



**Special Educational Needs & Disability Policy and
SEND Information Report
2023 -2024**

Approved by: Kate Espley

Date: November 2023

Last reviewed on: November 2023

Next review due by: November 2024



Holywell Primary School, Upchurch

Special Educational Needs and Disability Policy

*Holywell School is a safe school and follows
Government PREVENT protocols to ensure it stays that way.*

Aims and Objectives

At Holywell Primary School, we are committed to ensuring every child reaches their optimum potential including children with Special Educational Needs and Disabilities (SEND). We believe every child deserves to be safe and loved and to have a happy and healthy childhood free from harm. By providing a safe, supportive and secure environment where self-confidence can grow, we actively encourage children to feel valued and give every child the entitlement to a sense of achievement. We aim to identify, at the earliest opportunity, all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development. We involve parents, children and others in developing a partnership of support, which allows every child full access to a broad, balanced and suitably differentiated curriculum relevant to the children's needs. Every teacher is a teacher of every child including those with SEND.

Our main objectives for Special Educational Needs are as follows:

- To identify early pupils with SEN and to enter such children on the SEN list
- To provide equal opportunities for SEN children by providing access to a broad and balanced curriculum appropriate to individuals' special needs
- To systematically assess children's abilities and set learning targets for them to achieve in order that they may make optimum progress towards overcoming their difficulties
- To nurture home-school relations in providing for SEN and in developing children's skills
- To provide a clear framework for teachers and classroom assistants to implement the Code of Practice through a staged approach
- To inform parents as soon as possible when a child is identified as showing a cause for concern and explain school partnership and procedure
- To use appropriate support services promptly following a specific concern
- To use a range of media to update staff knowledge and understanding of specific difficulties.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report



This policy also complies with our funding agreement and articles of association.
This policy should be read in conjunction with the following school policies

- Behaviour Policy
- Equality Policy
- Safeguarding Policy
- Admissions Policy
- Attendance Policy

This policy was developed through consultation with parents/carers, the governing body and staff employed by the school. The policy will be reviewed annually.

Convention on the Rights of the Child

At Holywell Primary we respect the rights of the children and adults in our school family, community and beyond and aim for each school policy to adhere to articles from the ***UN's Convention on the Rights of the Child***.

In this policy, we are working towards the following articles:

Article 3 - The best interests of the child must be a top priority in all things that affect them

Article 6 – Every child has the right to survive and achieve their full potential

Article 8 – Every child has the right to an identity

Article 12 - We aim for all members of the school community to treat each other with respect

Article 18 – Parents must ensure they consider what is best for the child and seek help when necessary

Articles 19, 37 and 39 – Children have the right to be protected from being hurt or mistreated

Articles 21 and 36 – Children have the right to be cared for and protected

Article 28 - Every child has the right to an education



Definition of SEND

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 if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them 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 (2015, p 15)*



Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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 (2015, p16)*

Roles and responsibilities

The SENCO

The SENCO is Jacqueline Warner

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school



The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

SEND information report

1. The kinds of Special Educational Need for which provision is made at the school

Holywell Primary School is a mainstream primary school. We can make provision for every kind of frequently occurring Special Educational Need without an Education, Health and Care Plan (EHCP). These special educational needs are within the four broad categories of need as set out in the SEN Code of Practice:

Communication and Interaction needs - this includes students who have speech, language and communication difficulties, and slower processing difficulties and includes students with autism spectrum conditions;

Cognition and Learning needs - this includes students who have learning difficulties and specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia;

Social, Emotional and Mental Health needs - this includes Attachment Disorder or ADHD.

Sensory and/or Physical needs - this includes students who have visual or hearing needs, or a physical disability that affects their learning.

There are other kinds of special educational need which do not occur as frequently and we can access training and advice so that these kinds of needs can be met. For example, a medical need such as epilepsy or severe allergies.

The school also currently meets the needs of pupils with more complex needs who have an Education, Health and Care plan with the following kinds of special educational need:

- Autistic Spectrum Disorder
- Concentration and Attentional Difficulty
- Learning Difficulty



Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Information about the Identification and Assessment of pupils with SEND

At Holywell Primary School we monitor the progress of all pupils throughout the year to review their academic progress. We use a range of assessments with all pupils at various points including:

- Baseline assessments
- NELI and speech and language link when children begin at the Foundation Stage
- Phonics screening assessments
- Teacher Assessments (3x a year) in Reading, Writing and Maths
- PIRA (Progress in Reading Assessments), PUMA (Progress in Maths Assessments) and GAPS (Grammar Punctuation and Spelling Assessments) to obtain standardised scores
- Key Stage 1 SATs
- Year 4 Multiplication Test
- Key Stage 2 SATs

The Senior Leadership Team also monitor children's progress and learning through lesson drop ins and book looks. Each class teacher is aware of the provision they must make in class to ensure all needs are being met.

If a teacher has concerns about a child's progress despite class provisions put in place, they will discuss these concerns with the SENCO. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attendance and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Following this, even if a special educational need has not been identified, we may put in place interventions to enable the pupil to catch up. Examples of extra support are in class targeted support or small group interventions, precision teaching, pre-teaching.

If a pupil does not make adequate progress, despite high-quality teaching targeted at their areas of weakness, in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.



At Holywell Primary School we are experienced in using the following assessment tools: SNAP, Dyslexia screening, Language and Speech link assessment, Visual Stress Assessment. We also we have access to external advisors who are able to use a range of more specific assessment tools.

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 support plan (provision map) reviewed regularly and refined/revised if necessary.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into consideration the views of the parents
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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.

If a child continues to make below expected progress despite all of the above, the SENCO, in consultation with the parent, will consult other professionals at the LIFT meeting which is held termly for further support. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

3. Information about policies for making provision for pupils with Special Educational Needs whether or not they have EHC Plans

How do we evaluate the effectiveness of our provision?

Each review of the SEN support plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2015, 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 an 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. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

How do we assess and review the progress of pupils?

If a child is identified as having a special educational need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of Quality First Teaching Strategies with the intention to support them to overcome barriers to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

- **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments such as SNAP.
- **Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a SEN Support plan and will form the basis for review meetings.
- **Do** - providing the support – extra assistance for learning such as Better Reading Partnership and Precision Teaching – as set out in the plan.
- **Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review.

The progress of all pupils is tracked throughout the school through pupil progress meetings. Pupil progress is also monitored closely by the SENCO. In addition, we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations. When we run special intervention programmes for groups of pupils, we use entry and exit data to assess how successful they have been. We use this information to decide on how best to continue with support in the future, this is analysed termly by the SENCO with the Class Teachers. The SENCO also regularly meets with the SEND Governor to discuss the effectiveness of SEND provision.

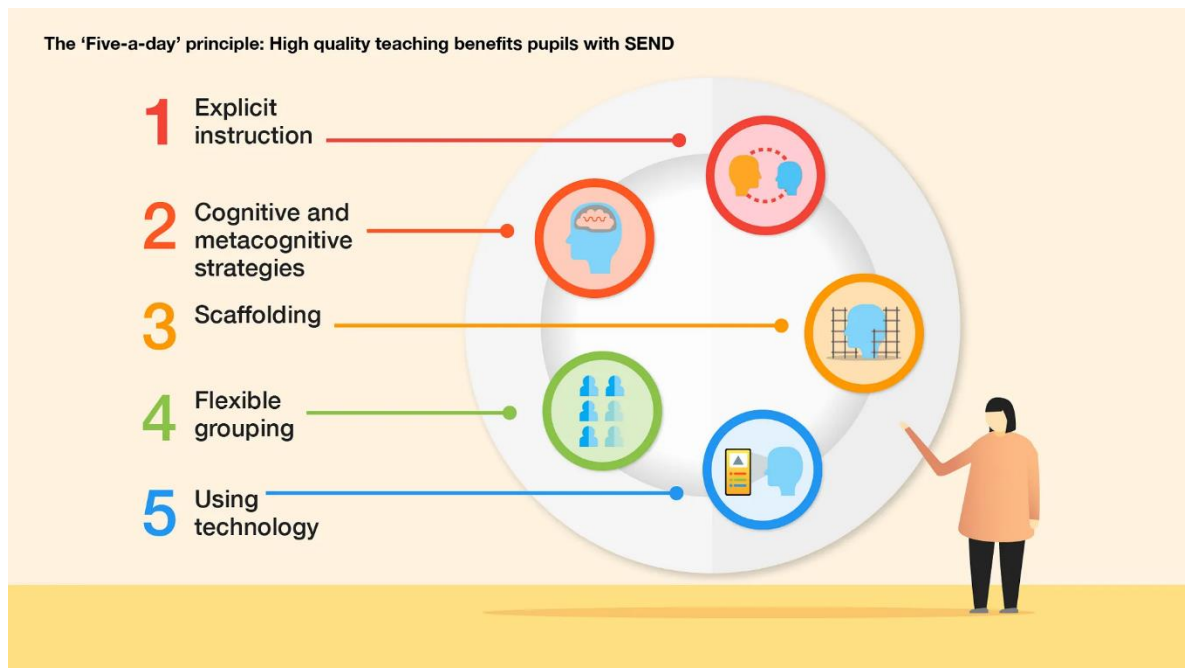
How do we teach pupils with SEN?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. 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. We 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 (2015, 6.37)*

Children at Holywell School receive high quality teaching through the 'Five a Day' approach to Teaching and Learning. This may include specific and targeted group or individual work. This is known as Quality First Teaching. Our teaching is based on building upon what the children already know, can do and understand. The 'Five a Day' approach can be seen below:



In Holywell Primary School the quality of teaching is judged to be good and outstanding.

We follow the Mainstream Core Standards which can be found at:

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/themainstream-core-standards>

This advice has been developed by Kent County Council to ensure 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, and the use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

We will also provide the following interventions:

- Little Wandle Catch up Phonics programme



- Better Reading Partnership
- ELSA
- Clever Fingers and Clever Hands fine motor skills programmes
- Precision Teaching
- Lego Therapy
- Time to Talk/ Socially speaking programme of social interventions
- Black Sheep Speech and Language resources
- Memory skills programme
- Sensory resources
- Fizzy and Beam motor skills programmes

A full range of resources to support quality first teaching for all pupils in the form of ear defenders, move and sit cushions, visual task boards, fidget objects, calming resources, etc.

How do we adapt the curriculum and learning environment for pupils with Special educational needs?

At Holywell 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 Education, Health and Care Plans.

In accordance with our Accessibility Plan, we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We have also made these adaptations to further support SEND in Holywell Primary School:

- We have soft surface in the outside area of our Foundation Stage classroom which is one level and wheelchair accessible. The outside area of Year 2 class is one level.
- All KS1 Teachers and TAs have completed Little Wandle Phonics training and ways to support catch-up sessions.
- We have wheelchair-accessible doors in the Year R, Year 1 and Year 2 classrooms and the Frank Smith Intervention Room.
- The disabled toilet is fitted with an adjustable bed and sink and toilet support to enable getting on and off.
- We have a pastoral and intervention room and a small Calm Room that allows pupils to regulate their emotions when they are feeling unsettled.
- All staff have received Team Teach training on de-escalation strategies and positive handling.
- We have wheelchair-accessible internal and external routes around the whole school.



- There are disabled parking bays in close proximity to the main entrance. There is also a pedestrian crossing.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages a SEN budget, used to ensure that all pupils have access to the equipment needed to meet their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.
- The school has an outside learning area.
- The school has an Accessibility Plan which is reviewed each year.

We are continuing to improve our SEND provision by:

- The new SENCO is to attend SENCO accredited training at CCCU by July 2023
- All TAs will be trained in Lego Therapy
- Training opportunities are shared with TAs and TAs are invited to staff meetings.
- Internal training and rolling programme to update and train Teachers and TAs on interventions and SEND practice.
- TAs to be trained in managing difficult behaviours (training to take place at MIDAS with STLS)

Holywell Primary School adheres to the following inclusive principles:

- Staff value pupils of different abilities and support inclusion so that all learners can access mainstream education.
- Staff and pupils will be constantly involved in the best ways to support all pupils needs within the school.
- There is flexibility in approach in order to find the best provision for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. This approach will benefit all learners, not only those with special educational needs.
- We aim to ensure that all learners feel welcome and valued and that they get the right support to help them develop their talents and achieve their goals.

What additional support for learning is available for 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 can offer is on our provision map.

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 to the school. The definition of a High Needs Pupil (HNP) is a pupil who has additional SEN need costing £6,000 or more. The pupil does not need to have an Education Health Care Plan (EHCP) to access the funding. Holywell Primary School must submit an application via the SEN Portal with permission from parents, including



proof of the interventions in place for the child concerned and the impact of those interventions over two terms.

How do we enable 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 Holywell School are available to pupils with special educational needs either with or without an 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

What support that is available for improving the emotional and social development of pupils with special educational needs?

At Holywell School we understand 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 and Talking 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 e.g. Talking Time with the Family Liaison Officer, mentor time with a member of Senior Leadership Team, external referral to CAHMs or SATEDA, time-out space for pupil 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.

4. The name and contact details of the SENCO

The SENCO at Holywell Primary School is Mrs Warner, who is a qualified teacher and holds the National Professional Qualification for Senior Leaders. She is due to start the National Award for SEN Co-ordination at Canterbury Christchurch University in January 2023.

Mrs Warner is available on 01634 388416 or senco@holywell.kent.sch.uk. Please contact the school office directly on the above number or at office@holywell.kent.sch.uk to make an appointment to meet with her.

5. Training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Teachers and teaching assistants have received a range of relevant SEND training which is regularly updated in line with the needs in school and staff CPD. Staff at Holywell Primary School have had a variety of awareness training consisting of:



- Sensory Circuits
- Attachment and Trauma
- Team Teach de-escalation and positive handling
- Clever Fingers
- Better Reading Partnership
- Inclusion for children with dyslexia
- Little Wandle Phonics
- Grief and Loss
- 1st Class @ Number
- Memory Games
- Speech and Language Link
- Autism
- Autism in Girls
- ADHD

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 Educational Psychologist, Speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists etc. The cost of training is covered by the notional SEN funding. We can also collaborate with other schools in the EKC Trust to deliver effective SEN provision and draw on our colleagues' expertise.

6. Equipment and facilities to support children and young people with special educational needs

Where external advisors recommend the use of equipment or facilities that the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7. Arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Holywell Primary School are invited to discuss the progress of their children twice a year and receive a written report once a year. We are happy to arrange meetings outside these times if needed. We invite parents and carers in for Celebration Afternoons and send termly newsletters about the curriculum and events. Our website contains class information and advice on supporting children at home. Home Learning is shared on Google Classroom and we regularly correspond with parents using Parent Mail. We know sometimes, parents have more personal queries so they can contact class staff using the class email address or arrange a meeting.

As part of our normal teaching arrangements, all children will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this will not imply the child has a special educational need. All such provision will be recorded, tracked and evaluated on our class provision maps.



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 all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

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

8. 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 the 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. 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 the school

The normal arrangements for the treatment of complaints at Holywell School are used for complaints about provision made for special educational needs. We encourage parents to discuss this, in the first instance, with the class teacher and if they have further concerns to speak to the SENCO or Family Liaison Officer. If they are still unhappy they are to speak to the Assistant Head Teacher or Headteacher before making the complaint formal 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 contracted. 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 an EHCP 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. Governing Body involvement of 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
- Link to Disabled Children's Service for support to families for some pupils with high needs via Specialist Teaching and Learning Service.
- Access to local authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services/Educational Psychology for pupils requirements for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN etc
- Cluster meetings of SENDCOS within the Trust chaired by the CEO.

11. 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)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions and feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12. How do we support pupils with special educational needs transfer between phases of education or in preparing for adulthood and independent living?

We understand transition can be difficult for some children especially pupils with SEND. We support our SEND children when they transfer to a new key stage or another school by meetings with their new staff, when possible, social stories and talking time and liaising with



the children and parents. When children are transferring to our school, we work closely with their previous school to seek the information that will make the move as seamless as possible. We also contribute information to a pupil's next setting and invite a senior representative from the school to visit the children. We support Year 6 pupils moving into KS3 by encouraging our pupils to participate in the transition sessions in Term 6. Our SENCO will contact and communicate with the SENCO in Secondary Schools and pass on important information and reports about SEND pupils.

13. 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> (Kent) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Monitoring arrangements

This policy and information report will be reviewed by the SENCO and Headteacher **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links to other policies

This policy links to the following documents

- Accessibility plan
- Mental Health and Emotional Wellbeing
- Intimate Care Policy
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy