Speech, Language and Communication needs
- Autistic Spectrum Disorder/Condition

Cognition and Learning:

- Learning difficulties, moderate or severe
- Specific Learning Difficulties e.g. dyslexia, DCD, dyscalculia

Social, Emotional and Mental Health difficulties:

- Behaviour reflecting underlying health difficulties
- Mental health difficulties (e.g. anxiety, depression)
- Attachment disorder
- ADHD

Sensory and/or physical:

- Hearing Impairment
- Visual impairment
- Physical disability
- Multi-sensory impairment

### Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the 'Supporting Pupils with Medical Conditions' policy.

### Provision

Provision for children with SEN is 'additional to or different from' (See the Code of Practice - DfE 2014) that provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEN Individual Support Plan. Examples include:

- Use of individual, pair or small group teaching (e.g. 1:1 additional reading, Maths over-learning, phonics programmes)
- Individualised or small group interventions for specific skills and learning needs (e.g. fine motor skills, social communication groups such as Spirals)
- Individualised or small group support for children who need support with their emotions or low level mental health needs (e.g. ELSA or Draw It Out)
- Visual aids and multisensory resources to support understanding and participation
- Adaptations to the physical environment to help with accessing learning.

We do not need to seek consent from parents for these interventions as they are part of our universal offer, although class teachers will always communicate with parents regularly about the needs of their child.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Request for EHCP

The school will request a Needs Assessment for an EHCP (EHCNA) from the LA when, despite an individualised programme of sustained intervention within graduated SEN support, the pupil remains a significant cause for concern. A statutory assessment can also be requested by a parent or outside agency.

The school will have the following information available:

- the interventions at SEN support level
- current and past Individual Support Plans
- individual and costed provision trackers
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history
- assessed progress

- other relevant assessments from specialists such as support teachers and Educational Psychologists
- the views of parents
- where possible, the views of the pupil
- Social Care reports
- any other involvement by external professionals.

An EHCP will normally be provided where, after a statutory assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Needs Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning outcomes for the child.

These are used to develop provision that:

- collectively match the longer-term outcomes set in the EHCP but individually provides small steps
- is established through parental/pupil consultation
- is also set out in the pre-existing Individual Support Plan
- is delivered by the class teacher with appropriate additional support where specified.

### **B3 CURRICULUM ACCESS AND INCLUSION**

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels. Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or SENCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs; disabled access ramps are available for children and staff to move safely around the school. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.

### **B4 EVALUATING SUCCESS**

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCo and subject co-ordinators
- the gathering of both pupil and parent voice
- book looks
- termly pupil progress review meetings between the SENCo, Head teacher and class teachers
- analysis of pupil tracking data and test results: for individual pupils and for cohorts
- termly monitoring of procedures and practice by the SEN governor
- the SEN Information Report to parents, which contains the required information about the implementation and success of the SEN Policy

- the school's annual SEN review, which evaluates the success of our policy and sets new targets for development
- the SDP, which is used for monitoring provision in the school
- visits from ODSST personnel and OfSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan Individual Support Plans, revise provision and celebrate success

## **B5 ARRANGEMENTS FOR COMPLAINTS**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo.

In the event of a formal complaint parents are advised to contact the Head teacher or a governor, if they prefer. The Oxfordshire Parent Partnership Service now known as SENDIASS is available to offer advice (see C1 below).

## **Section C: Partnership Within and Beyond the School**

### **C1 PARTNERSHIP WITH PARENTS**

The staff at Dr Radcliffe's CofE Primary School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held three times a year in the autumn, spring and summer terms, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo.

SENDIASS provides a range of support for parents of pupils with SEN. Contact details are [sendiass@oxfordshire.gov.uk](mailto:sendiass@oxfordshire.gov.uk)

<https://www.sendiass-oxfordshire.org.uk/>

### **C2 THE VOICE OF THE CHILD**

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during their school years.

In school, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to TAs and teachers about their learning
- class and individual reward systems

### **C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school also has access to external specialist support services which include the Educational Psychology Service, a Play Therapist, Speech and Language Therapists, the Special Educational Needs Support Service (SENSS), which include Advisory Teachers for Physical Disability, Visual impairment, Hearing Impairment, Complex Needs and Communication and Interaction and strong links with the Warriner SENCo Network and Swalcliffe Park School (residential school for boys with Autistic Spectrum Conditions).

Further services can be accessed through Oxfordshire County Council's Local Offer, accessible to parents via the website : <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-anddisability-local-offer>

### **C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS**

SEN records are transferred following County procedures. The SENCo, class teachers and Head teacher liaise over the internal transfer of pupils with SEN. Pupils visit their new class before transfer.

Year 6 children transferring to secondary schools have the chance to visit the new school for a day. Representatives from the secondary schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For pupils with EHCPs, the child's Plan should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with EHCPs where the particular school has been named.

Representatives from receiving secondary schools may visit our school to meet parents and pupils before transfer. We also maintain links with other secondary schools to which our pupils transfer and participate in any appropriate transfer activities.

There are close links between the school and pre-school providers; the pre-school leader meets teaching staff to discuss pupils with SEN when they are about to start school and other providers are contacted for written reports.

Teachers liaise closely when pupils transfer to another class within the school and meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress

### **C5 STAFF DEVELOPMENT**

The school is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENCo and TA meetings, attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development is provided by

various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of ECTs (Early Career Teachers) and new staff into the school's SEN Policy and SEN procedures are detailed in the Staff Handbook.

## **C6 MONITORING AND REVIEW**

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in one year.