

Thurlbear C.E. V.A. Primary School



Special Educational Needs and Disabilities (SEND) Policy

Reviewed by: Claire Sweeney (National SENDCO Award Achieved 2016) Member
of the Senior Leadership Team
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Thurlbear C.E. V.A. Primary School Special Educational Needs and Disabilities Policy.

Thurlbear C of E Primary School is an inclusive school where everyone is made to feel welcome. **Our School vision is to create an irresistible Church School; a beacon for learning experiences which lead to great life achievements.** This policy aims to support inclusion for all our pupils. The responsibility for the management of this policy falls to the Headteacher, the day to day operation of the policy is the responsibility of the Special Education Needs Co-ordinator (SENDCO). The Governing Body, Headteacher and the SENDCO will work closely together to ensure that this policy is working effectively.

High Quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **additional from** what is provided for the majority of the pupils; this is special educational needs provision and we will use our **best endeavours** to ensure that provision is made for the pupils that need it.

Thurlbear Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in activities within school.

The staff and governors of Thurlbear Primary School will ensure that all SEND pupils will reach their full potential, are fully included within the school community and are able to make successful transitions to their next educational establishment. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of all SEND pupils. With this as an underlying principle we believe that;

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Therefore, the teaching and supporting of pupils with SEND is a whole school responsibility requiring a whole school response. It also involves partnership with all those involved- Local Authority (LA), parents/carers, children's services and

all other agencies such as Speech and language (SALT) or Occupational Therapy(OT)

Admissions:

Please see our Admissions policy for details.

The admission of pupils with special educational needs differs only in the preparation and support given to staff and each potential pupil.

Prior to admission all parents and children visit the school and parents/carers are encouraged to voice any concerns they might have about their child's integration into school.

Our current admissions form request that parents or carers state any special needs that their child has.

The school has no **Special Units**, but is sympathetic to every child's individual needs and would seek to provide the necessary learning environment within the constraints of the budget and the building. The new school hall and classroom block has wheelchair access and accessible toilets.

Aims and Objectives:

Aims:

To provide the structure for a pupil-centered process that engages pupils, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling potential and promoting their well-being.

Objectives:

The SEND policy at Thurlbear Primary School reflects the principles of the 0-25 SEND Code of Practice (January2015). The aims of this policy are:

- Ensure the Equality Act 2010 duties for disabilities are met,
- To enable pupils with special educational needs have their needs met and identify these needs as early as possible,
- To listen to the views of pupils with special educational needs,
- To encourage good communication and participation with parents of pupils with special educational needs,

- To facilitate full access to a broad, balanced and relevant education for pupils with special educational needs,
- To make arrangements to support pupils with medical conditions and to have regard to the statutory guidance for supporting pupils with medical conditions. (See Department for Education *Guidance Supporting pupils with medical Conditions*.)
- To follow our *Graduated Response* to meeting the needs of pupils using the *Assess, Plan, Do Review* process.
- To develop a collaborative approach with pupils with SEN or disability, their parents or carers and external agencies involved with those pupils.
- Develop a culture of inclusion valuing high quality teaching for all our learners with teachers having knowledge to deliver a wide range of differentiation methods.
- Have regard to the *Code of Practice 2015* for identification, assessment, and support the review of special educational needs.
- Have regard to the Local offer presented by Somerset County council.

Identification and Supporting Special Education Needs:

Definition of SEND.

A child or a young person has SEND if they have a learning Difficulty or a disability which calls for special educational provision to be made for him/her namely provision which is **additional to or different from** that normally available in a differentiated curriculum. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within definition at (a) or (b) above or would do so if special educational provision was not made for them.(Section 20 Children and Families Act 2014)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Thurlbear Primary School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. There may be times in a child's education when they are identified as having a Special Educational Need. These pupils will be provided with intervention and or support that is additional to or from the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and or physical needs may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas Of Special Educational Need:

Under the SEND Code of Practice 2015 pupils identified as having special educational needs (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning:

Children with learning needs may learn at a slower pace than other children and have difficulty developing literacy and or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (Maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties over a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have a severe and complex learning difficulties as well as physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties:

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Communication and Interaction Needs:

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language and social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and/or Physical Needs:

Some children require special educational provision because they have a disability that prevents or hinders them from making use of educational facilities generally provided. These difficulties can be age related and can fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and or/ equipment to access their learning. Children with MSI have a combination of vision and hearing difficulties. Some children with a Physical Difficulty (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Response To SEND:

Early Concerns:

The progress of all pupils is regularly monitored at termly Pupil Progress meetings. Any concerns are recorded and an action plan made following the Assess, Plan, Do, Process. These initial concerns will be addressed by differentiation within the classroom. If concerns persist then this evidence can be used later.

How we identify and support pupils with SEND.

All pupils' attainment and achievements are monitored by their class teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. This will be recorded on the Graduated Response Document and progress monitored.

Adequate Progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching the class teacher will work with the school's Special Educational Needs and Disability Coordinator (SENDSCO) to assess if a pupil has a significant difficulty and agree appropriate support.

When considering if a child has a special education need the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weaknesses;
- Shows signs of difficulty developing literacy or mathematics skills which result in poor attainment in curriculum areas;
- Shows persistent emotional or behavioural difficulties which are not changed by appropriate behaviour management strategies;
- Has sensory or physical problems 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 an appropriate differentiated curriculum;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of class groups, despite having an individualised behaviour support plan.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a service provider;
- Has communication and or interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do Review:

The Assess, Plan, Do, Review cycle fits within our termly pupil progress meetings. The actions are recorded on our Graduated Response Form for each individual class.

For those pupils identified as SEND, we will take action to support effective learning by removing barriers and put effective special educational provision in place. This SEND support will be recorded on SEN Support plan and shared termly with parents and carers. This actions the support that pupil will receive following the Assess, plan, do review process to ensure the pupil makes good progress and secures good outcomes.

Graduated Response:

Assess:

- In identifying a pupil as needing **SEND Support** the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views if relevant and advice from external support services.
- The school and parents/carers will meet, where appropriate with other services including those from Health and Social Care.
- The assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which a pupil responds to an intervention.

Plan:

- Parents/carers, with their child, will meet with the classteacher, and the SENDCO if appropriate, to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on SEN Support Plan.
- The SEN support plan displays the SMART targets to be set and carried explaining who and when will be carrying out the interventions. Copies of the targets are sent home.

- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliability and effectiveness and will be provided by staff with appropriate skills, knowledge and training.
- Parents/carers will be notified when it is decided to provide a pupil with SEND support.
- So, if it is agreed that a pupil requires SEND support, all parties concerned will meet and discuss appropriate targets.

Do:

- The class teacher remains responsible for working with all pupils on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of the support and the interventions and see how they can be linked to classroom teaching.
- The SENDCO will support the class teacher in the further assessments of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to it.**

Review:

- There will be a review each term of the targets and the interventions carried out. These are reported on the child's individual SEN Support Plan.
- Parents/carers will be given the information about the impact of the support and interventions enabling them to be involved in planning the next steps.
- Where a pupil has complex needs their parents will also be invited to an Annual Review which may also involve outside agency attendance.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCO will revise the support in light of the pupil's progress and development, with any decisions on any changes with the consultation with the parent and pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria:

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different to** or **additional to** that which is

normally available as part of High quality and differentiated teaching they will no longer require SEND support. At this point, through a discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.

Statutory Assessment of Needs (EHC):

Where despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and /or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education Health Care Plan (EHC) assessment.

You may wish to read the following from Somerset County Council which explains the process for parents and carers.

<https://www.media.somerset.gov.uk/wp-content/uploads/2019/10/SEND-Effective-Support-V2.0.pdf>.

Where a pupil has an Education Health Care Plan (EHCP), the Local Authority must review the plan every 12 months as a minimum. Schools have a duty to co-operate so Thurlbear Primary School will hold the annual Reviews on behalf of the Somerset LA and complete the appropriate paperwork for this within the school setting.

Personal Budgets:

Personal Budgets are only available to Pupils with Education, Health and Care Plans (EHCPs) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about the personal budget should speak in the first instance to the SENDCO.

Roles and Responsibilities;

Provision for pupils with special educational needs is a matter for the school as a whole. In addition the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

Governing Body:

The designated **SEN Governor** is **Christine Salter**. The Governing Body in conjunction with the school has responsibility for the school's general policy and ensures that the school is accountable for the provision it makes.

The governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a child with SEND gets the support they need-this means doing everything they can to meet children and young people's Special Educational Needs and Disabilities.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do have SEND
- Designate a teacher to be responsible for Co-ordinating the SEN provision within the school- the SENDCO
- The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.
- They consult the LA and other schools where appropriate and report annually to parents on the success of the school's policy for children with special educational needs.
- The governing body ensures that parents/carers are notified of a decision by the school that SEN provision is being made for their child.

Headteacher:

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCO and the Governor with responsibility for SEND.

SENDCO

The named SENDCO at Thurlbear Primary School is **Mrs Claire Sweeney**

The **SENDCO** or **Special Educational Needs & Disability Co-ordinator**, although responsible for the day to day implementation of the provision, works 2 days a week non-contact time. In practice this means that her role is one of support and liaison, rather than contact with children on a daily basis.

The whole staff is involved in identifying areas of concern and subsequent implementation of targets/outcomes.

The SENDCO is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support- Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Liaising with parents/carers of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Overseeing the records of all children with special educational needs and ensuring they are up to date

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- 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.
- Planning/Reviewing Individual Education Plans (IEP) with the SENDCO to provide any additional support pupils may require.
- Ensuring that all staff working with your child in school is 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 SEN and Literacy policy is followed in their classroom and for all the pupils they teach with any SEN.
- Planning and delivering a Quality First differentiated curriculum
- Liaising with parents/carers as well as external agencies, LSAs, other support staff and colleagues, where necessary.
- Attending INSET and training sessions.
- Teaching Assistants will liaise with the Class teacher and SENDCO and support the Graduated Response planned for those pupils.

Training and Resources:

Allocation of Resources:

- Resources are allocated to support children with identified needs as discussed above.
- Each year we map our provision to allocate human resources to each class based on the needs of the children. We review regularly and change allocation as needed.
- Each term following Pupil Progress Meetings we timetable the human resource for Wave 3 1:1 support for Learning interventions and 1:1 support for ELSA provision.
- This support can be differentiated work in class, support from a Teaching Assistant for interventions in groups or for individuals.
- Specialist equipment, books or other resources that may also help pupils are also purchased.

Training:

- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupils needs as necessary.
- Teaching Assistants are engaged in ongoing as needed based on the needs/knowledge required of the pupils.
- External trainers are bought in as required to address more specialist training such as managing more specific medical needs such as epilepsy or diabetes.
- Peer guidance and support is available and encouraged.

Supporting Families at Thurlbear School:

We value and accept the positive role and contribution parents/carers can make. We make every effort to include parents every step of the way. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At Thurlbear we endeavour to support parents/carers so they feel they are able to:

- Feel fully informed and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active role in their child's education
- Understand procedures and documentation
- Feel their views are listened to about how their child is educated.

Parents/ carers of a child with SEND support will have the opportunity to meet with the SENDCO at least three times a year formally. The SENDCO also operates a informal 'meet the SENDCO' afternoon where the SEN Governor attends and we have a cuppa and a catch up with other parents.

For some parents we hold a yearly celebration at Annual View where your child's achievements are celebrated.

Parents and carers are also encouraged to seek help from Independent advice and support Services listed below. These are able to provide impartial and independent support and information on special educational needs and disabilities.

<http://www.somersetpcf.org.uk/default.aspx> Somerset Parent Carers Forum

<http://www.somersetsend.org.uk/welcome> SENDIAS

Parents are also encouraged to visit the Somerset County Council Local Offer website <http://www.somerset.gov.uk/policies-and-plans/schemes-and-initiatives/somerset-local-offer/>. This provides valuable information about agencies services and resources for young people and their families with SEND within Somerset.

Please also take a look at our Thurlbear School Offer for a friendly guide to SEND at school.

Pupil Voice:

In our school we encourage all children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities. We have high expectations of all children including those with SEN.

Children are involved at an appropriate level in tracking their progress in their targets. Children are encouraged to make judgements about their own performance against their targets and to recognise how they learn. Pupils on SEN Support Plans are encouraged to comment on this. We recognise success here as we do in any other aspect of school life. Pupils with an Education, Health Care Plan contribute their views to the Annual Review process.

Access to the Curriculum and Intervention

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to;

Understand the relevance and purpose of learning activities.

Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a wide range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. We provide flexible curriculum opportunities to meet needs (eg. use P scales) and alternative forms of communication for children with language communication difficulties.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when to maximise/accelerate learning we ask the children to work in small groups or in a one to one situation outside the classroom.

Some children will need access arrangements put in place for SAT tests - please see the Year 6 class teacher or the Head teacher to explain the criteria for these arrangements if necessary.

PLEASE SEE OUR [Accessibility Plan](#) AND OUR [SEND INFORMATION REPORT](#) ON THE SCHOOL WEBSITE SEND Page FOR MORE INFORMATION ON OUR ACCESS AND INCLUSION ARRANGEMENTS: www.thurlbearschool.co.uk

Monitoring and evaluating success

The SENDCO monitors the movement of children within the SEN system in school. She provides staff and governors with regular summaries of the impact of the policy on the practice of the school. She evaluates the impact of SEN interventions and 'what works' and feeds back to the Senior Leadership Team meetings.

The SENDCO is involved in supporting teachers involved in drawing up IEPs for children. The SENDCO and the Head teacher hold regular meetings to review the work of the school in this area including Senior Leadership Team meetings and Pupil Progress Meetings. The SENDCO and the named governor with responsibility for special needs have regular contact.

The governing body reviews this policy regularly and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the governing body.

The criteria for success of Thurlbear's SEN provision is as follows:

- SEN Register to be updated at least twice annually
- Consultation meetings to be held every six months and all action highlighted to be implemented. All associated paperwork to be shared with parents, involved agencies and filed in SEN files.
- Parents/carers to be kept regularly informed and involved.
- Parents/carers have opportunities to meet with the SENDCO at Parents/carers evenings to discuss IEPs.
- Clear, relevant SEN paperwork to be filed in central system.
- External Agencies to be involved where appropriate to child's needs.
- Agencies to be managed effectively by SENDCO.
- INSET/SEN updates to be passed on to colleagues where appropriate.
- Pupil/intervention monitoring sheets kept up to date by Teaching Assistants.

Governors will use these success criteria to determine the success of the SEN provision.

Supporting pupils at school with medical conditions

- The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual Healthcare plans will normally specify the type and level of support required to meet the needs of such pupils.

- Pupils with medical conditions may have a health care plan. This will be written in collaboration with the pupil, parent/carer, Head Teacher, SENDCO and medical professionals. Some pupils may require extra funding to allow them full access to school life and the school can apply for top up funding to support this.
- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this applies the school will comply with its duties under the Equality Act 2010.

Arrangements for Complaints

Any complaints regarding SEN provision should initially be discussed with the class teacher and / or the SENDCO. If this fails to provide a satisfactory answer the issue should then be raised with the Head Teacher. Ultimately complaints should be addressed to the Governing Body following the School's Complaints Policy.

Bullying

Please refer to our Discipline and Behaviour policy on our website:

www.thurlbearschool.co.uk

External Agencies

A wide variety of agencies are available to support children with special educational needs. The school liaises closely with these colleagues and works with them as they provide therapy within the school and also through the care plans they ask us to implement. Thurlbear Primary Schools SEND Information Report details the agencies the school has worked with.

Transition

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- **If your child is moving to another school:**
 1. We will make sure that all records about your child are passed on as soon as possible.

2. We may contact the school to ensure they know about any special arrangements or Support they will need to make for your child.

When moving from Year 6 to Secondary School:

1. The catchment school for Thurlbear Primary is Bishop Fox's. Some children also move on to other school's such as Heathfield Community School. The SENDCO from Bishop Fox's invites all primary SENDCOs to a transition meeting where we can discuss individual pupil's needs and pass on records and information. Bishop Fox's and Heathfield also run extra visits for those pupils with SEN. Whichever school your child transfers to we will have a close liaison with that school to discuss transition.
2. For pupils with an EHC Plan a Transition Annual Review will be planned for the Autumn Term of Year 6 to arrange any additional transition visits. There may be further meetings planned as an outcome of the Annual Review to allow parent/carers/child to meet with staff from the receiving school.

Starting at Thurlbear Primary School:

- 1 Miss Kelloway visits all Nursery and Pre-school settings of pupils starting with us in September during the Summer term so the staff can discuss any SEN needs your child may have.
- 2 Some pupils may require a School Entry Meeting before starting and this will be co-ordinated and arranged by the AREA SENDCO.

Accessibility:

The DDA, as amended by the SEN and disability Act 2001, placed a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils, staff and parents. **Please look at our Accessibility plan found on our SEND page on the school website.**

Keeping Children Safe in Education: Statutory guidance for schools and colleges 2016.

85: Children with Special Educational Needs SEN and disabilities can face additional challenges. At Thurlbear Primary we recognise that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumption that indicators of possible abuse such as behaviour mood and injury relate to the child's disability without further exploration.
- The potential for children with SEN disabilities being disproportionately impacted by behaviours such a bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Our governing body and proprietors ensure our child protection policy and SEN policy reflect these additional barriers can exist within this group of children. **See Child protection policy.**

Storing and managing Information:

Pupils SEND records will be kept in accordance to the DFE guidance contained in 'Statutory Policies for Schools'. (September 2014)

CLAIRE SWEENEY
SENDCO

This policy reviewed and agreed by the governing body on

Signed (Chair of Governors)

