



Diocese of Norwich  
Education and  
Academies Trust

# **Ditchingham and Gillingham**

# **Special Educational Needs and Disability Policy**

**Approved By: Trust Board**

**Approval Date: March 2015**

**Review Date: March 2018**

**Person Responsible: DNEAT Academies Improvement Director**

## **Roles and Accountabilities**

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1)

From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

## **Policy Statement**

All pupils in the DNEAT family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

Ditchingham and Gillingham believes that:

- All pupils with SEND are entitled to a broad and balanced and differentiated curriculum that satisfies their individual learning needs by employing realistic and achievable methods.
- Pupils learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching. Teaching Assistants will provide necessary support to facilitate this. All staff will use their "best endeavours" to meet the pupil's needs.

- Parents/Carers play an important role in each Academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

### **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 him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of practice September 2014)

### **What is Disability?**

The Equality Act 2010 definition is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities”

### **Section 1(1) Disability Discrimination Act 1995**

This definition of disability in the Equalities Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

### **Inclusion Statement**

Please refer to the DNEAT policy on Inclusion.

### **Aims and Objectives of the SEND Policy are**

- To provide curriculum access for all pupils.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils self esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide Continuing Professional Development so that staff will feel they have the expertise to meet the pupil’s needs.

- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

## **Whole Academy strategies to support pupils with SEND**

- Pupils will have access to Quality First teaching which includes the use of Wave 1 and Wave 2 interventions (see Appendix 2). Class and Subject teachers will be supported, where appropriate by teaching assistants who provide individual or group support dependent on the identified needs of the learner.
- The four part graduated response, introduced in the Code of Practice 2014 will be utilised to identify those pupils who need Additional SEND Support. The graduated response is a cycle of Assess, Plan, Do, and Review.
- Those pupils who have 'significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014). These pupils will have an Annual Review.

## **Roles & Responsibilities**

All staff at Ditchingham and Gillingham have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of the whole academy tracking system
- Consideration of the whole academy provision map
- Pupil progress meetings with individual teachers
- Regular meetings with the Special Educational Needs Coordinator (SENCO)
- Discussions with parents/carers and pupils.

The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Develop a Provision Map which evidences the needs of all pupils with SEND and vulnerable pupils in the Academy.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.

- Coordinate the Annual Review for pupils with Statements of SEN or Education Health and Care plans.
- Monitor the Academy's system of Individual Education Plans or Pupil Passports.
- Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy based issues.
- Attend meetings or training specific to the role of SENCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENCO

- Agree which pupils are vulnerable learners.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need an Individual Education Plan or Pupil Passport.
- Secure good teaching outcomes by providing Quality First teaching using differentiation as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources and staff, to ensure the barriers to learning are reduced.

### **Staff training**

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. Staff training will be offered as needs are identified.

### **Partnership with Parents / Carers**

In line with the Code of Practice 2014 Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The new Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy. Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

### **Voice of the Pupil**

The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the Academy will encourage pupil's to state their views about their learning, help them to identify their own targets and needs and be part of the Graduated response. This is the cycle of Assess, Plan, Do and Review.

**Monitoring**

The impact of this policy will be monitored through regular review and feedback form parents, children and staff.

The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

**Review**

The policy will be reviewed every three years or earlier if relevant.

**Links to Other Policies**

- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy



## Special Educational Needs Report 2015-16



Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with special educational needs (SEN). As part of the Children and Families Bill 2014, all schools have a legal duty to make available their local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND). It is a requirement that this is published and reviewed annually. The required information is set out in the [SEN Regulations](#).

At our schools we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

We have set out this document as a series of questions that we hope will make it easier for you to navigate to the information you need.

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

If you think your child may have special educational needs, please speak to their class teacher in the first instance, or contact Mrs M Adcock (Senco)

Additional to these members of staff, the best people to contact this year are:

- Mrs H Brand: Headteacher
- Katie Utting - SEND Governor - can be contacted through the office
- Mrs S Hitchcock: Parent Support Advisor Loddon Custer - 01502 677354  
shitchcock@hobart.org.uk

If you have specific questions about the Norfolk Local Offer please look at the [Frequently Asked Questions](#).

### **What is our approach to teaching learners with SEN?**

Both schools are fully inclusive and we believe in participation for all. We want all adults and children to participate in all areas of learning and we celebrate all members of our community.



We have high aspirations of all children and aim to create learning environments that are flexible enough to meet the needs of all members of our school community and which supports them to make the best possible progress and achieve well regardless of their individual need.

We offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals to make sure that all children receive the support they need to do well at school.

We continually assess progress and attainment of all learners, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

#### **How are children's additional needs identified?**

A child or young person may have a special educational need at different points in their school career. The special educational needs Code of Practice defines special education needs as:

"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 or a kind generally provided for others of the same age in mainstream schools or post-16 institutions."

If a learner is identified as having SEN, we will make provision that is 'additional to or different from' the normal differentiated curriculum intended to overcome the barrier to their learning.

Categories of SEN include:

- Cognition and Learning (SpLD, MLD, SLD & PMLD)
- Social, mental and emotional health
- Communication and Interaction (SLCN & ASD)

- Sensory and/or Physical (VI, HI, MSI & PD)

Learners may 'fall behind' their peers for a variety of reasons that are not necessarily a special education need. They may have been absent from school, they may have attended lots of different schools and not had consistent opportunity to learn. They may not speak English very well or at all. They may be worried about different things that distract them from their learning.

At our schools we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN.

Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

### **How is SEN assessed?**

Class Teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with learning. At our schools we ensure that identification and assessment of educational needs directly involves the learner, their parents/carer and their teacher. The special educational needs co-ordinator (SENCo) will also support with the identification of barriers to learning.

Some of the ways identification may occur is through:

- Liaison with pre-school/ previous school
- If the child is performing below age expectations
- Concerns raised by parent
- Concerns raised by teacher (e.g. behaviour or self-esteem is affecting performance)
- Liaison with external agencies, i.e. physical needs
- Health diagnosis through paediatrician

Parents can approach their child's class teacher at any time if they are worried about their child.

Parents are kept informed at all stages in the process of identification and assessment of needs. They are invited to meet the SENCo and participate in discussions of support planned for their child. They can obtain advice on how to

help at home with any particular aspect of parenting, e.g. managing behaviour.

We have a variety of assessment methods and tools available, including:

- Phonics assessments including 'Sound Discovery' assessment materials
- Observations of the child in class/recreational times
- Reading age assessment (using Salford)
- Spelling age assessment (using Parallel Spelling Tests or Vernons assessment)

### **What specialist services and expertise are available at or accessed by the school?**

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to services universally provided by Norfolk County Council, which are described on the [Local Offer website](#).

The Loddon Cluster have also commissioned for 2015-16 support from:

- Educational Psychology and Advisory Learning Support Teachers.

As a partnership, we also employ 10 Teaching Assistants who deliver some of the interventions in the provision map as co-ordinated by our SENCo and Class Teachers.

Parents/carers are given copies of any specialist assessment reports and can discuss them with the SENCo.

If a child has a complex special educational need or disability they may have an Education, Health and Care Plan (EHCP). This plan specifies the type and level of support needed for the pupil. The local authority is responsible for creating the plan through liaison with parents/carers, the pupil, SENCo and other professionals.

### **What are the different types of support available for children with special educational needs?**

Within our partnership every teacher is expected to adapt the curriculum to ensure quality first teaching and access to learning for all children in the class.

The Teacher Standards 2012 detail the expectations on all teachers. [The Teacher Standards are available here.](#)

This expectation includes:

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using practical learning strategies, visual timetables, writing frames, peer buddy systems, lap tops or some alternative recording devices.
- Putting into place specific strategies (which may be suggested by the SENCo or other outside specialists) to support your child to learn, such as adapted materials/physical aids, e.g. sloped writing desks, coloured overlays, foot stools, move n sit cushions.
- Carefully planned pupil groups to enable specialist teaching.
- Using positive behaviour rewards systems.
- Deploying additional adults/Teaching Assistants to support children with additional needs within the class.

Specific group work within a smaller group of children. This group may be:

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

These are often called intervention groups.

For children with specific barriers to learning we may seek specialist advice e.g. for speech and language therapy, occupational therapy.

In such cases, your child will have been identified by the class teacher, SENCo, or you will have raised your concerns, as needing more specialist input instead of or in addition to excellent classroom teaching and intervention groups.

- You will be asked to discuss your child's progress and needs to 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 to 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 targets which will include their specific specialist expertise.

### **For those children whose learning needs are: Severe, Complex and Life-long**

This specified individual support is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher as needing a particularly high level of individual support.

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 and you can find more details about this in the [Local Authority \(LA\) based Local Offer](#).

After the school have sent in the request to the LA (with a lot of information about your child, including some from you), they will decide whether or not 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 school SEN. After the reports have been sent in, the LA will then decide if your child's needs are severe, complex and lifelong that they need a high level of support in order to make good progress. If this is the case, they will write an Education, Health and Care Plan which will outline the type of individual/small group support your child will receive, how the support should be used and what strategies must be in place. It will also have short and long term goals for your child. An additional adult may be used to support your child with whole class learning, run an individual 1:1 programme or run small groups that involve your child.

### **How is this support funded?**

The school budget includes money for supporting children with SEND.

The local authority supplies funding to the Loddon cluster of schools. Through discussion of different school needs/the needs within the cluster by Head teachers, SENCos and Governors, the amount allocated to each school is agreed.

We ensure that all children who have special educational needs are met to the best of the school's ability with the funds available. We have a team of teaching assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. Each class provides a provision map each term, targeting individual/group needs and identifying the interventions to be implemented.

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

Your child's progress is continually monitored by the class teacher. As a school we track progress from entry through to Year 6 using a variety of measures including Early Years Development Stages, National Curriculum levels and Reading/Spelling ages. Pupil progress is reviewed formally every term and a National Curriculum level is given in Reading, Writing, Numeracy and Science. We measure progress in learning by using point scores for all the pupils (comparing progress with national expectations, age related expectations and compared with individual starting points.)

At the end of each Key Stage (i.e. at the end of Year 2 and 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 the results are published nationally.

Children with an identification of special educational needs will have an IEP, which will be reviewed with your involvement every term and the plan for the next term made. When the IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress.

The progress of children with a Statement of SEND or EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Pupils who are not making expected progress are identified through termly pupil progress meetings, which involve the Head teacher, SENCo and any other staff who have supported the child. In this meeting a discussion takes place

concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Provision Maps are created each term based on the ongoing assessment of need. Intervention is planned for 'all' children, not just those with SEND.

The school SENCo meets with the Governor responsible for SEND each term to discuss progress. A progress report is given to Governors each term, to keep them informed and questions are invited regarding progress and provision.

### **How do I know if the support has had an impact?**

Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. Before any additional provision is selected to help a child, the SENCo, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in the reviewing process. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education, Health and Care Plan (EHC Plan,) the same termly review conversations take place, but the Plan will be formally reviewed annually.

The SENCo collates the impact data of interventions to ensure that we are only using interventions that work.

Progress data of learners is collated by the whole school and monitored by Teachers, the Head teacher and Governors.

Effectiveness can be measured in many ways, including the following:

- The child is successful in meeting IEP targets (academic and social/emotional.)
- The child is making progress academically against national/age related expected levels and the gap is narrowing - they are catching up with their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off the SEN register when they have 'caught up' or made sufficient progress.

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss pupil progress.

**How does the school ensure that children with SEND are included in all activities at school, after school clubs and on school trips?**

All learners should have the same opportunity to access extra-curricular activities and School activities including residential visits. Access to after school clubs is provided as of right and individual support is organised where required. It is a requirement that any independent provider of after-school clubs must cater for pupils with SEND. School trips are accompanied by a high ratio of adults to children and more individualised support is arranged where necessary. A risk assessment is carried out prior to any off site activity.

At our schools we will be offering a range of additional clubs and activities. These change throughout the year and parents/carers will be notified what clubs are available each term.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the school to discuss specific requirements.

The 2010 Equality Act legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make "reasonable adjustments."

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities."

**How will pupils and parents/carers in be involved in planning support?**

Our SENCo oversees all support and progress of any child requiring additional support across the school.

The class teacher will oversee, plan and work with each child with SEND in the class to ensure that progress in every area is made. The class teacher will communicate with parents/carers regarding progress and provision.

There may be additional adults (Teaching Assistants) within each class/year



group working with children either individually or as part of a group, if seen as necessary by the class teacher. The nature and regularity of these sessions will be explained to parents when the support starts and form part of their individual education plan (IEP).

Other forms of communication with parents/carers, and support include:

- Planning and review meetings (Individual Education Plans, annual reviews)
- Advice on how to support learning at home
- Regular contact between home and school, e.g. use of reading records, emails, texts, regular newsletters, promotion of Parent Partnership support service
- Individual parent/teacher conversations, including two formal parent consultation evenings during the year
- Parent Support Advisor

#### **What support and training is there for school staff?**

We identify training needs and have a detailed training plan for teachers and support staff. Our SENCo organises SEND training, calling on the services of specialist providers where appropriate.

Where appropriate, cluster SENCos discuss and organise cluster training opportunities.

Any staff leading specific interventions have been appropriately trained either by experienced staff within the school or by an external provider.

#### **What support and training for parents/carers are available?**

As a school we try to support parents with helping their children through various methods:

- Opportunities to learn alongside children
- Parent Support Advisor referrals.

#### **What support is in place for improving children's emotional a social development and overall well being**

We are an inclusive school and welcome diversity. We have a caring, understanding team looking after our children and believe that high self-esteem

is crucial to a child's well-being.

The class teacher has overall responsibility for the pastoral, medical and social care of each child in the class, therefore this is the parents' initial point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health practitioners and Children's Services, and/or the Behaviour Support Team.

### **What measures are in place to prevent bullying?**

Bullying is not tolerated at our schools. We recognise that bullying can be present in different forms and we follow the procedures in our Anti-Bullying Policy for preventing and dealing with incidents of bullying.

### **How accessible is the school to learners/individuals with SEN or Disabilities?**

The school is fully accessible to pupils with SEND. The school is wheelchair accessible with a disabled toilet in both of the main buildings. The school produces an annual Disability Access Plan to ensure that this provision is regularly monitored and planned for.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

The school supports children and families through robust Behaviour and Attendance Policies, with a focus on positive strategies, rewards and incentives.

- Weekly success assemblies are held, where certificates are awarded for good behaviour and effort.
- 100% attendance certificates are awarded to pupils who have managed 100% attendance over the course of a term.

Where attendance is becoming a concern:

- Parents are encouraged to discuss attendance issues with the Head teacher/parent support advisor (PSA).
- Attendance letters are sent to parents/carers of those pupils with attendance issues.
- Support is requested from the local authority attendance team when necessary.

### **What preparations are made for pupils' next steps?**

We recognise that 'moving on' can be difficult for a child with SEN and are committed to working in partnership with children, families and other providers to ensure that any transition is as smooth as possible.

#### **Pre-school transition:**

- Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring into our school.

#### **If your child is moving to another school:**

- We will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that needs 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 a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- Children will have opportunities to meet their class teacher and undertake a 'transition morning' to work within their new class in the Summer Term prior to transition.

#### **In Year 6:**

- The SENCo and Year 6 staff will meet with the High School SENCo to discuss the specific needs of your child and what provision needs to be made.
- 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.
- When children are preparing to leave us for Hobart High School, a series of transition opportunities are organised as part of the transition process throughout the year, i.e. Science days, as well as the more formal 'transition day' at the end of the Summer Term.

#### **How do the schools ensure Parental/Carer Voice is heard?**

Within our partnership we pride ourselves on building positive relationships with

parents/carers. We are open and honest with parents and invite them to make an appointment with their child's class teacher or the SENCo if they have concerns or questions.

Parents are asked to complete a questionnaire annually, responding on various issues including provision, communication and pupil progress.

This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' provision for SEN.

In the event that parents are not satisfied with the outcomes of discussions or their child's progress, parents should follow the school complaints procedure.

**Who can parents contact for further information or advice, or seek further information regarding specific needs?**

[www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

[Parent Partnership](#)

[www.gov.uk](http://www.gov.uk)

### **Glossary of terms**

SEND: Special Educational Needs and Disabilities

SpLD: Specific Learning Difficulty (i.e. dyslexia)

MLD: Moderate Learning Difficulty.

SLD: Severe Learning Difficulty.

PMLD: Profound and Multiple Learning Difficulty

SLCN: Speech, Language and Communication.

ASD: Autistic Spectrum Disorder.

VI: Visual Impairment.

HI: Hearing impairment.

MSI: Multi-Sensory Impairment

PD: Physical Difficulty.

EHCP: Education, Health and Care Plan

SENCo: Special Educational Needs Co-ordinator