



# Derry Hill School

SEND Policy

## **Rationale**

At Derry Hill School we believe that each child should be valued as an individual and that all children in the school are encouraged, valued and accepted equally, regardless of their ability and behaviour. All children should have the right to a broad and balanced curriculum, including extra-curricular activities where appropriate, and full access to the National Curriculum. We believe in recognising children with Special Educational Needs and Disabilities (SEND) and providing them with a caring environment in which to achieve their full potential.

This policy is designed to help us identify children with SEND and to provide the most appropriate support to help them achieve their full potential.

## **Definition of Special Educational Needs**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

[Code of Practice (2015)]

## **Disability**

The Equality Act 2010 defines a person having a disability if they have:-

*“a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”*

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN but are covered under the 2015 SEN Code of Practice.

## **Special Educational Provision:**

Is educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

[Code of Practice (2015)]

We acknowledge current legislation and recognise that a percentage of our children may have SEN at some stage in their school career. Some children may have an Education, Health and Care plan (EHC plan) which sets out statutory requirements for their support, whilst others will be supported under School Support.

We are aware that all children may have special needs on a short or long term basis and strive to provide the most effective education possible for the individual child. Needs and provision are reviewed at least three times a year.

## **Aims**

- To deliver specific provision for those identified, which meets their needs and enables them to thrive.
- To identify at the earliest opportunity those children with Special Educational Needs.
- To provide access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs and which enables all children to reach their potential.
- To foster an awareness of special educational needs amongst staff and to ensure that all involved adults are trained to meet those needs.
- To provide a pupil led way of communicating needs to all who work with the pupil such as a one page profile, Individual Target Tracker (ITT) or My Support Plan.
- To track the progress of children receiving additional support, by setting targets that are specific,

measurable, achievable, realistic and time related and recording and monitoring these through individual target tracking documents.

- To involve children and parents in the identification and review of targets.
- To work closely with parents so that their views and concerns are heard and school and home can work in partnership to support their children.
- To communicate efficiently with concerned parties through an organised record keeping and reporting system.
- To raise the self-esteem of children with Special Educational Needs by acknowledging the progress they have made.
- To ensure that all children with special educational needs are taught how to be safe and that all adults working in the school are aware of, and act on, the additional safeguarding risks for these children.
- To create costed Provision Maps to detail the additional provision being made for individual pupils when required.

### **Objectives**

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised.
- To ensure that steps are taken to apply for additional support, for example in the form of an Education Health and Care Plan (EHCP) should it become apparent from the monitoring cycle that the child's needs require support additional to that which can be provided under school support.
- To plan an effective curriculum to meet the needs of children with Special Educational Needs such as in our provision map, and, where necessary, ensure that the targets set in Individual Target Trackers are specific, measurable, achievable, realistic and time related.
- To work in close partnership with, and involve, parents/carers of children who have Special Educational Needs.
- To involve children and parents/carers in the identification and review of their child's targets when they have Individual Target Trackers or My Support Plans.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have Special Educational Needs.
- To develop staff understanding of the additional safeguarding risks for children with Special Educational Needs and ensure that they are confident in recognising and acting on concerns.

### **Roles and Responsibilities within the School**

#### **The Governing Body**

Our governing body will:

- Ensure that the SENCO **must** be a qualified teacher working at the school. A newly appointed SENCO **must** be a qualified teacher and where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award in Special Educational Needs Coordination within 3 years of appointment.
- Do their best to secure the necessary provision is made for any child who has Special Educational Needs. This will include ensuring that Special Educational Needs funds are used appropriately to support Special Educational Needs children. This is especially important in respect of named pupil allowances for children with EHCPs.
- Ensure that where the head teacher or the appropriate governor, has been informed by the LA that a child has Special Educational Needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have Special Educational Needs.

- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child.
- Consult the LA and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Report to parents/carers on the implementation of the school's policy for children with Special Educational Needs in the school's SEND Information Report and on the website, including the name of the person responsible for co-ordinating SEN provision.
- Ensure that a child with special educational needs joins in the activities of the school together with pupils who do not have a special educational need, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.
- Have regard to the Special Educational Needs Code of Practice (2015) when carrying out their duties toward all pupils with Special Educational Needs.
- Have a written SEND policy.
- Recognise that Special Educational Needs is an area where much confidential information relating to children is needed in order to assess and provide appropriate provision.

The governing body play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Improvement Plan and the school's self- evaluation process.
- The quality of SEN provision is continually monitored.
- The SEN policy is reported on the school website and children's progress is reported in the school profile.

The governors will report annually on the implementation of this policy to include:

- The name of the Special Needs Coordinator.
- The name of the Special Needs Governor.
- Significant changes to the policy/documentation.
- Any audits of Special Educational Needs provision.
- The school development plan objectives with regard to Special Educational Needs.

### **The Head Teacher**

The Head Teacher:

- Is involved with meeting the needs of each child identified as having Special Educational Needs.
- Keeps the Governing Body fully informed and also works closely with the Special Needs Coordinator.
- Ensures any relevant SEN training is undertaken by staff.

### **The Special Educational Needs Coordinator**

Currently the SENCO is Mrs Emma Asfaw, who is responsible for co-ordinating the provision of Special Educational Needs throughout the school. The SENCO has achieved the National Award in Special Educational Needs Coordination.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising a on graduated approach to providing SEND Support;

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all children with SEND up to date.

[Code of Practice (2015)]

The Special Educational Needs Coordinator has two days a week assigned to the post.

### **Class Teacher's role**

All class teachers are required to ensure that the individual needs of all pupils within their class are met, and that all pupils feel valued and secure within their lessons. They ensure that all pupils have access to a broad and balanced curriculum and that targets are set to enable all children to make progress.

The class teacher is responsible for overseeing and monitoring additional provision for children in their class, and keeping accurate and up-to-date records of progress. They are the first point of contact for parents if there is a concern about a child's progress and will liaise with the SENCO to ensure that each child's strengths and needs are understood.

### **Teaching Assistant's role**

Teaching assistants play an integral role in the support of children with additional and different needs at Derry Hill School. We are fortunate to have at least one teaching assistant, including 4 Higher Level Teaching Assistants, working in each class every morning, as well as an Emotional Literacy Support Assistant (ELSA) and specific Teaching Assistants for identified children.

Teaching assistants work alongside teachers within lessons, ensuring that children can access the work set for them. They lead small group sessions for children who require additional support with differentiated tasks and they also lead, assess and evaluate specific intervention schemes that run throughout the school. Teaching assistants contribute valuable information to provision meetings and pupil progress meetings.

### **Mid-day Supervisor's role**

Our mid-day supervisors and kitchen staff work with the ELSA in co-ordination with the SENCO to make sure that they are able to provide appropriate support to pupils with additional needs over the lunchtime period. This includes physical support with meals as well as support in managing social situations and play.

### **SEND Lead Worker's role**

Special Educational Needs and Disabilities (SEND) Lead Workers are Local Authority staff who liaise with families and schools of children who are applying for, or have been issued, a statutory My Plan (Education, Health and Care Plan). They are split into two teams, one that oversees the application and assessment process and one that oversees the review process once children have been granted an EHCP. Children are allocated a specific worker at each of these stages, and they act as a single point of contact for the child / family and co-ordinate actions agreed by practitioners

and the family to try to avoid potential duplication. Their aim is to get to know the child very well over time and hence be able to help empower the child to make decisions and be heard.

### **Arrangements for co-ordinating provision for children with SEND**

The needs of the majority of children will be met in the classroom through quality first teaching. Teachers are expected to make every effort to ensure that children with Special Educational Needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in one to one or small group work or to be withdrawn from the classroom for specific, timed activities related to their needs. This may be delivered by the teacher, teaching assistant, head teacher or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

### **Admission Arrangements**

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire Policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met.

If a child is transferring into school with an Educational Health and Care Plan (EHCP/ My Plan), the school will respond within the specified timeline to the consultation from the Local Authority and the continuation of their support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

### **Anti-Bullying**

Every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We intend that the Anti-Bullying Policy is clearly understood and shared by all, children, staff and parents. The anti-bullying policy takes its place within the general aims of the school. It has close links to the SEAL, Child Protection, Behaviour, Anti-racism and PSHE policies and is set within the framework of The Every Child Matters Agenda.

### **Specialist Facilities**

There are no specialist facilities or special unit in the school.

### **Resources**

Most of the resources used by children having Special Educational Needs are available within the classroom. Money may also be spent on further additional resources, specific intervention schemes or training, staffing costs and time allocated to the SENCo to manage the support for Special Educational Needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCo.

### **Identification and assessment arrangements and review procedures**

At Derry Hill School, we aim to identify and assess children with Special Educational Needs as early as possible in order to provide the help and support they require.

Our assessment procedures are an integral part of the planning cycle and are designed to inform and help the teacher and to guide the teaching and learning. Details of these are outlined in our Assessment Policy.

Procedures on the identification and assessment of children with Special Educational Needs follow the process outlined in the Code of Practice (2015). The code recognises that children's needs and requirements may fall within or across four broad areas: These are:

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

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children at Derry Hill School. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used to guide the way these might be developed.

Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through SEN Support. This process will be documented under the school's Concerns log.

### **School Concern**

Class teachers identify a child whose learning or behaviour is causing concern. A concern sheet will be filled out in consultation with the child's parents/carers. A GRSS (Graduated Response to SEND Support) may also be completed to help identify any areas of concern which may indicate a Special Educational Need and the SENCO may also carry out additional assessments to increase understanding of the child's needs. Appropriate intervention will then be given to help the child progress. If the intervention is successful then the child may be removed from the concern list. If, however, progress is limited, then the child will be put onto SEN Support and an Individual Target Tracker will be established.

### **SEN Support:**

Once a potential special educational need is identified, four types of action should be taken to put effective support in place (Assess, Plan, Do, Review). These actions form a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach; it draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

As part of this process an Individual Target Tracker (ITT) will be written in conjunction with the parents/carers and pupil to detail areas of strengths, where help is needed and how support can be given. Additional support will be recorded in the schools provision map and targets set for individual children will be reviewed on the Intervention Review Sheets. All adults who lead an intervention/support programme will record outcomes from individual sessions in order to inform future sessions.

## **Assess**

Before identifying a child as needing SEN support the class teacher, working with the SENCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how a child is developing.

This assessment should be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENCO should contact them if the parents agree. This would be done initially through raising the child in a Solutions Surgery, where the teacher can discuss a child with the professional and get advice and strategies to trial in school. If more in depth advice is required, a referral to the relevant service would be made through the Local Authority DART (Digital Assessment and Referral Tool) or through the Wiltshire Children's Services HCRG referral forms.

## **Plan**

Where it is decided to provide a pupil with SEN Support, the parents **must** be notified. The teacher and the SENCO should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

## **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

## **Review**

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in

light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil.

[Code of Practice (2015)]

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through behaviour and discipline approaches used in school.
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. Derry Hill School uses the LA's 'Wiltshire Graduated Response to SEND Support' (GRSS) to identify children with Special Educational Needs. It provides guidance on progression routes and review procedures to enable the school, professionals and parents/carers to make effective decisions about provision. When we have all the available information we will consider with the parents/carers and, where appropriate, the child, the next strategy for action. This may involve engaging the child in an appropriate programme as part of our Provision Map. Both provision and progress made will be reviewed with parents at parent evenings or SEN Support review meetings, at least three times a year.

The child's ITT will be amended to reflect these new targets after consultation with these agencies, parents/carers, the child and the SENCO and class teacher. We ensure that parental consent is sought before any outside agencies are involved.

An ITT will include:

- The child's strengths and weaknesses in their voice
- The date the ITT was written.
- The names of staff and/or outside agencies involved with the targets.
- Longer term outcomes.
- Short term targets.
- The teaching strategies and provision we will provide.
- When we will monitor and review the plan.
- How we will judge progress including the exit criteria.
- Any outcomes after a review.
- The signature and comment from parent/carer and, where appropriate, the child.

All ITTs are reviewed at least three times a year and targets are discussed at parents/carers' evening and/or individual appointments. The first ITT in the year will be set at the end of Term 1 so that teachers get to know the children in their class before reviewing and setting new targets.

Where despite all our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment. The first

step towards this is to write a My Support Plan for the child, which provides a greater breadth of information to the ITT and forms the basis of an application for an EHCP Needs Assessment. This My Support Plan should be reviewed to provide the evidence that an EHCP assessment is necessary. This assessment may or may not result in the LA issuing an Education, Health and Care Plan. Where a child has an EHC plan, we will carry out an annual review to which parents, outside agencies, the Special Needs Coordinator and other staff where appropriate, will be invited to attend. The child will also be asked to attend for a short period to discuss how they feel that they are getting on at school.

### **Education, Health and Care Plan**

Children are granted an EHCP from the Local Authority where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to mainstream schools.

EHC plans **must**:

- be focused on the outcomes the child seeks to achieve across education, health and care.
- set out how services will work together to meet the child's needs and in support of those outcomes.
- be based on a co-ordinated assessment and planning process which puts the child and their parents at the centre of decision making.

The local authority **must**:

- decide whether or not to proceed with an assessment.
- inform the child's parent of their decision within a maximum of six weeks of receiving a request for an assessment (or having otherwise become responsible).
- give its reasons for this decision.
- notify the other parties listed below:
  - a. The child's parents
  - b. The health service (relevant Clinical Commissioning Group or NHS England)
  - c. Local authority officers responsible for social care for children with SEN
  - d. The child's head teacher (or equivalent)

If the local authority intends to conduct an assessment, it **must** ensure the child's parent is fully included from the start and made aware of their opportunities to offer views and information.

The whole assessment and planning process, from the point an assessment is requested or that a child is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks (subject to exemptions set out below).

Where there are exceptional circumstances it may not be reasonable to expect local authorities and others partners to comply with the time limits above. Regulations set out specific exemptions. These include where:

- Appointments with people from whom the local authority has requested information are missed by the child or young person.
- The child is absent from the area for a period of at least 4 weeks.
- Exceptional personal circumstances affect the child, or his or her parent.
- The educational institution is closed for at least 4 weeks, which may delay the submission of information

from the school or other institution.

The school will communicate with the local authority throughout this process and seek updates should a decision on an EHC assessment not have been received within the expected period.

### **Personal Budget**

A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHC plan. By having a say in the way this budget is used, a parent or young person can control elements of their support.

There are four ways parents and/or young people can choose to control their personal budget:

- a. Direct payments – where individuals receive the cash to contract, purchase and manage services themselves.
- b. An organised arrangement – where the authority retains the funds and commissions the support specified in the plan (these are sometimes called notional arrangements and can also be used where contractual or funding arrangements mean that cash cannot be released as a direct payment or where economies of scale may be present).
- c. Third party arrangements/nominees – where funds are paid to an individual or another organisation on behalf of the parent/young person and they manage the funds.
- d. A combination of the above.

EHC plans can be used for on-going monitoring of progress and can be reviewed regularly in whole or in part – particularly where agreed dates for specific outcomes to be achieved have been reached before an annual review is due.

#### **Reviews *must*:**

- focus on the child's progress towards achieving the outcomes specified in the EHC plan and whether the outcomes remain appropriate.
- be undertaken in partnership with the child and their parent or the young person.
- take account of their views, wishes and feelings.
- be undertaken in full consultation with the school or other institution attended by the child.

Local authorities **must** arrange for a review of a child's EHC plan at least annually. The first review **must** be held within 12 months of the date of the issue of the EHC plan. Professionals across education, health and care **must** co-operate with local authorities during reviews. Review of the EHC plan should include the review of any personal budget arrangements including the statutory requirement to review any arrangements for direct payments.

[Code of Practice (2015)]

### **Evaluation of our Policy**

This policy will be evaluated against the objectives stated at the beginning by:

- An analysis of all teachers' planning by relevant leaders within the school, to ensure that a differentiated approach is taken and that the needs of SEND pupils are identified and reflected in planning.
- Parents/carers are involved with individual targets set with the children.

- Children are involved in discussing, constructing, reviewing and having their views recorded on their own ITTs, one-page profiles or reviews.
- Targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time bound targets.
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the Provision Map and are involved in their development.
- The School Improvement Plan and SEF priorities include the provision for SEN.
- Undertaking a value for money review of our Special Educational Needs funding.
- Any external evaluation or inspection.

#### **Success Criteria:**

- All planning reflects targets and any previously identified need.
- The majority of those children identified and needing ITTs reach their target as judged through objective testing and/or teacher's professional judgement and can move on to the next step in their personal development /or no longer need additional support.
- All ITTs include written/recorded comments from parents/carers and children, and where necessary outside agency involvement.

#### **The Complaints Procedure**

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCO and/or the Head Teacher. Should the matter still be unresolved, the parents/carers should contact the Chair of Governors and finally the complaint should be taken to the LA and/or Secretary of State.

#### **Continuing Professional Development**

Through the monitoring and evaluation of our provision, the SENCO, with the head teacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives, and may also be linked to the needs of specific children at the school or who are due to join. Staff who attend further courses will feedback through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during annual evaluation of the school's overall SEN provision.

#### **Links with other schools and agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with Special Educational Needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the Educational Psychologist, Specialist SEN Support Service, Physical and Sensory Impairment Support Service, Speech and Language Service, Behaviour Support Service, health and LA

personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings, where necessary. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from local secondary schools usually visit us and specialist staff from the Learning Support Team at the schools maintain close liaison, which continues into Year 7, where necessary.

### **Involvement of Parents/Guardians and Children**

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the ITTs, where necessary. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners with the school. All children are involved in making decisions, where possible, as soon as they start at school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure during their school years.

At Derry Hill School, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement and Development Plan through the school council. We encourage them to take ownership for their learning targets by discussing them and what they can do to improve. For children with Special Educational Needs, this includes discussing the strategies for their success. We encourage them, wherever possible and appropriate, to take part in reviewing their progress and in setting new goals and challenges.

### **Further information:**

For further information on SEND provision in Derry Hill Primary School please see our SEND Information Report available on the school website <https://www.derryhillschool.co.uk/page/?title=SEND&pid=22> or contact the school to speak to Mrs Asfaw, SENCO. For further information on SEND provision in Wiltshire, please refer to the Local Offer <https://localoffer.wiltshire.gov.uk/>

**Date of policy last review:** November 2023

**Reviewed by:** Mrs Emma Asfaw

**Ratified by:** FGB

**Date of next review:** November 2024