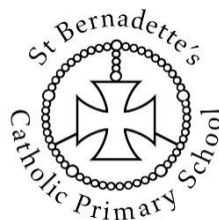


Special Educational Needs and Disabilities (SEND) policy

Date: July 2026



Approved by:	FGB	Date: July 2026
Last reviewed on:	July 2026 New format	
Next review due by:	July 2027 annually unless otherwise required due to new legislation	

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [Working together to improve school attendance \(September 2024\)](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs Melanie Smith (smithm@stbernadetteschool.com). The SENCO is a qualified teacher and has completed the National Award for SEN Co-ordination. The SENCO has sufficient time and resources to carry out their duties, approximately 2.5 days per week, this includes time for meeting with staff, parents/carers and external agencies, monitoring and evaluating SEND provision, maintaining records and preparing reports and professional development.

The SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Mrs Izabel Kocan

The SEND governor will:

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

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Supporting pupils with different needs to express their views:

We recognise that pupils have different ways of communicating and we will adapt our approach to ensure all pupils can participate meaningfully. This may include:

- Using visual aids, symbols or pictures for pupils with communication difficulties
- Providing information in accessible formats (e.g., large print, audio, simplified language)
- Using pupil-friendly questionnaires or surveys
- Holding one-to-one conversations in a quiet, comfortable environment
- Using digital tools or apps that support communication
- Involving speech and language therapists or other specialists to help facilitate communication
- Allowing pupils to express their views through drawing, play or other creative methods

- Ensuring sufficient time for pupils to process information and formulate responses

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

The government has announced plans to introduce a requirement for schools to publish an annual Inclusion Strategy from December 2026, subject to legislation. This policy will be updated once the new requirements are confirmed.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Similarly, some pupils may have SEN even if they are making expected progress or working at age-related expectations. This may be because they are only able to maintain this level of progress with significant additional support or intervention. The key factor is whether the pupil requires provision that is additional to or different from that made generally for other pupils of the same age.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English. Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEN. Where there are concerns about behaviour, we will carry out an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication, or mental health issues.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies

- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account any concerns the parents/carers have
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our system and will be made accessible to staff in a one-page profile and a support plan (currently called Home School Plans, transitioning to Individual Support Plans during the 2026-2027 academic year).

These support plans form part of the pupil's educational record. They are stored securely so they can be accessed by relevant staff who need the information to support the pupil effectively. Home School plans will include:

- The pupil's areas of strength and difficulty
- The outcomes we are seeking to achieve
- The support and interventions in place
- Teaching strategies and approaches to be used
- The roles and responsibilities of staff, parents/carers and the pupil
- The date for review

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. The notional SEND budget is the element of the school's overall budget that is allocated specifically to support pupils with SEND. This funding is used to provide additional support, interventions, resources and specialist equipment for pupils on the SEND register.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice
- Monitoring by the SENCO

- Holding annual reviews for pupils with EHC plans. The purpose is to review progress towards outcomes and whether the plan needs amending. Parents/carers, the pupil (where appropriate), and relevant professionals will be invited. The school must provide a report at least 2 weeks before the meeting. The school must complete the review within 12 months of the plan being issued or the previous review
- Getting feedback from the pupil and their parents/carers

8.6 Annual Reviews for Pupils with EHC Plans

The school must hold an annual review meeting for every pupil with an EHC plan. The purpose of the annual review is to:

- Review the pupil's progress towards achieving the outcomes specified in the EHC plan
- Review the special educational provision made for the pupil
- Consider whether the EHC plan needs to be amended or should be discontinued
- Set new outcomes and targets for the coming year
- Ensure that support remains appropriate to the pupil's needs

The annual review process:

1. **Timing:** The first annual review must be held within 12 months of the date the EHC plan was issued. Subsequent reviews must be held within 12 months of the previous review.
2. **Preparation:** At least two weeks before the meeting, the school will:
 - Circulate a report to all attendees summarising the pupil's progress towards outcomes
 - Gather and share written advice from all those invited to the meeting
 - Seek the views of the pupil and their parents/carers
3. **Attendees:** The school will invite:
 - The pupil's parents/carers
 - The pupil (where appropriate, taking into account their age and level of understanding)
 - A representative from the local authority (the LA must be invited to all annual reviews and will attend where appropriate)
 - The SENCO
 - The pupil's class teacher or form tutor
 - Any professionals involved in supporting the pupil (e.g., educational psychologist, speech and language therapist, social worker)
4. **The meeting:** During the meeting, we will:
 - Review the pupil's progress and the effectiveness of current provision
 - Discuss any changes to the pupil's needs
 - Consider whether the outcomes in the plan remain appropriate
 - Agree any changes needed to the support provided
 - Set new targets and outcomes for the year ahead
5. **After the meeting:** Within four weeks of the meeting, the school will:
 - Make recommendations about whether the EHC plan should be amended or discontinued
 - Send the updated report and paperwork to the Local Authority (LA) within two weeks (or 10 working days)
 - Follow up on any actions agreed at the meeting

8.7 Removing Pupils from the SEND Register

A pupil may be removed from the SEND register when they no longer require special educational provision that is additional to or different from that made generally for other pupils.

The decision to remove a pupil from the register will be made when:

- The pupil has made sufficient progress and can access the curriculum without additional support
- The pupil's needs can be met through quality first teaching and universal provision
- The graduated approach (assess, plan, do, review) indicates that SEN support is no longer required
- In consultation with parents/carers, the pupil, and relevant staff, it is agreed that the pupil no longer meets the criteria for SEN support

The process for removing a pupil from the register:

1. The class teacher and SENCO will review the pupil's progress and discuss whether SEN support is still needed
2. The SENCO will consult with the pupil (where appropriate) and their parents/carers about the proposal to remove the pupil from the register
3. The views of the pupil and parents/carers will be taken into account in making the final decision
4. If the decision is made to remove the pupil from the register:
 - Parents/carers will be informed in writing
 - The pupil's records will be updated
 - A plan will be put in place for monitoring the pupil's continued progress

Monitoring after removal from the register:

After a pupil is removed from the SEND register, the school will:

- Continue to monitor their progress through our usual assessment and tracking systems
- Ensure the class teacher is aware of the pupil's previous needs and any strategies that were effective
- Be alert to any signs that the pupil may need SEN support again in the future
- Maintain communication with parents/carers about the pupil's progress

If concerns arise about the pupil's progress after they have been removed from the register, the graduated approach will be used again to assess whether they need to be placed back on the register.

8.8 Transition Arrangements

We recognise that transitions can be particularly challenging for pupils with SEND. We are committed to ensuring smooth transitions at all stages of a pupil's education.

Transition into our school

When a pupil with SEND joins our school, we will:

- Liaise with the pupil's previous setting (nursery, pre-school, or another primary school) to gather information about their needs and the support that has been effective
- Request and review any existing support plans, assessments, or reports
- Meet with parents/carers before the pupil starts to discuss their child's needs, strengths, and any concerns
- Where possible, arrange visits for the pupil to become familiar with the school environment, their classroom, and key staff
- Prepare staff who will be working with the pupil, sharing relevant information about their needs and effective strategies

- Put necessary support, reasonable adjustments, and resources in place before the pupil starts
- Create a personalised transition plan for pupils with more complex needs, which may include:
 - Additional visits to the school
 - A visual timetable or social story
 - A transition booklet with photos of key people and places
 - Opportunities to meet their class teacher and teaching assistant
 - A 'buddy' system with another pupil

For pupils with EHC plans joining our school, we will:

- Hold a transition meeting with parents/carers, the SENCO, and relevant professionals before the pupil starts
- Ensure the provision specified in the EHC plan is in place from day one
- Arrange for staff to visit the pupil in their current setting, where appropriate

Transition between year groups within our school

To support pupils with SEND moving between year groups, we will:

- Hold transition meetings between current and new teachers to share detailed information about the pupil's needs, effective strategies, and what works well
- Ensure support plans are updated and shared with new staff before the start of the new academic year
- Arrange opportunities for pupils to meet their new teacher and visit their new classroom before the summer holidays
- Provide additional transition support for pupils who need it, such as:
 - Extra visits to their new classroom
 - A transition booklet with photos of their new teacher and classroom
 - Social stories about moving to a new class
 - A 'transition passport' created by the pupil, sharing information about themselves
- Update risk assessments and care plans as needed
- Ensure teaching assistants and support staff are briefed on any changes to support arrangements

Transition between key stages within our school

When pupils with SEND move from Key Stage 1 to Key Stage 2, we will:

- Recognise that this transition involves changes in expectations, curriculum demands, and sometimes changes in the school environment
- Provide enhanced transition support, including:
 - Additional visits to Key Stage 2 areas of the school
 - Opportunities to meet Key Stage 2 staff
 - Preparation for changes in routines and expectations
 - Social stories or visual supports about the transition
- Hold transition meetings between Key Stage 1 and Key Stage 2 staff to ensure continuity of support
- Review and update support plans to reflect the changing needs and curriculum demands of Key Stage 2

- For pupils with EHC plans, ensure the annual review considers transition needs and any adjustments to provision required for Key Stage 2

Transition to secondary school

When a pupil with SEND is moving to secondary school, we will:

- Share comprehensive information about the pupil's needs and the support that has been effective with the receiving secondary school (with parental consent)
- Provide copies of support plans, assessments, and any relevant reports
- Arrange transition meetings between our SENCO and the secondary school SENCO
- Facilitate additional visits to the secondary school for pupils who need them, which may include:
 - Extra transition days beyond the standard transition programme
 - Visits during quieter times of the school day
 - Opportunities to meet key staff, including the SENCO and form tutor
 - Tours of the building, focusing on key areas like the classroom, toilets, dining hall, and playground
- Create transition materials tailored to the pupil's needs, such as:
 - A visual map of the secondary school
 - A booklet with photos of key staff and locations
 - Social stories about secondary school
- Work with parents/carers to prepare their child for the transition, providing guidance on how they can support at home

For pupils with EHC plans:

- Ensure the Year 6 annual review (or the review in the year before transition) focuses on transition planning
- Invite a representative from the secondary school to attend the annual review
- Work with the LA to ensure the EHC plan is amended if necessary to reflect the secondary school placement
- Ensure all provision specified in the EHC plan is communicated clearly to the secondary school
- Arrange for secondary school staff to visit the pupil in our school, where appropriate
- Maintain contact with the secondary school after transition to check how the pupil has settled and offer any additional information or support if needed

Transition out of our school (other than to secondary school)

If a pupil with SEND leaves our school at any other time (for example, due to a house move), we will:

- Provide the receiving school with all relevant information about the pupil's needs and the provision in place
- Transfer the pupil's SEND records securely and in line with data protection requirements
- Offer to speak with the SENCO or relevant staff at the receiving school to support a smooth transition
- Provide parents/carers with copies of support plans and key documents to share with the new school
- Complete any necessary paperwork for the local authority if the pupil has an EHC plan
- Where possible, arrange for the receiving school to contact us before the pupil starts so we can answer any questions

Supporting parents/carers during transitions

We recognise that transitions can be an anxious time for parents/carers as well as pupils. We will:

- Keep parents/carers fully informed throughout the transition process
- Provide opportunities for parents/carers to visit the new setting with their child
- Share information about what parents/carers can do at home to support their child with the transition
- Be available to answer questions and address concerns
- Provide information about support available from external agencies, such as the local authority's SEND team or parent support groups

Working with external agencies during transitions

Where appropriate, we will involve external agencies in transition planning, such as:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Social workers
- Health professionals
- The local authority SEND team

We will ensure that advice from external agencies is incorporated into transition plans and shared with receiving settings.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding and Medical Conditions

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

Pupils with SEND may:

- Have difficulty communicating what is happening to them
- Be more vulnerable to bullying and exploitation
- Have additional communication needs that make it harder for them to report abuse
- Not understand that what is happening to them is wrong

We will ensure that:

- All staff are aware of the increased vulnerability of pupils with SEND
- Staff are trained to recognise signs of abuse in pupils with SEND
- We provide appropriate support to help pupils with SEND communicate concerns
- We work closely with parents/carers and external agencies to safeguard pupils with SEND

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our Child Protection and Safeguarding Policy.

Medical Conditions

We recognise that some pupils with SEND may also have medical conditions that require support in school. We will work with parents/carers and healthcare professionals to ensure that pupils with medical conditions receive appropriate care and support.

Where a pupil with SEND also has a medical condition, we will:

- Ensure that staff are aware of the pupil's medical needs
- Put appropriate care plans in place
- Ensure that medication is stored and administered safely
- Make reasonable adjustments to support the pupil's access to education
- Liaise with healthcare professionals as needed

For more information about how we support pupils with medical conditions, see our Supporting Pupils with Medical Conditions Policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

12.1 The Local Offer

Milton Keynes Council publishes a Local Offer, which sets out information about the support and services available for children and young people with SEND (aged 0-25) and their families.

The Local Offer includes information about:

- Education, health and social care provision for children and young people with SEND
- Support available in schools, colleges and other educational settings
- How to access services and request an EHC needs assessment
- Leisure activities and support groups

Parents/carers can access Milton Keynes' Local Offer at: <https://www.mkSENDlocaloffer.co.uk/>

The Local Offer also includes information about our school's SEND provision, which can be found in our SEN Information Report published on our school website.

13. Admission and Accessibility Arrangements

13.1 Admission arrangements

Our admission arrangements for prospective pupils with SEND or a disability are set out in our Admissions Policy, which is available on our school website.

We will not disadvantage unfairly children with a disability or with special educational needs in our admission arrangements.

13.2 Accessibility arrangements

We are committed to making reasonable adjustments to ensure that pupils with disabilities can access our school and the curriculum. Details of our accessibility arrangements, including:

- How we increase access to the curriculum for pupils with a disability
- How we improve the physical environment to enable pupils with a disability to take better advantage of education and associated services
- How we improve the delivery of information to pupils with disabilities

are set out in our Accessibility Plan, which is available on our school website.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#) (2015).

In Milton Keynes, free and independent SEND mediation and disagreement resolution is primarily provided by [Global Mediation](#). This service helps parents, young people, schools, and the local authority resolve disputes regarding EHCP decisions, school placements, and SEN support constructively.

For free, impartial information, advice, and guidance about the mediation and appeals process, you should contact the MK SENDIAS (Special Educational Needs and Disability Information, Advice & Support) Service at **01908 254518**.

15. Monitoring and evaluation arrangements

The SENCO will monitor the effectiveness of SEND provision through:

- Termly analysis of pupil progress data for pupils on the SEND register
- Regular learning walks and observations of SEND support in action
- Discussions with pupils, parents/carers and staff
- Review of provision maps and intervention records
- Analysis of patterns in SEND identification and provision

The SENCO will report to the headteacher and governing board on:

- The number of pupils on the SEND register and their areas of need
- The progress of pupils with SEND compared to their peers
- The effectiveness of interventions and support
- Any training needs identified
- Any patterns or trends in SEND identification
- The use of the SEND budget

The governing board will receive a termly report on SEND provision and will review the SEND policy annually. The SEND link governor will meet with the SENCO at least once per term to monitor the quality and effectiveness of SEND provision. We will use data to identify any patterns in the school's identification of SEND, both within the school and in comparison with national data. This will help us reflect on and reinforce the quality of teaching across the school.

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the SENCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer (Milton Keynes' published information about SEND provision available)
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Child protection policy
- Complaints policy