

SEND Policy 2026 – 2027

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We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

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1. Introduction

This policy was reviewed and updated in Autumn 2025. This policy has been written in line with the Department for Education (DfE)'s Special Educational Needs and Disability (SEND) code of practice January 2015, the Children and Families Act 2014 (part 3) and the Equality Act 2010.

The National Curriculum is our starting point for planning, that meets the specific needs of individuals and groups of pupils.

Our Curriculum

Our curriculum is designed to be integrated, inspiring and encourages independent and interleaved learning(4Is). Our curriculum:

- is rooted in our school values (ERIC – Enthusiasm, Respect, Inclusion and Challenge)
- Inspires pupils by providing them with knowledge, experiences and the cultural capital to flourish in society and make healthy life choices.
- Uses an interleaved approach of quality, representational literature to support our decolonised curriculum, which challenges, expands and broadens pupils' ambitions and address cultural, racial and social disadvantage.
- Inclusively promotes equality of opportunity and celebrates diversity, ensuring provision is made for all pupils, and in particular those with neurodiversity, to safely access the curriculum.
- Structures independent thinking to develop character so that pupils learn actively, behave with integrity and co-operate consistently well with others.
- Incorporates the three principles of the Universal Design for Learning (UDL) providing multiple means of **representation, action and expression, and engagement**
- Adopts the *Social Emotional. Engagement – Knowledge and Skills (SEE-KS)* approach to ensure pupil investment, independence and initiation.

Implementation

Our curriculum is taught using the learning philosophies of De Bono's Hats and Bloom's Taxonomy. All pupils thrive in MJS' inclusive learning community enabling them to engage in discussions and understand key concepts.

The sequencing of our curriculum means that pupils can build on skills and knowledge that they have been taught before, thereby transferring key knowledge to their long-term memory.

Impact

Pupils are proud of the journeys they make in their learning. We aim that they become confident, resilient and enjoy sharing their knowledge, leaving us well prepared for the next steps of their education with a belief in themselves and their ability to achieve.

When planning, teachers set suitable learning challenges, and respond to pupils' neurodiversity. Some pupils have barriers to learning which means that they have special needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of pupils and thus enable them to participate effectively in curriculum and assessment activities. Such pupils may need provision that is 'additional to or different from', that given to other pupils of the same age.

Children may have special educational needs, either throughout or at times during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Definitions

The term 'special educational needs and disability' (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Help will usually be provided in school, sometimes with the help of outside specialists.

More specifically, in an education setting such as ours a pupil is identified as 'SEND support' when they need provision that is additional to or different from the educational provision normally available to pupils of the same age. Who meets this definition is ultimately defined by the inclusion team drawing on information from families, children, teaching staff and other professionals.

Of those children who are identified and classed as SEND support, their needs are categorised according to one or more of the following broad areas of need. These categories help the school to plan appropriate support for any children with SEND and are drawn from the Code of Practice:

- **Communication and Interaction (CI)** *e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD).*
- **Cognition and Learning (CL)** *e.g. Specific Learning Difficulties (SpLD); Moderate Learning Difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD).*
- **Social, Emotional and Mental Health (SEMH)** *e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury.*
- **Sensory and/or physical (SPLD)** *e.g. Vision impairment (VI); Deafness or Hearing Impairment (HI); Multi-Sensory Impairment (MSI) Cerebral Palsy.*

3. Aims

Manor Junior School plans to offer a supportive environment to enable all pupils to develop strategies to meet their needs and give them meaningful access to their personal and academic achievement. We will aim to: -

- Enable all pupils to live by 'ERIC'
 - To be **E**nthusiastic
 - To be **R**espectful
 - To be **I**nclusive
 - To **C**hallenge themselves
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through our 4Is integrated curriculum that is interleaved, promotes independence and inspires learning.
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Support our neurodiverse pupils by creating learning environments in which they feel safe and valued.
- Identify, assess, record and regularly review pupils' progress and needs.
- Involve parent/carers in planning and supporting their child's development.
- Work collaboratively with parent/carers, other professionals and support services.
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- Ensure support for pupils with medical conditions, or that require intimate care, to enable them to fully participate in school life.
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

4. Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The Governing Body in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs – it maintains a general overview and has appointed a representative (the SEND governor) who takes an interest and supports in this aspect of the school.

Manor Junior School has an Inclusion Team that provides additional support to reduce barriers to learning; to enable and facilitate the child to be an independent learner and member of the Manor Junior School community. This team includes the Inclusion Lead – A Fitzpatrick, SENDCo – J. Pearson, SEN teacher, Learning Mentors and Learning Support Assistants. This team works to support the school as a whole as well as those pupils with SEND. They provide support, either in class or out of class through specialist interventions and programmes. In addition, the SENDCo is one of the deputy safeguard leads.

The Safeguarding team includes the Deputy Headteacher (DSL), both Assistant Head Teachers, the SENDCo and the Learning Mentors.

Qualified first aiders are responsible for medical needs.

Head teacher

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 SEND issues.
- To ensure funding for SEND pupils is spent effectively to achieve the maximum possible impact.
- Working closely with the Inclusion Team.
- The deployment of all special education needs personnel within the school.
- Monitoring and reporting to the governors about the implementation of the school's SEND Policy.

Inclusion Lead

The Inclusion Lead will hold an outward looking vision for the inclusion team. Their responsibilities within the area of SEND include: -

- The development, monitoring of impact and quality of education for pupils with SEND.
- The development of policies and practice for pupils with SEND to ensure they are given the knowledge and cultural capital they need to succeed in life.
- To monitor pupil outcomes and progress to ensure pupils with SEND transition smoothly between KS1 to KS2 and KS2 to KS3.
- To ensure funding for SEND pupils is spent effectively to achieve the maximum possible impact.
- Line manage the SENDCo.

Special Education Needs and Disability Co-ordinator (SENDCo)

The SENDCo is responsible for: -

- The development, monitoring of impact and quality of education for pupils with SEND.
- The development of policies and practice for pupils with SEND to ensure they are given the knowledge and cultural capital they need to succeed in life.
- To monitor pupil outcomes and progress to ensure pupils with SEND transition smoothly between KS1 to KS2 and KS2 to KS3.
- Line manage the LSAs.
- Overseeing the day to day operation of the school's SEND Policy.

- Co-ordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising school staff.
- Helping staff to identify pupils with special education needs.
- Carrying out detailed assessments and observations of pupils with specific learning concerns.
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials to use.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parent/carers.
- Maintaining the school's SEND register and SEND records.
- Assisting in the monitoring of interventions and evaluation of progress of pupils with SEND.
- Contributing to the training of staff.
- Carrying out observations of Learning Support Assistant (LSA) practice and learning walks.
- Preparing reports on the SEND profile for the governing body as requested.
- Liaising with the SENDCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other. To support the transition of vulnerable children moving up to secondary schools and to also support the transition of children coming to us from infant schools into year 3.
- Supporting class teachers to investigate the needs of children identified as under-achieving in termly pupil progress meetings.
- Meeting with borough's inclusion adviser termly to seek professional guidance and discuss any relevant issues.
- Meeting with the SEND governor regularly to discuss SEND progress and any relevant issues.

The SENDCo makes effective use of relevant external agencies including: -

- Child Development Team
- Doctors and Hospital Consultants
- School Nursing Team
- Occupation and Physiotherapy Services
- Speech and Language Therapy Service
- Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- School's Counselling Service
- School's SEN Support Adviser
- Borough's services for autism
- Advisory team for Inclusion
- SENARP
- Carers of Barking and Dagenham
- The Heathway Centre
- The Sycamore Trust (formerly PACT)
- Trinity Special School
- Professionals in child's previous setting
- LBBD Mental health team

Class Teachers

"Teachers are responsible and accountable for the progress and development for the pupils in their class, including where pupils access support from teaching assistants or specialist staff" (SEN Code of Practice 2015)

Class teachers are responsible for: -

- Tracking the progress and development of every pupil in their class
- Including pupils with SEND in the classroom where appropriate and for planning and providing an appropriately adapted curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- Providing feedback to parent/carers of pupils with SEND.
- Accessing and responding to information received from the SENDCo and any reviews or assessments undertaken.
- Informing the SENDCo when a pupil is of concern and complete the relevant paperwork and action any targets and strategies that the SENDCo has set with the class teacher.
- Set and review termly targets on the Provision map
- Liaising with the SENDCo to review the impact of interventions.
- Accessing Provision Map to ensure that pupil's plans and provisions are updated and that they have accessed all documents saved electronically so they are fully aware of the needs of the child.

Learning Support Assistants (LSAs)

LSAs work as part of the Inclusion Team supporting pupils' individual needs. They play an important role in implementing provision and monitoring progress. They contribute to review meetings and help children with SEND to gain access to the school's 4Is curriculum.

LSAs should: -

- Be fully aware of the school's SEND Policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Feedback to teachers about pupils' responses to tasks and strategies.
- Keep the provision map up to date for all the children they work with.

Midday Supervisors

Midday supervisors are given any necessary information relating to the supervision of children at lunchtime e.g. behaviour plans, pupil passports, social stories and/or risk assessments to support the needs of our children.

5. Specialisms and Special Facilities

Manor Junior School is committed to the continuous professional development of its staff. We take every opportunity to access training to improve our service to meet our children's varying needs.

All teaching staff are experienced teachers who are able to teach pupils with SEND. Additional training for teachers and LSAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.

We have a number of staff trained in:

- Speech and Language support
- Supporting children with ASC (Autism Spectrum Condition)
- Specific Literacy difficulties
- Specific numeracy difficulties
- Phonics programme (eg Little Wandle)
- Specific reading programmes
- Precision Teaching
- Self-esteem and social interaction intervention (eg Talkabout programme and Hamish & Milo)
- Emotional Regulation (eg. Zones of Regulation)
- Bereavement Support
- Attachment and Trauma issues
- EAL (English As an Additional Language)
- Processing & Memory support (eg Turnabout Programme)

Children may have access to the 'Well-Being Room' a specially adapted room which specifically supports children with emotional issues and helps them through difficult times in their life. Additionally, children may

have access to the Cubbie; a sensory regulation unit that allows them to regulate quickly and effectively and resume their learning.

We also provide a purposefully designed outdoor learning environment that supports the gross motor development needs and sensory needs of children with SEND; a self-contained outdoor space offering structured, practical, and experiential learning activities tailored to diverse learning profiles.

Occasionally a child may need more expert support from an outside agency. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency.

Adapted resources and approaches are used to ensure access to the curriculum.

All staff are kept well informed about the strategies needed to manage pupils' needs effectively. As part of our ERIC values, we ensure that other pupils understand and respond to children with needs with sensitivity. Neurodiversity is celebrated and viewed as a welcome difference.

We also have access to the expertise of LA services and other agencies if it is required.

6. Identification, Assessment and Provision

All children have access to Quality First teaching in order to make progress.

High quality teaching that is adapted to meet the needs of individual learners is the first step to responding to pupils who have or may have SEND. The graduated approach helps to ensure that the needs of learners with SEND have their needs assessed early and personalised support is put in place. This begins at the whole setting level at Tier 1. The SENDCO plays a collaborative role in supporting the teacher to develop inclusive high-quality teaching for all learners.

The class teacher will use the toolkits provided by the SENDCO to support their neurodiverse pupils.

This may be adaptation, alternative teaching methods and access strategies which include the following:

- Changing environments and routines to help our neurodiverse children feel valued and empowered.
- Using the three principles of the Universal Design for Learning (UDL): providing multiple means of **representation, action and expression**, and **engagement**
- Adopting the *Social Emotional. Engagement – Knowledge and Skills (SEE-KS) approach*, to ensure pupil investment, independence and initiation.
- Making the learning multi-sensory and active;
- Scaffolding the learning to increase independence

Encouraging the development of thinking skills in order to allow the pupil to know themselves as learners.

Packer (2017: online) defines high quality teaching for learners with SEN:

'High-quality teaching for pupils with SEN is about the day-to-day interactions that take place in your classroom and the different pedagogical approaches you use to engage, motivate and challenge learners. It is about the way you use assessment and feedback to identify gaps and help students to move on in their learning. It is about providing both support and challenge in order to enable them to achieve more.'

It is the aim of the school to provide all support in the most inclusive manner available. All children will have access to the co-curriculum. Children with SEND should generally take part in lessons in their classroom with their peers (with group or individual support where appropriate), but separate provision may be necessary for specific purposes to enable the needs of all children to be met and their entitlement to an appropriate curriculum secured.

Pupil Progress

Cohort Action Plan and Pupil Progress Meetings take place alternately every term between the Deputy Headteacher, Assistant Head Teachers and members of each year group.

Personalised learning plans are created and reviewed termly for children that are working significantly below expected levels.

If children do not make progress in spite of high-quality teaching, then some targeted provision may be required. The SENDCo works with the learner, class teachers, support staff and families to identify the best provision to enable the pupil to make progress.

This response is seen as action that is 'additional to or different from' the provision made as part of the school's usual adapted curriculum and strategies complementary to high quality teaching. This support must be planned for in order to remove barriers to learning and participation. If a pupil requires additional and different support beyond Tier 1 then support at Tier 2 is put in place.

This is a four-part graduated approach – assess, plan, do, review – that allows for a thorough assessment of need through teacher assessment and sometimes standardised tests to inform the next steps in learning and participation. The triggers for intervention through Tier 2 could be the teachers, parents or others' concern underpinned by evidence, about a child, who despite receiving learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematic skills which result on poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not resolved by the behaviour management techniques employed in the school
- Has sensory or physical concerns and continues to make little or no progress despite the provision of specialist equipment
- Has communication and or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

A plan is made and the additional provision is actioned. After an agreed amount of time, this provision is reviewed, and the cycle may begin again.

The Assess-Plan-Do-Review Cycle

Assess

In this part of the cycle, the SENDCo will support teachers or practitioners to undertake an analysis of the child's needs. Teacher assessment is taken into consideration alongside any data around progress and attainment. The inclusion team will check how the learner's data compares to their peers and the national expectations for their age-related expectations. Also other factors are considered that might be having an impact on learning such as attendance and attitudes to work. The child's views alongside the views of their families are taken into account too. The views of other professionals that could be working with the child, such as educational psychologists, therapists or specialist teacher advisors are also considered. Their reports will also help to gain a holistic picture of the child's needs.

We need to be very clear as to whether a learner has special educational needs or whether their lack of progress is due to other factors or under-achievement.

The individualised approach to addressing the needs of children allows for a thorough understanding of need and this leads to the personalisation of learning in the next stage of the cycle.

Plan

The teacher and the SENDCO will decide on the action needed to help the child to progress, as well as the expected impact on progress, development or behaviour.

This may include:

- Different learning materials or special equipment.
- Learning Support Assistant to deliver a planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to LA support services for one-off or advice on strategies or equipment
- Some group or individual support.

Targeted provision at tier 2 level:

- Some children may be offered sessions of 1 to 1 or small group teaching
- Children may be given alternative ways of presenting their outcomes
- Different time allowances for work to be completed
- Repetition and consolidation
- Pre-teaching
- Special equipment may be given to the pupil e.g. standing desks, writing slopes, coloured overlays and books, pen/pencils grips or easy to use scissors.
- Specific structures and strategies to support pupils

Interventions/Provision offered may include:

- Social skills programmes
- Access to supportive environment- ICT facilities/ equipment/resources
- Speech and Language support strategies and programmes
- Emotional well-being–strategies to reduce anxiety/promote emotional well-being, including communication with parents/carers
- Behaviour support strategies
- Literacy support including phonics and Tiered reading scheme
- Numeracy support
- Life skills to promote independence

Monitoring of progress will be carried out by the class teacher and Inclusion Team and used to inform future planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of the child's needs are unlikely to be met by such an approach, a further level of provision may need to be made.

Tier 3 **Additional Provision**

For some of our children with significant and persistent needs, an augmented curriculum is planned by teaching staff and implemented. This is:

- pitched with targets set at an appropriate level to enable small groups of children access to the curriculum and to help make accelerated progress.
- engaging and stimulating to increase concentration and participation.
- practical and resourceful with learning embedded within the creativity.

The long term aim is to enable children to become independent, confident learners and enable smooth transition back into class.

We ensure that all staff working with the child know about their needs and the understand the level of support to be provided, to ensure that the learner meets their outcomes.

Do

The SEND Code of Practice is very clear that it is the child's teacher who is responsible for their progress. Therefore, close collaboration between the teacher and support or specialist teaching staff delivering the support is crucial. This might be in-class provision that enables the child to access the whole class curriculum. It may also be an intervention programme. Intervention running records provide a means of collecting information and monitoring the implementation of the intervention.

Review

The SENDCo works with the staff to monitor the delivery of the intervention and to support the analysis of the impact of additional provision that has been made.

Progress towards targets are reviewed regularly and take account of the views of the learner, parent/ carer, teacher and specialist or support staff who have been involved in the delivery of the intervention. The graduated approach will be successful in meeting the child or young person's need/s if everyone involved has high expectations and a commitment to ensure that progress will be made.

A central copy of the SEND register is kept with the SENDCo and updated regularly.

Involvement of outside agencies

If a child has not made sufficient progress and meets the criteria to include outside provision, then this is sought. This is often the school's Educational Psychologist but may be one of a range of other LA to Health Service professionals. They may undertake more specialised assessment and or observe the pupil. Parental permission is always sought for a formal referral to any external service.

The SENDCo takes lead responsibility for liaising and ensuring the recommendations are planned as part of the provision for the child's learning.

Supporting pupils with Medical Conditions:

The school works closely with parents/carers and the school nurse to ensure that children with medical needs are properly supported so that they have full access to learning including physical education and trips.

Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the equality Act 2010.

Some pupils with a medical condition may also have special educational needs and may have an EHCP which brings together health and social needs. As well as their educational provision and the SEND code of practice (2014) is followed.

Class teachers are issued with a list of medical needs for their class.

Health Care Plans for pupils with significant needs are held centrally and reviewed annually by the school nurse. All staff are aware of the medical needs and procedures are followed by a qualified first aider. Staff for whom it may concern are trained annually for administering medication for epilepsy and anaphylaxis. All medicines are securely centrally stored.

Pupils with Educational Health Care Plans (EHCP's)

There are a number of children in the school that have an EHCP. These pupils receive support in accordance to their plan. They have personal targets and specific interventions if relevant. They receive a person-centred annual review, which parents, pupils, teachers, learning support assistants and outside agencies attend. The review will focus on what the child has achieved, whether the EHCP should continue, and whether provision/ strategies should be maintained or amended. It should set new long term objectives and update the small steps required to achieve these objectives

7. Monitoring and Evaluation

The school's SEND policies, procedures and practice are evaluated through:

- Monitoring of interventions and classroom practice by the SENDCo, SLT and Leaders responsible for different areas of the curriculum.
- Analysis of pupil tracking data for individual pupils and cohorts
- Monitoring of procedures and practice by the SEND governor
- Inclusion Compliance visit by the LA
- School self-evaluation
- The school's annual SEND review, which evaluates the success of the policy and sets new targets for development as part of the Inclusion Action Plan
- PIP (parents in partnership) meetings for Inclusion to gain feedback, plan targets, revise provision and celebrate success
- Deep dives and learning walks with a specific SEND focus undertaken by the SENDCo or leadership team including book looks and pupil voice.
- Appraisals for the Inclusion team including observations of Learning Support Assistants

8. Arrangements for Complaints

Should pupils or parents/ carers be unhappy with any aspect of provision, they should discuss the issue 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 SENDCo or Head of Year.

In the event of a formal complaint, parents please refer to the school's complaints procedures on the school website.

9. Partnerships

Parents:

Parents are 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 are clear about their child's skills and abilities, as well as their attitude and effort to learning. They are consulted before outside agencies are involved.

Parents/Carers will have the opportunity to review their child's progress at Spring Term parents' evening as well as informal drop-ins in Autumn and Summer Terms. However 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 SENDCo.

We are happy to make arrangements wherever possible for interpreters to be present for parents with a first language other than English. A guide to SEND provision in Barking and Dagenham is available on the school's website, the information report, the SEND tribunal and how to contact the Local Authority. Parents are welcome to request any of these publications.

Pupil Voice:

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. Our curriculum provides pupils with experiences and opportunities that develop their character, confidence, oracy and well-being as active citizens of the world. They will learn that their opinions are valued and help them to make effective choices.

At MJS, we encourage pupils to participate in their learning by:

- Contributing to reviews and targets (formally or informally)
- Talking to LSAs and teachers about their learning
- House points as part of the reward system
- Pupil voice groups which include SEND representation

Links with other agencies, organisations and support services

The school has access to a wide range of education, health and social services professionals available in Barking and Dagenham.

- The Educational Psychologist visits the school, following discussions with the SENDCo
- Advisory staff from the Local authority will support relevant needs.
- Training and advice is offered by the Special Schools in the borough.
- If necessary a teacher for the hearing or visually impaired will support children.

The Inclusion Team liaises with a number of other outside agencies, for example:

- Social services
- Access and Attendance Service
- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Behaviour Support Services

- CAMHS (Child and Adolescent Mental Health Service)

The school regularly consults health service professionals. The SENDCo may raise concerns to the attention of the school nurse, and referrals are made as appropriate.

Social Services and the Access and Attendance Service will be accessed through the recognisable channels.

Parents and carers will be given details of relevant voluntary support groups as appropriate.

Links with other schools and transition

The SENDCo will arrange to meet with the SENDCos of both the infant schools and the senior schools to discuss the needs of pupils we receive in Year 3 and pupils that move on from Year 6. Meetings between teaching staff and SENDCos take place to discuss pupils with SEND when they are about to start in our school. The SENDCos from secondary schools are also invited to join our annual reviews for pupils with EHCPs in Year 6 prior to their transition.

There are opportunities for all pupils to visit their prospective senior schools and arrangements are made for children in the infant schools to visit us when joining year 3.

Arrangements are also made for pupils with SEND to have additional visits and social stories so that they are well-prepared and confident in the new situations. Parents of children with SEND are also encouraged to have additional meetings to help with their child's transition.

SEND records are transferred to the appropriate senior schools and received from the relevant infant schools.

Transition within the school

Teachers liaise closely when pupils transfer to the next year group within the school. Information is shared closely.

10. Staff Development and Appraisal

- The school is committed to gaining expertise in area of SEND
- The school is committed to gaining expertise in supporting children that are neurologically diverse.
- There are regular training sessions for the Learning Support Assistants
- Whole school CPD is arranged as appropriate, in response to particular needs within the school.
- Reading and discussion of documentation and SENDCo/ teacher meetings are considered to be part of staff development as well as time to share information
- Newly appointed teaching and support staff meet with the SENDCo to discuss SEND procedures in the school.

11. Blended Remote learning

Blended remote learning may be delivered when needed e.g.

- Periods when a child may be well but is required to self-isolate
- In the event that the school is required to close
- Other times when remote learning is considered a suitable and effective method of learning (eg. certain homework)

We recognise that for our pupils known to SEND, remote learning will pose additional barriers and adjustments will need to be made to ensure they are able to engage in this method of learning. In addition to a traditional blended learning approach of online access alongside teacher interaction, pupils with SEND may also require interventions to continue where possible and support for them to access their learning.

This may include:

- Adapted resources sent home to families
- Our pupils and their parents being suitably trained to access the home-learning platforms
- Parents given advice on how to best support their child with given tasks
- Close, meaningful liaison between school and the families of our pupils with SEND
- Learning being delivered by alternative means (eg. through structured play)
- Lesson outcomes being recorded by alternative means
- Learning being delivered at a slower pace / revisited frequently
- Interventions, where possible, to be adapted to allow them to continue through home learning

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions