

Stanley Primary School

SEND and Inclusion Policy

Version Number	2.0	
Scope of Document	Special Educational Needs and Disabilities	
Objective	To outline the strategies for dealing with children with special educational needs/disabilities	
Links to other policies	Accessibility, Anti-bullying, Behaviour, Equal Opportunities, Safer Recruitment	
Document Status	Final	
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Date Written	February 2017	
Authorised/Reviewed by	Body	Full Governing Body
	Date	14 th March 2018
Next Review Date	March 2019	

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 schools 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. 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.

Responsibility for the Co-ordination of SEND provision

The person responsible for overseeing the provision for children with SEN is:

Mr Craig England (Headteacher)

Contact details: 01253 763601 / 761022.

The person co-ordinating the day to day provision of education for pupils with SEN is:

Miss Karen Manson (Special Educational Needs Co-ordinator)

Contact details: 01253 763601 / 761022

The Governor with responsibility for SEND is:

Contact details: admin@stanley.blackpool.sh.uk

Compliance:

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the SENCO, in liaison with the Headteacher, Governors, staff, parents/carers and pupils.

Links to Our Vision statement (2014):

Values

- To provide a safe, happy and caring environment in which all individuals are valued.
- To develop a culture of positive role models where difference is embraced, understood and respected.

Personal

- To create opportunities and an environment where children have a desire for learning and develop a thirst for knowledge and curiosity.
- To recognise all achievement and that each child makes a unique contribution to the life of our small school.
- To understand the needs of each child so they are challenged in order to fulfill their potential.
- To develop relevant knowledge, skills, practical abilities and self-confidence by tailoring teaching and learning to the needs of the child.

Curriculum

- To provide a rich and varied curriculum, within a clear framework, so as to inspire and challenge each child to attain as highly as possible in both academic and non-academic skills.
- To provide a clear curriculum framework for each child, to monitor his/her achievement within that framework and ensure the child and parents/carers know what the next steps are.
- To deploy resources effectively in order to meet the needs of the curriculum.

Community

- To ensure good communication between home and school so that parents/carers can share in their child's learning and achievement.

- To build solid foundations for citizenship and skills for life so that our children are prepared for the world beyond our school and they are ready for future development.

The SEN Aims of the School

1. To ensure the SEND Code of Practice and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
3. To provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate.
4. To provide specific input and support, matched to individual needs, in addition to differentiated classroom provision, for those pupils requiring it.
5. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
6. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area or beyond.
7. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To involve the children themselves in planning and in any decision making that affects them.

The Inclusion Aims of the School

At Stanley Primary School we recognise the links between inclusive education and catering for diversity. We promote a whole school ethos that values all children and their families through:

1. Fostering a climate that supports flexible and creative responses to individual needs.

2. Recognising inclusion as part of the school's equal opportunities policy with clear arrangements for implementation, funding and monitoring.
3. Ensuring that all school developments and policies take account of inclusive principles.
4. Ensuring that the admission of pupils with SEND is handled positively and sensitively. All parents/carers and children should be made welcome.
5. Ensuring that appropriate assessment and support arrangements are in place (including appropriately trained staff) both within the school and from external agencies, so that children's needs are properly addressed.
6. Working collaboratively with Local Authority (LA) officers and other agencies to identify any existing barriers to inclusion and consider how these may best be overcome.
7. Recognising that inclusion is the responsibility of all school staff who must be consulted and involved in developments re: the inclusivity of a child.
8. Enabling all staff to have access to suitable professional development opportunities to support the development of inclusive practice.

Rationale and Objectives of Policy:

At Stanley Primary School we are committed to providing an appropriate and high quality education to all children admitted to the school. We believe that all children, including those identified as having special educational needs, have a common entitlement to access a broad and balanced academic and social curriculum and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

At Stanley Primary School we are committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community, belonging and offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We aim to prevent children from underachieving or from being segregated.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- Girls and boys, men and women.
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees.
- Learners who need support to learn English as an additional language (EAL).
- Learners with identified special educational needs, such as dyslexia.
- Learners who are disabled.
- Those who are gifted and talented.
- Those who are looked after by the local authority (Children in Care).
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Any learners who are at risk of disaffection and exclusion.

This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to sensory or physical impairment, learning difficulties, low levels of emotional / social development or the learning environment in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Stanley Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

At Stanley Primary School we see the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

Types of SEN

SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has an SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010

– that is ‘...*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and 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. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require.

Arrangements for Co-ordinating SEN provision

1. The SENCO will meet with class teachers and parents regularly to discuss additional needs/concerns and to review targets.
2. At other times, the SENCO will be alerted to newly arising concerns through pupil related staff meetings, parental concerns or through advice from local authority personnel, such as or educational psychologists, previous schools, nurseries etc.
3. The SENCO will discuss issues arising from staff meetings etc with the class teacher or year group leaders promptly.
4. Formal reviews will be held at least three times a year for SEN children and some monitored children. Informal meetings and phone calls take place as and when required.
5. Targets arising from review meetings will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCO will monitor curriculum planning for SEN support and also monitor the quality and effectiveness of provision for pupils with SEN through classroom observation (where the SENCO is not the Headteacher, joint observation with the Headteacher may be undertaken).
7. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by specialist SEN Teaching Assistants (TAs) and teachers throughout the school. That provision is reviewed on a regular basis following assessment and progress discussion.
8. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify those who are not progressing satisfactorily and who may have additional needs.

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests.

Early identification of pupils with SEN is a priority. The school uses appropriate

screening and assessment tools to ascertain pupil progress for all through:

- Evidence obtained by teacher observation/assessment.
- Baseline assessment results.
- Performance in National Curriculum against level descriptors.
- Pupil progress in relation to objectives in the revised 2014 National Curriculum.
- Standardised screening or assessment tools.
- Observations of behavioural, emotional and social development.
- Assessments by a specialist service such as Educational Psychology, Advisory staff and medical advice.

Progress is the crucial factor in determining the need for additional support. Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded on the school's SEN register and supported through:

1. Differentiated curriculum support within the class.
2. SEN support through a graduated approach (additional support through a four part process).
3. Additional support through an Educational Health Care Plan (formerly a Statement of Educational Need).

1. High Quality Teaching and Differentiated Curriculum Provision

At Stanley Primary School, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- Highly focused lesson design with sharp objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to engage and motivate pupils.
- On-going informal and formal assessment.

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

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

At Stanley Primary School we use the definitions of adequate progress as suggested in the revised *Code of Practice (2014)*, that is, progress which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is on par with pupils starting from similar baseline but less than most of peers.
- Equals or improves upon the pupil's previous rate of progress. □ Enjoys full curricular access.
- Is satisfactory to pupils and parents/carers.
- Demonstrates an improvement in self-help or social /personal skills.
- Demonstrates an improvement in the child's behaviour.

2. A Graduated Approach to SEN Support

At Stanley Primary School, where it is determined that a pupil does have SEN, parents/carers will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle that enables the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted if this is felt to be

appropriate following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENCO and parents/carers to agree the adjustments, interventions and support that is required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Strategies will be recorded to aid planning pupil progress. It will draw upon information on:

- Environmental Strategies - *How the child's physical, personal and instructional environments are changed to support their needs. Positive Skills.*
- Rewards Strategies - *Meaningful rewards and praise linked to the child's targets.*
- Reactive Strategies - *Planned and consistent adult responses and strategies used when difficulties arise. (Learning-correction procedure, behaviour- management plans).*

It will also contain information on:

- The view of the child and the parent(s)/carer(s)
- Learning targets
- Actions
- Support
- Learning Target Actions Support Review
- Date for review

The Plan will only record that which is different from, or additional to, the normal differentiated curriculum and will focus on 2 or 3 individual targets that closely match the pupil's needs. Plans will be discussed with the pupil and parents/carers.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and difficulties, problem solving and advising of the implementation of effective support will be provided by the SENTA.

The SENCO / SENTA, in collaboration with the class teacher, will decide the action

required and the nature of the intervention to help the pupil progress. Based on the results of previous assessments the actions could include:

- Re-deployment of staff to work with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment or staff training.

Review

A review of the Plan will be carried out on a termly basis to monitor the child's progress. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents/carers. The class teacher and SENCO, in conjunction with the parents/carers and pupil, will revise the support and targets based on the pupil's progress and make any necessary amendments.

3. Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision on offer, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by representatives from Education, Health and Social Care about whether the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.blackpool.gov.uk

We also encourage parents/carers to make use of Blackpool's Parent Partnership service which provides free and impartial advice

SEND Information, Advice & Support Service (formerly Parent Partnership)
Telephone – 01253 477083

Education, Health and Care Plans (EHC Plan)

2. Following the statutory assessment, an EHC Plan will be provided by Blackpool Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.
3. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
4. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Monitoring

Entry data prior to any form of intervention taking place is recorded and an appropriate date is set for a mid-point and final review. The lead person(s) will record significant achievements and difficulties and also share mid-point review data with the SENCO. The SENCO will make adjustments to the provision for a child, if appropriate, and review the final data when intervention ceases. The school will endeavour to hold the reviews in an informal manner, and parents'/carers' views on their child's progress, and any further intervention, will actively be sought. Wherever possible or appropriate, the school will involve pupils in the process.

Specialised Provision

There are no special educational needs classes or groups Stanley Primary School, but methods of provision used are:

- Full-time education in classes with additional help and support by class teachers/TAs through a differentiated curriculum.
- Periods of withdrawal to work with a support teacher or trained TA which are mapped out and timetabled across the academic year.
- Development and liaison with external agencies, including support from organisations such as the Speech and Language service, behaviour support

services, Local Authority Advisory Services and teachers and medical professionals.

All staff have been involved in professional development to support the teaching and provision for children with additional needs within mainstream school.

Supporting Pupils at School with Medical Conditions

At Stanley Primary School we recognise that our pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) or a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is then followed.

Some children will have an individual care plan which is drawn up by the school nurse and parent/care. This is reviewed yearly. Copies are kept in class and in the offices.

Allocation of Resources

Each year we map our provision to show how we allocate resources to each year group.

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and that the objectives of the SEN policy are met.

Evaluating the success of the School's Inclusion and SEN Policy

Every year, we analyse and compare the data we have on the percentage of our pupils with very low attainment at the end of their key stage, with the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime). We use this analysis to help us with our planning. At the same time, we set new targets for the year ahead, aiming for:

- An increase in the percentage of children recorded as having SEN exceeding their targets.
- A reduction in behaviour incidents and exclusions.

Admissions arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the SEND

Code of Practice 0-25 (2014) 3.65

Complaints procedure

(Our school complaints procedure is outlined in the school prospectus and can be found on the parent page of the school website)

If a parent/carer or child is not happy with the way that the school is dealing with a child's learning needs, the following action should be:

1. Discuss the issues with the class teacher and SENCO. (Sometimes misunderstandings can arise and it is important that parents and school work as a partnership).
2. If a problem still exists then the Head teacher or Deputy Head teacher will meet with parent/ carer and SENCO to discuss the matter further.
3. The Head teacher /Deputy Head teacher will always have to judge how best to use the school's available resources for the benefit of both the individual child and the whole school community.
4. If the problem is unresolved the parent/carer can then contact the governing body in writing.
5. If there is still no agreement the parents have the right to appeal to the LEA. The guidelines under the 1996 Education Act will then be followed.

The School's Arrangements for SEN and Inclusion In-Service Training

- The SENCO attends regular cluster meetings to update and revise developments in the area of SEN and Inclusion.
- Where there is a requirement to meet a pupil's additional needs, or an issue of inclusion, the school will set targets to meet those needs and, where appropriate, action points added to the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and inclusion training is provided by the SENCO and outside links via staff meetings etc.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the head teacher will ensure tailor-made training is provided where appropriate.

Links and partnerships with external agencies/organisations

At Stanley Primary School we recognise the important contribution made by external support services in the identification, assessment and provision for pupils with SEN. For example:

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO as to the purpose of each visit.
- The LA provides specific information and some in-service training.
- Specialist in-put from the above service is used where we do not have the necessary in-house expertise - for example, in relation to children with Autistic Spectrum Disorders or severe emotional and behavioural difficulties etc.
- Teachers from the VI and HI Team will work in school to support children, both with and without Statements, who have vision or hearing impairments. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan around specialist teachers' advice, who also attend and contribute to reviews.
- The SENCO liaises frequently with a number of other outside agencies, for example:
 1. Social Services
 2. Education Welfare Service
 3. School Nurse
 4. Community Paediatrician/Medical Officer
 5. Speech Therapy
 6. Physiotherapy
 7. Occupational Therapy
 8. Clinical Psychology
 9. Specialist services within the LA, e.g. visual/hearing impairment, educational psychology

Parents/carers are always informed if any outside agency is involved.

Arrangements for partnership with parents/carers

Stanley Primary School firmly believes in developing a strong partnership with all parents/carers to enable children to achieve their potential. We recognise that parents/carers have a unique overview of the child's needs and how best to support them and this gives them a key role in the partnership.

- We consider parents/carers of pupils with SEN as valued partners in the SEN process. Depending upon age and appropriateness, pupils with SEN will be encouraged to participate in any decision-making affecting them.

- Details of how to contact the Send Information Advice and Support Service is above.
- At review meetings with parents/carers we will try always to make sure that the child's strengths as well as difficulties are discussed. Where we make suggestions as to how parents/carers can help at home, these will be specific and achievable and that all parents/carers leave the meeting clear about the action to be taken and the way in which targets will be monitored and reviewed.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request
- Parents'/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between our school and home will ensure that concerns are promptly acted upon. Where this does not happen, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issue(s), the governing body.

Links with other schools/transfer arrangements

- In order to identify the needs of all children as soon as possible we ensure that information from pre-school units, parents, child development centre, health, welfare and social services, is collated, discussed and acted upon before or as soon as possible after admission. Reception staff will meet with parents/carers and staff from any partner nursery schools prior to pupils starting at our school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary, pre-school providers will arrange a transition meeting which will be attended by the SENCO. All baseline assessments of all Reception children are completed by the end of the third week in full time school.
- **Within Year Transition:** Wherever possible the school likes to determine as much information as possible about any pupils joining the school who have SEN/D. This is to ensure that the correct support and provision can be put in place from the beginning to ensure a successful start. Therefore, the school may delay a starting date until the required information has been gathered from any of the following sources:
 - Information request from the previous school.
 - Meeting with parents to discuss needs and support.
 - Meeting with school nurse to complete a Health Care Plan.
 - Meeting with other supporting professional agencies.

Once the school is satisfied that, wherever possible, all relevant information has been obtained, a starting date will be given provided that a valid birth certificate has been

produced. Targets set at the previous school will be monitored and may be subject to amendment in accordance with Stanley Primary School's own assessment procedure.

- When children with SEN transfer from Stanley Primary School to new schools, details of particular needs and additional required provision will be shared accordingly. The SENCO will supply any further information upon request.

From Year 6 (Primary School) to Year 7 (Secondary School)

- Our Year 6 Team Leader liaises with the Year 7 leaders of the Secondary Schools during the Summer Term.
- Year 7 staff visit children within the School.
- Year 6 children have induction visits to the secondary schools during the Summer term prior to starting secondary school. Where necessary additional visits may be requested in consultation with the secondary school and parents.
- Informal discussions between SENCO's at both schools may take place.
- Where necessary transition meetings will be held with the SENCO of both schools, parents/carers, pupils and the relevant supporting agencies to discuss the needs of the child and provision that is to be made.
- Children with Education, Health and Care plans will have a transition review scheduled where a member of the Local Authority SEN team will be present.
- All SEN records for Year 6 children are copied and sent to the relevant secondary school during the final weeks of the Summer Term.

Extra-Curricular Experiences

All our children have the opportunity to join in with a range of extra-curricular activities which may include some of the below. Where necessary adjustments to resources and levels of support will be made to ensure full inclusivity.

Due to a high level of demand some activities are limited to specific year groups and places are allocated on a first come, first served basis.

- Fencing
- Choir
- Orienteering
- Netball
- Football
- Badminton
- Cricket
- Library
- Art
- Athletics
- Circuits
- Dance
- Tag Rugby
- Rounders
- Ball Room Dancing
- Peripatetic Music Tuition – strings, woodwind, keyboard, guitar

- Class/Year group trips
- Residential Visits

Extra-curricular clubs provided by third parties will be chargeable. A small levy will also be made for school clubs each half term, paid through the Parent Pay system. Class/Year group trips and Residential Visits are voluntary contributions; however, these will be cancelled if enough contributions are not forthcoming. Please see the Charging Policy for more information which can be found on the school website.

SEND Policy Review

At Stanley Primary School we consider the SEND policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.