

Second Draft

St Augustine's Catholic Primary School

Special Educational Needs and Disabilities Policy and Annual Information Report

Issued on 27/03/15

Governors to ratify all policies before final publication – final version to follow.

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies - Behaviour Policy, Homework Policy, Complaints Procedure, Teaching and Learning Policy, Marking and Feedback Policy, Safeguarding Policy, Anti-bullying policy and Admissions Policy.

This policy was developed by a panel selected from; school staff, Parents and Carers of Children on the SEN register, Parents and Carers of Children with Disabilities, Parents and Carers of Children without Additional Needs, school Governors and the Inclusion Leader in Autumn 2014. All Parents, Staff and Governors were given an opportunity to review and comment on it. It will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for **significantly additional and different special educational provision** to be made for him or her.

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also 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’ *SEN Code of Practice (2014, p5)*

1 The kinds of Special Educational Need for which provision is made at St Augustine’s Catholic Primary School

At St Augustine’s Catholic Primary School we can make provision for every kind of frequently occurring Special Educational Need without a Statement of Special Educational Needs / Education, Health and Care Plan, for instance Dyslexia, Dyspraxia, Speech and Language Needs, Autism, Asperger’s syndrome, Learning difficulties and Behaviour difficulties. There are other kinds of Special Educational Need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of a number of pupils with a Statement of Special Educational Need / Education, Health and Care plan. They currently have the following kinds of Special Educational Need: Moderate Learning Difficulties, Down syndrome, Developmental delay, Autistic Spectrum Disorder and Speech and Language Difficulties. Decisions on the admission of pupils with a Statement of Special Educational Need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a Statement of Special Educational Needs / Education, Health and Care Plan do not discriminate against or disadvantage Disabled children or those with Special Educational Needs.

2 The policy for identification and assessment of pupils with SEN

At St Augustine's Catholic Primary School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of universal assessments with all pupils at various points, a current list and description of these can be found on the school website. The results of all assessments are shared with parents.

All Reception pupils complete a Language link assessment. This assesses a child's understanding of spoken English. A child's first language is taken into account at the time of assessment and this test is often useful when we are trying to distinguish between children with English as an Additional Language (EAL) who are making expected progress with their English and those who may also have additional Special Educational Needs. Parents are informed of results – this year by letter (in future years these results will be shared at parent consultation meetings). Other children may complete Language link assessments at any time when a teacher or parent raises an issue about a child's Language skills. All children where Language Needs are identified, are retested with Language Link at least annually to monitor their progress in these areas.

Most children in Years 2-6 complete the Salford Sentence Reading Age test annually. This year this will take place in Term 3 (in future years this will take place during Term 1). The exception to this rule is children who have previously scored the maximum of 10years 10months + and for whom neither Teachers, Parents nor Pupils have raised concerns about their Reading abilities. These children have reached the ceiling of this particular test and have already proven themselves to be fluent readers so further testing of their reading age is not considered beneficial. Individual pupils in KS1 or KS2 may complete a reading age test more frequently where information is needed in order to evaluate provision, complete referrals or assessments. Parents are informed of results at parent consultation meetings.

All children in Years 2-6 complete a Parallel Spelling Age test annually. This year this will take place in Term 3 (in future years this will take place during Term 1). Individual pupils in KS1 or KS2 may complete a spelling age test more frequently where information is needed in order to evaluate provision, complete referrals or assessments. Parents are informed of results at parent consultation meetings.

The school does not have the authority or expertise to assess hearing or eyesight. All queries about a child's eyesight should be taken to a high street Optician or via the child's GP. All children are entitled to annual eye tests on the NHS and we strongly recommend

that all parents take up this opportunity because children's sight can change rapidly and children may not complain of difficulties with their vision.

The local health authority does offer a standard hearing screening for all children in Reception and this screening is delivered by the School Nursing Service and is hosted at the school. Permission is sought from parents for this screening directly from the School Nursing team. If parents are concerned about their child's hearing, further hearing assessments can also be arranged through the School Nursing service and can sometimes be accommodated within the school. For details please contact the School Office for the up to date contact details for the School Nursing Service.

Where a child's progress is not sufficient, even if Special Educational Needs have not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are; opportunities for additional reading, additional group support for reading comprehension, writing or maths, speech and/or language support or additional phonics or spelling support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, we will use a range of assessment tools to determine the cause of the learning difficulty. All parents are informed if the school intends to complete additional assessments and receive copies of the results.

At St Augustine's Catholic Primary School we are experienced in using the following assessment tools; Language link, Speech Link, Lucid Rapid Dyslexia Screener, GL Assessment Dyscalculia Screener, the Salford Sentence Reading Age test and the Parallel Spelling Age test. We also have access to external advisors including the following; Educational Psychologists, the Specialist Teaching and Learning Service, the Inclusion Support Service, Occupational Therapists, Speech and Language Therapists, and Physiotherapists. Some of these advisors are bought in by the school and some are accessed through our Local Inclusion Forum Team (LIFT) meetings where advice can also be gained from the SENCOs of local schools. These specialists are able to complete a wider range of assessments than we are able to deliver in school. All referrals to outside agencies will be made in consultation with parents and with parent's written permission.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN Support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a Special Educational Need because the school is making Special Educational Provision for the pupil which is additional and different to what is normally available for all pupils.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a Special Educational Need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with Special Educational Needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 St Augustine's Catholic Primary School's policies for making provision for pupils with Special Educational Needs whether or not they have EHC Plans, including

3a How St Augustine's Catholic Primary School evaluates the effectiveness of its provision for such pupils

SEN Support plans are constantly being informally reviewed and adapted as necessary by the staff delivering the provision in order to meet children's changing needs. They will also be formally reviewed and updated 3 times a year. Each formal review of the SEN Support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. Parent and Pupil views will be collected via review slips sent home by email for parents to complete with their children and returned to the SENCO. This allows the SENCO to take these views into account when reviewing provision with school staff. The new and evaluated SEN Support plans will then be discussed with parents at SENCO consultation evenings 3 times a year and copies sent home. If parents have further queries about provision they are always welcome to make an appointment to see the SENCO to discuss these at any time.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For Pupils with or without a Statement of Special Educational Needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. For most SEND pupils this will be at a parent consultation in the summer term led by the SENCO. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b St Augustine's Catholic Primary School's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs

Every pupil in St Augustine's Catholic Primary School has their progress tracked six times per year. In addition to this, pupils with Special Educational Needs may have additional assessments of their language skills, reading age etc. The assessments we use at St Augustine's Catholic Primary School are listed in section 2. Using these it will be possible to see if pupils are developing their skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c St Augustine's Catholic Primary School's approach to teaching pupils with Special Educational Needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In St Augustine's Catholic Primary School the quality of teaching was judged to be requires improvement in our last Ofsted inspection and the school is working closely with the Local Authority to improve this to good or outstanding. By the end of the last academic year internal monitoring showed that all teaching was judged to be good or better.

We follow the Mainstream Core Standards

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

3d How St Augustine's Catholic Primary School adapts the curriculum and learning environment for pupils with Special Educational Needs

At St Augustine's Catholic Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning - wall handles added in specific toilet cubicles, yellow warning paint used to highlight trip hazards around the school grounds, yellow non-slip strips added to steps, yellow handrails added alongside steps outside the building and improvements to lights in specific classes and have identified that the following aspects of the school need to be improved – continued replacement of light fittings in classrooms until all completed and annual repainting of yellow warning lines.

3e Additional support for learning that is available to pupils with Special Educational Needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we are offering is on our website. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up funding to the school (KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2015).

3f How St Augustine's Catholic Primary School enables pupils with Special Educational Needs to engage in activities of the school (including physical activities) together with children who do not have Special Educational Needs

All clubs, trips and activities offered to pupils at St Augustine's Catholic Primary School are available to pupils with Special Educational Needs either with or without a Statement of Special Educational Needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

3g Support that is available for improving the Emotional and Social development of pupils with Special Educational Needs

At St Augustine's Catholic Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, circle time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following; social skills groups, 1:1 time with a named member of staff, access to a counsellor, referral to external agencies and calming strategies for pupils to use when upset or agitated.

Pupils in the early stages of emotional and social development because of their Special Educational Needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Kent Early Help and Preventative Services

The Common Assessment Framework (CAF) system which has provided access to a range of family support services over the last 5 years has recently been revised. Services such as; Early Intervention workers, Family Support workers, Attendance and Inclusion Service, Troubled Families workers and other commissioned support services are now accessed through the Kent Integrated Family Support Service (KIFSS) for Children from pre-birth to age 11 and the Kent Integrated Adolescent Support Service (KIASS) for Young People from age 11 to 19.

Where a need for early help or additional family support is identified by the school, an 'Early Help Notification form' is completed jointly by the SENCO and the parents. This notification is then passed to the KIFSS team who will refer the family to the most appropriate Early Help Key worker for assessment and the development of an appropriate plan or package of support.

Any parent having difficulties at home with either their child or with personal problems which are having an impact on their children, is encouraged to contact the SENCO, in confidence, to discuss what support services may be available to them.

4 The contact details for the SEN Co-ordinator

The SENCO at St Augustine's Catholic Primary School is Judith Taylor, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications; BSc Psychology (Hons), PGCE Primary Education (Special

Educational Needs and Maths Focus), the Catholic Certificate in Religious Studies, Multi-Agency Common Assessment Framework Lead Professional Training and Designated Child Protection Officer Training. She has completed training on the Implications of the changes to the SEN Code of Practice including changes to Appendix B.

Judith Taylor is available on 01892 529796 or senco@st-augustines.kent.sch.uk She is part-time and works on Wednesday, Thursday and Friday and the easiest way to contact her for advice or an appointment is by email.

Currently we also have Mrs Meryl Flashman job-sharing the SENCO role. She has worked as a SENCO since approx. 1985 and holds the following qualifications; BEd (Hons), Certificate in Primary Science and Technology, Diploma in Primary Science, NPQH and Multi-Agency Common Assessment Framework Lead Professional Training. She has completed training on Data Handling for SENCOs and Provision mapping. She works on Thursdays and Fridays and is contactable on the same number and email address shown above.

5 The expertise and training of staff in relation to children and young people with Special Educational Needs and how specialist expertise will be secured

Most teachers and teaching assistants (apart from recent arrivals) have had the following Whole School Awareness training; Dyslexia, Speech and Language Difficulties, Down syndrome, Communicate in Print and English as an Additional Language (including separating EAL and SEN needs).

In addition the following teachers have received the following enhanced and specialist training. The following lists are up to date for Autumn Term 2014.

P Scale Moderation	Mrs J Taylor, Mrs M Gallie, Mrs K Liddle
Every Lesson Counts	Mrs A Edwards,
Autistic Spectrum Disorders Awareness	Mrs J Taylor, Mrs M Flashman, Mrs J Warren, Miss S Curry, Mrs L Culmer, Mrs M Southall, Mrs M Carew
Prada Willi Syndrome Training	Mrs J Warren
Language for Learning	Mrs J Taylor, Mrs M Flashman, Mrs M Gallie, Mrs L Culmer, Mrs C Spain,
Makaton Beginners Workshops	Mrs J Taylor, Mrs J Warren, Mrs M Southall,
Speech Sound and articulation	Mrs M Southall,
Sound Progress	Mrs J Taylor, Mrs M Flashman
Dyslexia Friendly School Status	Mrs J Warren,

“ATTACK” spelling programme for Dyslexics	Mrs M Flashman
Literacy Tree	Mrs A Edwards,
Every Number Counts	Mrs A Edwards,
Behaviour management	Mrs J Taylor, Mrs M Flashman, Mrs A Edwards, Mrs M Southall,
Conflict in the Classroom – behaviour strategies	Mrs J Taylor
Moving and Handling	Mr J Crozier
Emotional Development	Mrs J Taylor
Managing Grief, Loss and Critical Incidents in Schools	Mrs J Taylor
Playground Buddies	Mrs M Flashman
Anti-Bullying	Mrs M Flashman, Mrs A Edwards,
Attachment	Mrs J Warren, Mr J Crozier, Mrs M Gallie , Miss S Curry, Mrs L Culmer, Mrs M Southall, Mrs F Brophy, Mrs M Palourti,
Social Stories	Mr J Crozier, Mrs L Culmer, Mrs M Southall,
BEAM	Mrs M Flashman, Mrs R Mansfield, Mrs M Southall,
Clicker 5	Mrs M Flashman, Mrs J Taylor
Clicker 6	Mrs J Taylor, Mr J Crozier, Mrs M Gallie , Mrs A Edwards, Mrs R Mansfield, Miss S Curry,
2Simple Software	Mrs M Flashman
Kartouche	Mr J Crozier, Mrs M Gallie

Additionally this table shows how many of our current Teaching Assistants have completed specialist training.

NVQ Level 3 Supporting Teaching in a Learning Environment	3
Every Lesson Counts	1
Whole Class Teaching for TAs	3
Raising achievement of Pupils with Down Syndrome	1
Supporting the Dyslexic learner Levels 1 and 2	1
ASD Awareness	7
Language for Learning	2
Makaton Beginners Workshops	3
Speech Sound articulation	3
Sound Progress	4
Phonological Awareness Training	1
Behaviour management	2
Moving and Handling	1
Social Stories	2
Attachment Training	1
Playground Buddies	1

Write dance	1
Sensory Circuits	2
Dynamic flex	1
Fine Motor Skills	1
BEAM	2
Clever Fingers	2
Feeding Training	1
Clicker 5	1
Clicker 6	8

Training provisionally booked for the academic year 2014-2015 includes; Clever Fingers fine motor skills programme, ASD awareness, ASD in the Early years, Social Emotional and Mental Health needs in primary classrooms, Clicker 6 workshops, Lego therapy.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, our Local Inclusion Forum Team (LIFT), Oakley School, Broomhill Bank School, Educational Psychologists, Speech and language therapists, Occupational therapists, Physiotherapists, Specialist Teaching Service or Kent Continuing Professional Development for Schools.

6 How equipment and facilities to support children and young people with Special Educational Needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. Currently in school children with specific SEN are provided with; individual laptops, move 'n'sit cushions, angled writing slopes, adapted scissors, cameras, hand theraputty, e readers, individual lights, work station desks and a range of pencil/pen grips. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting Parents of children with Special Educational Needs about, and involving them in, their education

All Parents of pupils at St Augustine's Catholic Primary School are invited to discuss the progress of their children twice a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a Special Educational Need. All provision will be recorded, tracked and evaluated on a Provision Map and parents will be updated about it via parent consultations and written reports.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having Special Educational Needs because Special Educational Provision is being made and the Parent will be invited to participate in the planning and review of this provision. Parents will be actively supported to contribute to assessment, planning and review. Parents are asked to update the school on their child's strengths and difficulties at home, at each consultation.

In addition to this, Parents of pupils with a Statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with Special Educational Needs about, and involving them in, their Education

When a pupil has been identified to have Special Educational Needs because Special Educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with Special Educational Needs concerning the provision made at St Augustine's Catholic Primary School

The normal arrangements for the treatment of complaints at St Augustine's Catholic Primary School are used for complaints about provision made for Special Educational Needs. We encourage parents to discuss their concerns with their child's class or subject teacher, SENCO/Inclusion Leader or the Head teacher to resolve the issue before making the complaint formally to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where

there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including Health and Social Services bodies, Local Authority support services and Voluntary organisations, in meeting the needs of pupils with Special Educational Needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 6 days per year
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc...

11 The contact details of support services for the Parents of pupils with Special Educational Needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

a) Information, Advice and Support Kent (IASK formerly Kent Parent Partnership Service) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412 412

E-mail: iask@kent.gov.uk

<http://www.kent.gov.uk/iask>

b) Kent Parent Carer Forum is for Parents/Carers of children with SEN and Disabilities, to listen to their views and then help them to influence change. They can be contacted on www.kpcf.co.uk

c) M4S (Maidstone Special Needs Support Service) is a parent driven charity, whose aim is to support disabled children and young people and those with additional needs to have the same life opportunities as their non-disabled peers, both educationally and socially and for their parents and families to feel supported, empowered and valued. They can provide independent supported to parents and can be contacted on www.m4s.org.uk

d) SPACE charity is independently run by a team of trustees most of whom are the parents or carers of disabled children or young people who support children and their families

across South West Kent (Sevenoaks, Tonbridge, Tunbridge Wells and Cranbrook and surrounding areas). They are a part of the Kent Disabled Children's Parent Driven Consortium. They can be contacted on <http://www.spacecharity.org/Pages/default.aspx>

12 St Augustine's Catholic Primary School's arrangements for supporting pupils with Special Educational Needs in transferring between phases of education or in preparing for adulthood and independent living

At St Augustine's Catholic Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We provide a workshop for new Reception parents during the Summer term before their children start school covering general school information. Further workshops covering the teaching of Communication, Language and Literacy and the teaching of Maths are then provided in the Autumn term when the children start school. We ask the parents and carers of children with any Special Educational Needs or Disabilities to speak to one of our team as soon as possible to brief us on their children and any specific arrangements that we can make to ensure they have a smooth transition into our school. Our Reception teachers visit children in their Nursery placements (where possible) during the Summer term to meet and observe the children and liaise with the Nursery staff and then offer Home Visits to all families in the Autumn term. Additional visits and transition meetings are arranged for those families or children who may require additional support.

We also contribute information to a pupils' onward destination by providing information to the next setting. Transfer reports on all SEN children are sent on to all Secondary Schools during the Summer term before the children move on and are followed up with phone calls, emails or meetings with specific members of Secondary School staff where appropriate. Some children benefit from additional opportunities to visit their new schools prior to transfer, from meetings arranged with specific members of staff from their new schools or from referral to more specialist transition services where available.

13 Information on the Local Authority's Local Offer

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Policy approved by the GB on

Next review due onSeptember 2015.....