George Fentham Endowed School
Hampton in Arden

George Fentham Endowed School
Send Information Report

Under the Children and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

Solihull's Local Offer for Special Educational Needs

The Local Offer will give young people aged 0 to 25 and their families easy access to a range of information about the support that is available for them. For more information about Solihull's Local Offer, please follow the link below.

http://socialsolihull.org.uk/localoffer/

George Fentham Endowed School – SEND Local Offer

George Fentham is a fully inclusive school that is totally committed to providing the best possible education to all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. We believe that educational inclusion is about equal opportunities for all learners.

School values; *Believe Achieve Succeed.*

This document is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with special educational needs or disabilities (SEND). It is important to note that it may not include every skill, resource and technique that we employ as these are continually being developed and modified to meet the changing requirements of individual children.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or group of pupils. This means that equality of opportunity is a reality for our children.

School recognises that the responsibility for identifying and supporting pupils with special educational needs rests primarily with the class teacher, supported by our Special Educational Needs and Disability Co-ordinator ('SENDCo'), within the framework of a whole school approach, and with the support of external professionals. It is also recognised that a partnership with parents is central to the successful outcomes of special needs intervention and that the pupils' views are important and should be sought and respected.

School overview:

School Name	George Fentham Endowed School
Type of School	Mainstream School for 3 – 11 year olds
Accessibility	• Fully accessible site • Accessible toilets
Core offer	We are currently able to deliver our core offer consistently across all areas of our school
Policies on Website	SEND Accessibility Plan Child Protection Safeguarding Behaviour and Relationships Equality Policy and Equality Statement
Proportion of children with SEND	There are 20 children on the SEND register: 1 has an EHCP and 19 are at School Support level. We support children with a range of learning needs including ASD, ADHD, Hearing impairment, Visual impairment, Speech, language and Communication Needs, Social, Emotional and Mental Health Needs, Dyslexia, Dyscalculia, Sensory Needs, Physical Needs and Medical conditions
Performance of children with SEND	Children with SEND make good progress, some making exceptional progress, from their starting points

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How do we contact school if we want to know more?

If you would like to know more about what we offer at George Fentham Endowed School, please contact us on: (t) 01675 442800 or e-mail us at:
office@george-fentham.solihull.sch.uk
Mrs J Gaughan (Head Teacher)
Mrs T Bailey (Deputy Head Teacher)
Mrs S Brooker (SENDCo). Qualified Teacher and member of the Leadership Team.
Mrs D Purcell (SEND Link Governor)

This report contains the following information:

1. The four broad areas of need
2. Identifying children and young people with SEND
3. Assessment and review
4. Parental Involvement and support
5. Child involvement and support
6. Specialist Strategies by area of need
7. Specialist Strategies by area of intervention
8. Input from Specialist Support Services
9. Staff Training
10. Transitions
11. Complaints procedures

1. The four broad areas of need

The four broad areas of need as described in the code of practice for SEN are;

1) Communication and interaction
2) Cognition and learning
3) Social, emotional and mental health difficulties
4) Sensory and/or physical needs

Communication and interaction
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have

difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

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

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Children and young people with SEND have different needs, but all children with SEND are welcome at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

Children identified with SEND will receive additional support under one of the following categories:

1) SEND support
SEND support describes the additional help which assists children to access the curriculum.
2) An Educational Health Care Plan (EHCP)
For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

2. Identifying children and young people with SEND

The benefits of early identification are widely recognised; identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person.

The identification of SEND is built into the school's approach of assessing and reviewing attainment and progress. Where pupils are falling behind or making

inadequate progress given their age and starting point, they should be given extra support.

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

We know children need help if;

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND;
- Whole school tracking of outcomes indicates concern about progress or general well-being.
- A pupil asks for help.

All pupils have access to a broad and balanced curriculum. Teachers set high expectations for every pupil and lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full National Curriculum.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Where pupils continue to make inadequate progress, the school will assess whether the child has a learning difficulty. Where SEND is identified, appropriate evidence-based interventions will be put in place. These will be provided as part of a graduated approach, which includes regular reviews of the progress made and adaptations to the support provided as required.

Provision/action that is additional to or different from that available to all will be recorded in target groups and, if identified as having a specific barrier to learning, an SEND needs based plan (NBP). This will be written by the class teacher in

consultation with the SENDCo, parents and carers. It may also involve consultation and advice from external agencies. Plans for the use of support should relate to a clear set of expected outcomes and the progress towards these outcomes will be tracked and reviewed termly.

The SENDCo creates termly whole school provision maps which are an efficient way of showing all of the provision that the school makes which is additional to and different from that which can be offered through the school's curriculum. The use of provision maps can help SENDCos to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

3. Assessment and Review

At George Fentham we will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experiences already established during the child's pre-school years. If the child already has an identified special educational need or disability, this information may be transferred through *Early Years SEN Support* from the Early Years setting or from the Early Years Support and Assessment Team (EYSAT). The SENDCo and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessment provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.

Our school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing satisfactorily. Teachers are responsible and accountable for the progress and development of pupils in their class. Where a pupil is not making adequate progress, teachers and the SENDCo, in partnership with parents/carers and pupils, will collaborate to plan support and teaching strategies for that individual.

Strategies employed to enable the child to progress will be recorded within target groups, a Needs Based Plan (NBP) or an Education and Health Care Plan (EHCP). The Needs Based Plan will include information about:

- The child's need and how the need is being met
- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Outcomes (to be recorded when the NBP is reviewed).

The Needs Based Plan will only record that which is additional to, or different from, the class curriculum and will focus upon three or four individual targets that match the child's needs.

SEND support is implemented and regularly reviewed using the 'graduated approach', outlined below.

1. Assess: the class teacher and SENDCo will clearly analyse a pupil's needs before identifying a child as requiring SEND support. Outside agencies/other professionals may become involved at this stage (with parental consent), or later in the cycle if appropriate.

2. Plan: the class teacher and SENDCo will agree the support to be put in place. If review of the action taken indicates that 'additional to and different from' support will be required, then appropriate evidence-based interventions will be identified, recorded and implemented. The support will usually be set out in a school-based SEND needs based plan and/or target group.

3. Do: the class teacher remains responsible for working with the pupil on a daily basis (supported by teaching assistants and the SENDCo if appropriate). Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, adaptive teaching.

4. Review: the class teacher and SENDCo will review the effectiveness of the support regularly and agree any changes where needed.

5. Parental support

Parents are invited to attend a termly review meeting with the SENDCo in addition to parent consultation evenings. We also have an open door approach so parents are encouraged to contact the class teacher and/or SENDCo immediately if they have any concerns or questions. Review meetings are an opportunity to discuss targets set and the provision in and out of school to meet their child's needs. Pupils take part in pupil voice discussions on a termly basis but are also encouraged and supported to express their views throughout the school day.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every 12 months. The SENDCo will hold an 'annual review' meeting in school in order to facilitate this.

At George Fentham we work in partnership with parents/carers to plan and review any SEND support. We have an open door policy and strong home/school communication links. Key aspects of this partnership are:

- Liaison with a wide range of professionals e.g. SISS, SENTAA, Speech & Language, Occupational Therapy
- Reports from professionals are shared
- Review of progress at parent consultation evenings with teachers and also separately with SENDCO
- Parents and carers re invited to attend all review meetings or provide their views
- Signposting for parents and carers to further support
- Pupil & parent voice is regularly sought.

There are a number of services, external agencies and support groups available for parents.

Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)

Solihull SENDIAS offer a free confidential and impartial service for children and young people with Special Educational Needs & Disability (SEND) and their parents

and carers. They are legally trained to offer information, advice and support to children, young people & their parents, to help them make informed decisions and play an active role in their own or their child's education. They explain SEND processes and procedures in straight-forward language so everyone knows what to expect and what part they play.

Contact Solihull SENDIAS via

Telephone: 0121 516 5173

Email: solihullsendias@family-action.org.uk

Website: www.family-action.org.uk/solihullsendias

Parents can also access:

- Solihull Specialist Inclusion Service (SISS)
- Early Years Team
- Health Visiting Team
- Occupational Therapy/Physiotherapy/Speech and Language Therapy
- Parenting workshops (www.solihullapproachparenting.com)
- Solihull Parent Carer Voice (www.spcv.org.uk)
- Solar. Child and Adolescent Mental Health Services through GP

6. Child involvement and support

Children identified as need SEND support are placed at the heart of the SEND support in school. Their views are sought on their learning in intervention sessions, and their views are sought at reviews of both Needs Based Plans and EHCPs. Pupil voice is reflected in the review documentation and discussed with the teaching team and parents.

Enabling children and young people with SEND to have access to facilities and extra-curricular activities is very important at George Fentham Endowed School. In line with this:

- Registers for sports clubs are monitored
- Equal opportunities ensure all children are able to attend extra-curricular clubs and activities. Reasonable adjustments are made.

- Strong links with Hampton Sports Club
- Please also see Accessibility Plan

Children are further supported by the SENDCo and Child Mentor.

7. Specialist Strategies by Area of Need

	Quality First Teaching	SEND Support & EHCP (depending on needs of pupil)
Area of need	**All pupils, where appropriate**	**For some pupils**
Cognition and learning (Understanding & processing of information) **MLD – moderate learning difficulty** **SpLD – specific learning difficulty** **SLD – severe learning difficulties**	Differentiated curriculum planning, activities, grouping, delivery and outcome. Increased use of visual aids/modelling. Visual timetables. Use of symbols. Range of high interest/ low reading age books. Writing frames. Access to ICT. Deployment of teaching staff to support differentiation. Enrichment opportunities and materials to facilitate more able children. Rigorous systems of tracking & assessment to measure progress. Quality marking and feedback to inform future learning and targets. Staff CPD.	Specialist literacy and numeracy programmes e.g. Numicon, Rapid Writing, Bear Necessities, SNIPS, Power of 10 Precision teaching Pre-teaching Reading partners Specialist ICT software e.g. SpeechNotes, INKu, Nessy Word shark & Number shark Phonics intervention – Oxford Reading Tree Project X, Rapid Reading, Bear Necessities, Floppy Phonics Opportunities for alternative methods of recording work English/Numeracy support – small group/individual Fine & Gross motor programmes e.g. Smart Moves, BEAM, Write from the start Support from teacher/TA on specific Needs Based Plan (NBP) targets Auditory & visual memory resources e.g. Black Sheep Support & advice from external agencies (SENTAA, SISS) Termly Needs Based Plan (NBP) outlining support Regular review meetings Annual Review (EHCP only)
Communication	Differentiated curriculum	In class support with focus on supporting speech and

and interaction (Including Speech & Language Therapy & ASD)	planning, activities, delivery and outcome. Simplified language. Increased use of visual aids/modelling. Adapted classroom environment. Class visual timetables. Use of symbols. Structured school and class routines. Staff CPD – AET Autism training (tiers 1,2 and 3).	language targets Language Link Individual visual timetable Individual learning station Task boards Pre-teaching Precision teaching Movement breaks Auditory and visual memory support Playtime/lunchtime monitoring Social skills group e.g. Time to Talk, Socially Speaking Specialist programmes devised by Speech and Language Therapists Buddy group and peer mentoring Social Stories Pastoral support from Child Mentor Transition support e.g. transition passport Home school communication books Reward system AET resources Meet and greet if needed Support & advice from external agencies (SISS Autism team, SISS Speech Language and Communication Needs team, Educational Psychologists, Speech and Language Therapists, Occupational Therapists) Termly Needs Based Plan (NBP) outlining support Regular review meetings Annual Review (EHCP only)
SEMH- Social, Emotional & Mental Health	Whole school relationships and behaviour policy. Emotion Coaching. Whole school/class rules. Whole school/class rewards and sanctions systems. Circle time.	Small group circle time Social skills group Emotion 'check ins' Pastoral support from Child Mentor In class support for supporting behaviour targets, access, safety Meet and greet if needed Nurture groups

	JIGSAW - whole school personal, social and health education approach. CSAW (to support attendance).	Stress balls, fiddle toys Individual support Individual reward system Home school communication books Transition support Playtime/lunchtime monitoring Advice from Educational Psychologist Buddy group/ Peer support Support & advice from external agencies (SISS SEMH team – Social, Emotional & Mental Health) SOLAR referrals Termly Needs Based Plan (NBP) outlining support Regular review meetings Annual Review (EHCP only)
Sensory and physical	Flexible teaching arrangements. Staff aware of implications of physical impairment. Writing slopes. Pencil grips. Medical support/advice. Different coloured paper & screens on the IWB. Please see Equality Statement and Accessibility Plan.	Brain gym exercises Keyboard skills training e.g. Nessy Fingers Additional fine motor skills practice e.g. Write from the start, cutting, pegging, threading In class support for supporting access, safety Smart Moves and BEAM (gross motor control) Stress balls, fiddle toys SNIPS (Tracking, phonics, visual aid) ICT – e.g. tracking activities, Team Viewer Individual support in class to access curriculum activities Specialist equipment Support & advice from external agencies (SISS Sensory, Occupational Therapy, Physiotherapists) Termly Needs Based Plan (NBP) outlining support Regular review meetings Annual Review (EHCP only) Please see Disability Equality Scheme and Accessibility Plan

8. Specialist Strategies by Area of Intervention

INTERVENTION & SEND SUPPORT at George Fentham Endowed School Specialist Strategies	
Social Skills programmes/support including strategies to enhance self-esteem	• Social groups for targeted children; Time for Talk, Socially Speaking • Specialist support working with individual children with specific needs e.g. SISS SEMH, SISS ASD • One to one support in unstructured social environments • Transition programme to support induction at new schools and transition to new classes • Pastoral Support • Positions of responsibility (e.g. monitors, school council) • Social Stories
Strategies / programmes to support speech and language	• Support and advice from a Speech & Language Therapist (NHS or Talk Therapy) or specialist teacher • Delivery of a planned Speech and Language programme from a teaching assistant/teacher • Visual task boards and cue cards • Language Link – assessments and resources • AET Autism resources
Access to a supportive environment – IT facilities / equipment / resources (Inc. preparation)	The school will provide specialist aids and equipment in accordance with assessed needs. The Local Authority provides specialist equipment such as wheelchairs /standing frames etc. when prescribed by a relevant health specialist. Please also see Accessibility Plan. • Visual timetable for individual pupils • Visual task boards • Pre-teaching and review of strategies and vocabulary • Access to netbooks / laptops/ipads/interactive whiteboard

	• Alternative methods of recording e.g. Speech Notes, InKu • Flexible teaching space (one to one or group work) • Staff training
Mentoring activities	• Use of talk partners during whole class and group sessions • Teacher and TA support – individual/small group • Playground monitors • 'Buddy' support (peer support) • Child Mentor
Access to strategies / programmes to support Occupational Therapy / Physiotherapy needs	• Support and advice from Occupational Therapist and/or Physiotherapist • Delivery of planned Occupational Therapy / Physiotherapy scheme e.g. SMART MOVES, Write from the Start (Teodorescu) • Specific resources to support individual needs e.g. Writing slopes / weighted blankets/posture supports/pencil grips/fiddle toys/Rokzi arms • Please also see Accessibility Plan
Strategies to reduce anxiety / promote emotional wellbeing (including communication with parents)	• Meet and greet sessions at the start of each day for individual pupils • Home / school communication books • Review meetings for SEND Support and EHCP pupils. • Referral to SOLAR (formerly Child and Adolescent Mental Health Services) • Referral to Early Help • Emotion Coaching • Behaviour and Relationships policy • Staff training – Quality First Teaching for SEMH • Planned programme of support (e.g. Time to Talk) • Referral to SISS SEMH team for individualised support

	• Use of Visual cue cards & timetables • Pastoral support from Child Mentor • Social stories • ASD resource bank • Jigsaw • CSAW (attendance support)
Strategies to support / develop literacy including reading	• Small group and one to one support in class for literacy intervention programmes such as phonics, handwriting and target groups • Synthetic phonics reading scheme (Floppy Phonics) • Precision teaching of key words • Support from teacher and teaching assistant on specific NBP targets (SEND Support & EHCP pupils). • Assessment and advice from SENTAA (Special Educational Needs Training Assessment and Advice) • Targeted interventions e.g. Oxford Reading Tree Project X, Read Write Inc, Rapid Writing, one to one tuition • Dyslexia friendly texts and overlays • Dyslexia focussed interventions
Strategies to support / develop numeracy	• Small group and one to one support in class for numeracy intervention (e.g. Abacus, Numicon, Power of 10) • Support from teacher and teaching assistant on specific NBP targets • Assessment and advice from SENTAA (Special Educational Needs Training Assessment and Advice) • Use of appropriate resources (e.g. times table grid, Numicon, 100 square, cubes)
Strategies to facilitate / support access to the curriculum	• Small group and one to one support in class from teaching assistant / teacher to facilitate access through support and modified resources

	• Target groups (reading, writing, maths & phonics) • Specialist equipment, as appropriate • Support from teacher and teaching assistant on specific NBP targets through the curriculum • External agency support • Please also see Accessibility Plan
Strategies / support to develop independent learning	• Use of visual timetables • Pre-teaching and review of content and vocabulary • Access to ICT • Organisation of learning resources • Taskboards and success criteria • Learning feedback • School focus on learning to learn through Building Learning Programme (BLP) • Specific targets in NBPs • Managed transition programme for moving to secondary school • Investment in netbooks, laptops and ipads across the school. • Specific resources – e.g. left handed pencils, writing slopes • Induction and transition support – routines and expectations
Strategies to support / modify behaviour	• Use of Behaviour and Relationships policy • Social skills intervention programmes e.g. Time to Talk, Socially Speaking • Support and advice from SISS SEMH team • Support from teacher and teaching assistant on specific NBP targets • Individual behaviour plan or reward system • Emotion Coaching • Referrals to SOLAR or Early Help as appropriate • Pastoral support from Child Mentor • Social Stories

	• Positive handling plans
Support / supervision at unstructured times of the day including personal care	• Trained staff in behaviour management and first aid • Teacher/Teaching Assistant/Lunchtime Supervisor support • All staff Epipen trained • Positive handing plans • Care plans • Intimate care policy
Access to medical interventions (Inc. physical needs)	• Strategies for the use of personal medication • Individual care plans for children with significant medical needs and allergies • Provision of aids and resources to support the learning of individual pupils with specific needs as specified by professionals • Access to the School Nurse • Risk assessments in place for individuals, if specified by professionals • Staff first aid trained • All staff Epipen trained • Intimate care policy • Please also see Accessibility Plan

9. Input from Specialist Support Services

Children and Families benefit from a range of specialist services and these include:

- Solihull Specialist Inclusion Support Service – Advice and training given on Autistic Spectrum Disorder (ASD), Speech, Language and Communication Disorders (SLCD), Social, Emotional and Mental Health (SEMH) and Physical Disability (PD) alongside the Early Years Team (EY)

- SENTAA - Assessment, advice and support on Communication and Learning Difficulties (CLD)
- Occupational Therapist – offers advice regarding specialist equipment and programmes
- School Nurse – available on request, offers support to write care plans
- Community Paediatric Nursing team - advice on specific medical conditions
- ADHD Clinical Nurse Specialist - advice and monitoring of children with ADHD
- Hearing Impairment team – advice and monitoring of children with hearing impairment and their equipment
- Visual Impairment team – advice and monitoring of children with visual impairment and their equipment
- Speech and Language Therapist – assessment, advice and monitoring of children with speech and language difficulties

10. Staff Training

At George Fentham Endowed we are committed to providing and facilitating attendance at in-service training in the area of SEND for all staff. An annual needs analysis will be undertaken to identify the training needs of all staff. Over the past 3 years we have a number of staff who have undertaken training in the following areas;

- Autism/ASD
- PDA (Pathological Demand Avoidance)
- Precision teaching
- Quality first teaching
- Emotion Coaching
- Mental health first aid training
- First aid
- Speech and Language
- Phonics
- Intimate Care
- SEMH – Social, Emotional & Mental Health training
- Safeguarding

The SENDCo and teachers work closely with specialists from external support services who may provide advice or direct support as appropriate.

The SENDCo is studying towards The National Award for SEN Coordination (NASENDCO) SENDCo has termly support from the LA SENDCO Network, and regular visits from SEND specialist teachers who provide advice and support to staff to support the success and progress of individual pupils.

In addition to this, there is ongoing training within school as follows:

- planned CPD opportunities;
- courses,
- regular school self-evaluation,
- observations,
- cycle of performance management linked to teachers' standards, observations and
- regular planning and assessment meetings.

11. Transitions/Next Steps

Children are supported to join the next stage of education or life in many ways. These include:

- Transition meetings across phases and year groups between teachers and SENDCO.
- Arrangements are made for children to visit their new classrooms as they move through the year groups.
- Transition books including photographs of the new classroom and drawings of new teachers are given to vulnerable children to take home over the summer holidays to reduce anxiety.
- Links with local secondary schools for transition for SEN and vulnerable children.
- EYFS – Home visits and a programme of induction activities to enable children to settle quickly into school and to initiate relationships between school and home.
- Links with pre-school and other early years childcare providers.

- EHCP annual review meetings.
- Meetings with parents/carers.

In addition, Needs Based Plans and intervention records are working documents that are updated as an on-going process to inform future teaching and learning for children with SEND.

12. Complaints

We hope that our families and children have a happy and fulfilling time at our school. If a need to raise a complaint arises, please see our complaints procedure which is available both on our school website and via school office.

Mrs S Brooker
September 2024