



SEN

Information Report



SEN Information - for parents of children with SEND

Welcome to our Special educational Needs and Disability (SEND) pages. We hope you will find these pages helpful in discovering the variety of ways in which St. John's is able to support SEND students to reach their full potential.

Our Special Educational Needs and Disability Co-ordinator is **Sarah Foster**.

Our Governor with responsibility for SEND is **Ellen Longley**.

St John the Baptist Church of England Primary School is committed to the development of the whole child within a Christian setting.

We believe that....

- All pupils are of equal value regardless of their gender, age, race, sexual orientation, culture, creed, faith or ability.
- All pupils are entitled to a high-quality learning experience in a stimulating, safe and secure environment that encourages confidence, independence and respect.
- Enjoyment of learning, positive attitudes and a healthy lifestyle are fostered by celebrating achievement and applauding good behaviour.

St John's is an inclusive school and we believe that our community should reflect God's wish that every child is welcomed, valued, treated with respect and should be provided with the opportunity to achieve his or her full potential. St John's uses its best endeavours to ensure that the provision for **all** its pupils is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. We are working to achieve this in a variety of ways, which are detailed on these pages.

Our school has a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who is responsible for the management of provision for SEND children. The SENDCo will also support and coach teachers and other staff to enable them to provide appropriate focussed provision for children in their class with SEND. However, all teachers are teachers of SEND and as such provide quality teaching which takes account of the particular needs of SEND pupils within the classroom.

Special educational provision is provision that is additional or different to that made generally for other children of the same age. This means that the provision goes beyond the differentiated approaches and learning arrangements usually provided as part of high-quality teaching and learning. It may take the form of additional support from within school or involve specialist support staff or services.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-local-offer/>

3. Definitions

What is a special educational need?

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

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

(Clause 20 Children and Families Act 2014) (SEN Code of Practice 2014, 1.8)

What is a disability?

- The arrangements for the admission of disabled pupils

If you child has a physical disability, parents will need to contact admissions at Barnsley

- The facilities you provide to help disabled pupils to access the school

- The steps you have taken to prevent disabled pupils from being treated less favourable than other pupils

- The accessibility plans you have prepared in compliance with paragraph 3 of schedule 10 to the Equality Act 2010 for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum

- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education benefits, facilities and services provided or offered by the school

- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication, visual and hearing impairments. If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

School admission arrangements set out how schools will admit pupils.

The arrangements include the published admission number (the maximum number of pupils intended to be admitted to the relevant year group), the oversubscription criteria and information on the waiting list for the school.

Admission arrangements have to be determined 18 months before the September of the academic year for which they're relevant.

St John's has taken many steps into ensuring the building and curriculum is fully inclusive. The Infant site is fully equipped with a hygiene suite which includes a hoist, changing table and disabled toilets for children and a separate one for adults. The junior site has two lifts to access the year 4 classrooms and year 6 classrooms.

All pupils are given the same opportunities throughout the school day. Year 4 swimming lessons take place at the Stocksbridge Leisure Centre, this has wheelchair access and a hoist if required. Staff at the Stocksbridge are fully trained in using this equipment.

St John's has disabled access to both sites, with wheelchair wide doors into all classrooms and shared spaces. There is a path suitable for wheelchairs on the internal shared field and path. The public access path on the side of the school is also wide enough for wheelchair use. Where children are unable to access, due to physical disabilities, aspects of their learning space, adult support is provided and reasonable adjustments are made.

Children with hearing and visual impairments are provided with specialist support from the Barnsley services, who work closely with school staff to enable children to access the curriculum.

School also works closely with Physiotherapy, Occupational Therapy, Speech and Language, CAMHs, school nurse and other specialist paediatric nurses to ensure all needs are met and the correct training and equipment is in place for the individuals to continue with their education.

What should I do if I think my child has a Special Needs or a Disability?

If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance. If they are unable to see you straight away, they will be more than happy to make an appointment, where you can discuss your concerns in more detail.

The school closely monitors all of its children with special needs and at the meeting we may feel that we do need to put in place some strategies and interventions to try and remove your child's barriers to learning.

In accordance with the SEN code of practice, the school uses a graduated approach when meeting the needs of children with SEND. For many children, simple changes to the way that the curriculum is delivered can have a significant impact on removing the barriers to their learning and, with these changes in place, they are soon able to close the gaps with their peers and make in some cases, expected levels of progress. In school we call this 'differentiating the curriculum'. Your child's class teacher will be doing this on a daily basis for all lessons, in order to ensure that all the children in the class can make the most of the learning experiences presented.

For some children this may not be enough to help them make adequate progress and they may need something which is 'additional to and different from' that which is normally provided for all children. In our school here at St John's, if your child requires this level of support the school will monitor them according to the SEND Code of Practice (2014). You will be kept informed of the additional support that your child is receiving. This may mean that the class teacher may be using different strategies to help your child learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. The small group work will be carefully targeted to address your child's identified area of need and his/her's progress will be closely monitored and evaluated. If you would like some guidance on how to support your child at home, please contact their class teacher for some suggestions. The most important thing is to try and make the learning fun and to provide lots of praise and encouragement.

The school will monitor your child at this stage for a period of time. You will be kept informed of their progress through termly SEN Support Plan (SSP) meetings. At the meeting, your child's class teacher will share with you how they plan to personalise learning for your child. Often this level of support, in addition to the classroom curriculum differentiation, is sufficient to mean that your child no longer has barriers to their learning and they start to make progress. However, for some children this may not be enough and the school, with your permission, will make the decision to increase the level of support provided. Simply putting it, through discussions with parents, the school has decided to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support. This might be from an Educational Psychologist; Speech and Language Therapist; Occupational/ Physiotherapist; Special Advisory Teacher; or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.

As more people become involved in helping the school to meet your child's needs Mrs Foster (SENDCo) may talk to you about holding an Early Help Assessment (EHA) meeting. Once established, the EHA will help the school to organise a Team Around the Family Meeting (TAF) where everyone, including yourself can sit down together and discuss the best way forward to help the school help your child make progress. On their TAF action plan all additional more specialist strategies and interventions that will be used to support your child and remove the barriers to your child's learning and behaviour challenges, will be recorded alongside their SSP. In addition, some staff or the whole school may undertake specific training in order to help ensure that the environment and strategies used are appropriate to meet your child's needs and teachers and teaching assistants have the relevant skills. You will be kept informed all the way through the process and will be able to make suggestions as to how you can help at home to ensure all round support for your child.

As previously mentioned, for the majority of children, actions taken using this graduated approach often mean that the child begins to make adequate or expected levels of progress. If this is the case, then the school, following discussions with yourself, may decide to continue to monitor your child or even decide that he/she no longer needs any additional support because they are making good progress.

Only a very small percentage of children require support of an additional nature beyond this. If this is the case, then the SENDCo may discuss with you the possibility of asking the Local Authority LA to undertake an assessment of your child's needs. If this is considered appropriate, then the school will collect together all your child's information and evidence of all the carefully evaluated additional strategies and interventions that have been put into place and with your permission send it off to the local authority for them to consider the information at a panel meeting and make a decision whether or not to carry out an assessment of your child's needs, this is known as Educational, Health social care

needs assessment (EHCNA). Whilst this is taking place the school will continue to meet your child's needs with the support that is already in place.

Once the Local Authority receives a request to consider whether to make an assessment or not, a legal timescale begins. The process of the assessment is carefully bound by the legislation and guidance with the SEN Code of Practice. The SENDCo will be able to explain the process and timescales to you or alternatively you can find this in the SEND Code of Practice (2014).

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/273877/special_educational_needs_code_of_practice.pdf)

If the decision is made to go ahead with an assessment then the Local Authority will signpost you to guidance and support that will assist you through the process for example core assets.

What can I expect St John's to be doing, in order to meet my child's Special Educational Needs?

'Quality First Teaching' is an entitlement for all children and we are constantly striving to ensure that this is of a 'good' or 'outstanding' quality at all times in school. This is the classroom teaching that your child receives on a daily basis from the class teacher. Lessons are carefully differentiated to take into account the different learning styles and abilities. Teaching and learning is carefully targeted to meet individual need. This is called personalised learning.

- Where appropriate, children may have access to additional small group activities for short periods of time alongside other children with similar needs. This may be to undertake work on particular intervention programmes or simply as a means of facilitating opportunities to revisit skills, or knowledge where they may need additional practice or over-learning. The work carried out in small groups is carefully overseen by the class teacher who is responsible for monitoring the child's progress and targeting the support carefully. The school currently has the following group interventions available for children;
- Inside Out (Homunculi)
- Zones of Regulation,
- Lego club,
- Variety of reading interventions,
- Dough Gym (intervention for fine motor skills, focusing on improvement and durability of handwriting),
- Handwriting group
- Read Write Inc
- Precision teach
- Music Therapy
- Welcomm
- Maths Catch up

However, if a child was considered to need something outside of these interventions, then this would be considered.

Some children may require interventions of a 1:1 nature for very short periods of time. Again, these are overseen by the class teacher and progress is carefully monitored. The school currently has the following 1:1 intervention available for those children for whom it is deemed appropriate,

- Catch up reading
- Catch up maths

- Daily Readers
- Jump ahead
- Success at arithmetic
- Numbers counts
- Inside Out (Homunculi)

However, if the child was thought to need something different then this would be considered. The Headteacher and SENDCo oversee the allocation of 1:1, group interventions support timetable for the school.

How will my child's learning needs be assessed and their progress monitored?

The school has a rigorous programme for assessing children's learning. Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning. Also, on-going assessments take place on a daily basis to ensure that the opportunities presented to children are appropriate to meet needs and aid their learning and development.

The same systems and procedures are in place for children with special educational needs. In some instances, additional assessment may be appropriate for children with special educational needs in order to provide additional information to determine their strengths and areas for development. The school has access to the following additional assessments if they are deemed necessary to identify their needs, WELLCOM (Speech and Language Tool Kit), Dyslexia Screening Test (DST) and in EYFS Speech Link. The class teacher / SENDCo will be happy to discuss any additional assessment used, the results achieved and the implications for future learning. However, it is felt that something more specialised is required then the relevant service could be constructed to discuss this.

St John's set aspirational targets for all its children including those with special educational needs. Individual targets are shared with children so that they are aware of what they need to learn next. Children with special educational needs, who have an SSP, have their contributions to the setting of new targets taken into account. Once a new SSP has been written the school will carefully monitor the progress being made. It is felt that the targets are appropriate for any reason then the school will discuss more appropriate targets with parents at the earliest opportunity rather than waiting for an inappropriate SSP to run its full course.

How effective is the school's provision for children with Special Educational Needs?

The school has a robust policy for special educational needs. The policy is implemented by all members of staff and its effectiveness is monitored and evaluated by the Governing Body on an annual basis. The SENDCo meets with the SEND Governor on a termly basis, enabling up to date general information on the progress of children with SEND and the provision made for them to be shared with the whole governing body. Information from parental questionnaires and children's comments are reported to the Governing Body in relation to the support provided or feedback on the effectiveness of new resources. This will also help us to ensure that we make the necessary developments to ensure we have used our best endeavours to minimise the gaps in our provision for children with SEND.

Admission to school.

The school will admit children with EHC Plans, in which the school is named within the plan.

Frequently asked questions



Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing Child Focused Plans (SSP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Special educational Needs and Disabilities Co-ordinator (SENDCo)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g., Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register/ Provision map (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Headteacher

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND in St. John's?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

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

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children.

This group, often called Intervention groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

Stage of SEN Code of Practice: SEN Support

This means children have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher will run these 1:1 or small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

This can also move forward and children are identified by the class teacher/SENDCo or Headteacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Sensory Service (for students with a hearing or visual need) or specialist teacher.

- Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input; or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g., some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g., a social skills group
 - A group or individual work with outside professional

- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support for your child.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually, your child will also need specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the Educational Psychologist, specialist teacher or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the type of provision that will be provided for your child.
- After the school have sent in the request to the Local Authority, they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support level.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group provision your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term objectives for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are severe, complex and/or lifelong

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Headteacher
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How is the progress of my child monitored St John's?

- Your child's progress is continually monitored by his/her class teacher. This is done on a lesson-by-lesson basis for core subjects so misconceptions can be quickly addressed.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing and maths.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'Pre-key stage Standards'.
- At the end of each key stage (i.e., at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do.
- Children at SEN Support level will have a SSP (Child Focused Plan). These SSP's are monitored, reviewed and planned every term with the involvement of the children and parents. Children's opinions are sought through a One Page Profile, if appropriate.
- The progress of children with a EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also log and track class results on a termly basis and keep a record of amounts of progress made by each child in the school identified as having SEND.

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Barnsley LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with an SEND in this school?

Directly funded by the school:

- Educational Psychology Service
- Staff Training
- 1:1 interventions and resources
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- Sensory Service for children with visual or hearing needs
- Specialist teacher support, e.g., learning and cognition, communication and interaction.

Paid for centrally by the Local Authority but delivered in school:

- Sensory Service for children with visual or hearing needs (At EYFS level)
- Specialist teacher support, e.g., learning and cognition, communication and interaction. (At EYFS level)
- Educational Psychologist (At statutory assessment stage)

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy

- Physiotherapy
- Speech and Language Therapy.

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, SEMH and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a standardised score given in reading, writing, maths and science.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'Pre-key stage Standards'.
- At the end of each key stage (i.e., at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEN Support will have either have a SSP or their provision tracked on the whole class provision map which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SMT and SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- SSP's will be reviewed with your involvement each term.

- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is St. John's accessible to children with SEND?

- The upstairs of the Key stage 2 building is accessible via lift and stairs,
 - Both sites have a hygiene suite which includes a children toilet and a disabled toilet.
 - All doors on the Key Stage 1 site are wide enough for wheelchair access.
 - Key stage 2 site has a disabled toilet.
- We ensure that equipment used is accessible to all children regardless of their needs.
 - After school provision is accessible to all children including those with SEND.
 - Extra curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school? OR moving on to another class?

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

•If your child is moving child to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

•When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

•In Year 6:

- The SENDCo will attend the Primary Transition meetings to discuss the specific needs of your child with the SENCO of their secondary school, and additional transition days for students with an ASD, as appropriate.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.