

Grazeley Parochial Primary School

“Be courageous. Be strong. Do everything in love.”

1 Corinthians 16 v13-14

We are a loving community of courageous learners, building resilience and hope for the future based on our caring Christian foundation.

SEND

DATE OF LAST REVIEW :

May 2021

REVIEWED BY :

Gemma Didcock

APPROVED BY:

Teaching and Learning Committee

DATE OF NEXT REVIEW :

May 2022

SEND

1 Rationale

Grazeley Parochial Primary School is committed to providing an appropriate and high-quality education to all the children attending the school. We believe that all children, including those identified as having special educational needs and / or a disability (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and that they are fully included in all aspects of school life.

Grazeley Parochial Primary School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

In order to ensure that each child receives his or her full entitlement to education, the following policy has been devised for those children who experience barriers to their learning enabling them to close the gap. This may relate to:

- Communication and interaction
 - Cognition and learning
 - Social, emotional and health difficulties
 - Sensory and/or physical difficulties
 - or to factors in their environment, including the learning environment they experience in school.
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The implementation of the policy is undertaken by all the staff and overseen by the Head Teacher, the Special Educational Needs Coordinator (SENCo) and the SEN governor.

- Head Teacher: Miss Celia Thatcher
 - SENCo: Mrs Gemma Didcock
 - SEND governor: Mrs Jackie Clark
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2 Aims

At Grazeley Parochial Primary School, we aim to provide a happy and stimulating working environment for all our children. We welcome children with SEND as part of our inclusive approach and we aim to ensure that all children have equal access to the curriculum.

We seek to involve parents and carers and actively maintain close links with all agencies working with the child to support the individual child's education and development. We endeavour to ensure that no child is disadvantaged either by physical access or curriculum needs. Our aim is to provide a consistent approach with a child-centred focus.

3 Objectives

- To ensure that this policy is implemented effectively across the school by monitoring it and reviewing it annually.
- To regularly monitor the progress of all children, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCo, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision as required, for those children recorded as having SEN at 'SEN Support' or with an 'Education, Health and Care plan' (EHCP).
- To raise the self-esteem of each child and help them to feel valued.
- To develop each child's talents to the best of his or her ability.
- To seek the views of each child, providing them with information on which they may express an opinion (due weight should be given according to the age, maturity and capability of the child).
- To involve and inform parents as fully as possible in discussions and decision making about their child's needs, progress and SEN provision.
- To seek help, advice and input from outside agencies when required e.g. Educational Psychology Service (EPS), Foundry College (behaviour service), Learning Support Service (LSS), Child and Adolescent Mental Health Service (CAMHS), Sensory Consortium Service (SCS), SALT/OT therapies etc.
- To identify needs for staff training in SEND, provide suitable provision and ongoing support.
- To ensure appropriate resources are available within the constraints of the school's budget.
- To ensure that the physical environment enables a child with SEND to access the curriculum and a broad, balanced, and relevant education.

- To identify SEND as part of the School Development Plan where appropriate.

4 The Special Educational Needs Co-ordinator (SENCO)

The SENCo at Grazeley School is Mrs Gemma Didcock. The legislation requires that the SENCo:

- Must be a qualified teacher.
- A newly appointed SENCo must be a qualified teacher and, where not previously been the SENCo at that or any other school for a total period of more than 12 months, must achieve a National Award in Special Educational Need Co-ordination within three years of appointment. The award must be a postgraduate course accredited by a higher education provider.

The SENCo will:

- Meet and / or update the SEND governor at least termly to discuss policy, procedures, provision and SEND action to date.
- Co-ordinate, monitor and review the overall provision for children with SEND.
- Work collaboratively with children, parents and outside agencies to provide high educational standards for children with SEND.
- Liaise with early years providers, other primary schools and secondary schools to ensure a child with SEND has a smooth transition when starting at the school or moving on.
- Support and advise staff on SEND issues.
- Maintain and monitor the Additional Needs register. Circulate updated register to staff.
- Review progress termly with the Head teacher and class teachers during Pupil Progress Meetings (PPM) in order to identify children causing concern / not making progress.
- Co-ordinate the maintenance and updating of the SEN provision maps.
- Write referral forms in conjunction with class teachers to request additional outside agency input e.g. Request for Service, CYPIT referral form, CAMHS referral etc.
- Initiate Cognitive Profiling System (CoPS) or Lucid Assessment for Schools (LASS) for children causing concern or on the Additional Needs register.
- Complete or arrange for completion a range of informal or standardised assessments to support identification of additional needs and / or to track progress.
- Write and co-ordinate the gathering of reports from all professionals and staff for Person-centred reviews (annual reviews). Chair and minute Person-centred reviews.

- Ensure records of all pupils with SEND are up to date.
- Purchase appropriate support materials.
- Attend relevant training courses and contribute to any SEND in-service training (INSET).
- Identify and direct School Business Manager to book SEND training courses for staff to attend in order to provide extra support as required.
- Attend LA SEND network meetings to keep up to date with local and national developments.
- Review the Local Offer in consultation with staff, parents, and governors (see the school website or the WIN website for our Local Offer).
- Liaise with the Designated Teacher where a 'looked after' or 'previously looked after' pupil has SEND.
- Work with the Head teacher and governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment.

In order to carry out these duties effectively, as a school we ensure that the SENCo has sufficient time and resources to carry out these functions.

The SENCo role is a part time non-teaching role.

5 Role and Responsibility of the Governing Body

A designated governor will be appointed to have an overview of SEND. The current SEND governor is Mrs Jackie Clark.

The Governing Body will:

- In co-operation with the Head Teacher and SENCo, determine the school's SEND policy and approach to provision for children with SEND, involving the whole school in its development.
- Monitor, evaluate and review the SEND policy on an annual basis to ensure the effectiveness of the school's work on behalf of children with SEND.
- Report annually to parents on the success of the school's policy for children with SEND to include information about identification, assessment, provision, monitoring and record keeping and the use of outside agencies and services. The report must also state any changes made in the policy during the last year. The Governors annual SEND report will be included in the Curriculum letter sent out to all parents in the Autumn term.
- Publish the SEND policy and school's Local Offer on the school website.
- Ensure that the necessary provision is made for children with SEND.

- Ensure that the teachers are aware of the importance of identifying and providing support for those children with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child in line with the SEN and Disability Code of Practice 2014 and comply with the Children and Families Act 2014 legislation.
- Discuss SEND issues as a regular agenda item at the Teaching and Learning Committee meetings.
- Maintain a current record of number of pupils with SEND.
- Ensure SEND provision is integrated into the school development plan.
- Monitor progress of SEND pupils and ensure provisions specified in EHC plans are in place.
- Keep under constant review the arrangements for pupils present and future with a disability.
- Admit all pupils who meet admissions criteria, whether or not they have SEND.
- Consult the LA and the governing bodies of neighbouring schools when appropriate, in the interests of co-ordinated SEND provision within the area as a whole.

6. Admissions

The admission arrangements for children with SEND and an Education, Health and Care plan are no different from other children. However, careful attention is paid to identifying the individual needs of children on entry using the graduated approach. If a child has previously been identified as having SEND, early liaison with parents, the sending educational establishment and any relevant professionals are made.

7. School Access

The school building is mainly on one level and includes disabled toilet facilities. There are ramped entrances to the side and rear doors. There are steps leading out from the KS2 classrooms. An evac chair is available in the event of an emergency. (See Disability Access Plan attached to Access Policy) Access to the field and MUGA involve going down steps, therefore the school would look at alternative methods of access if a pupil were to be admitted requiring a wheelchair.

8. The link between special educational needs and disability

Many children and young people who have special educational needs may also have

a disability. *'The Equality Act 2010' defines disability as '...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'.*

In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'.

This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments.

Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to 'make reasonable adjustments'. This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHCP).

Some children with long term health conditions should have a 'Health Plan' which addresses their safety, health and wellbeing whilst in the early years or school setting.

The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

The school's policy on Medical needs can be found on the school website.

9. Success Criteria

- Children's needs are identified and assessed quickly.
- Individual provision maps are well defined, realistic and outcomes are set and reviewed.
- Educational provision and resources are adequate for the needs of individuals.
- Monitoring takes place on a regular basis; review periods vary for children with different needs.

- The Additional Needs register is updated termly as necessary.
- The school makes good use of outside agencies.
- School and external agencies feel confident that appropriate provision is being made.
- There is a school atmosphere where pupils' individual differences are recognised and valued.
- Each child is making progress.
- The SEN INSET programme reflects the training needs of all of the staff and governors.

10. Complaints

If parents are not in agreement with the arrangements made for their child to meet their special educational needs, they should follow the Complaints Procedure, which, in the first instance, encourages discussion with the class teacher and SENCo.

11. Identification of SEN

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

The Code of Practice (2014) has the following definitions:

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 him or her 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.*

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv (CoP) when they reach compulsory school age, or would do if special educational provision was not made.

The Code of Practice defines special educational provision as:

- *Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant*

early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individuals or groups of children. Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children will be experiencing difficulties with learning.

At Grazeley Parochial Primary School we follow the advice of the Code of Practice (2014) to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'.

It is the responsibility of all schools to provide good teaching and holistic support for all pupils. We believe that it is particularly important that pupils who have most difficulty with their learning are taught by good quality teachers and in our school we believe that all teachers are teachers of pupils who have special educational needs.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and; make a successful transition into adulthood, whether into employment, further or higher education or training.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals Code of Practice 6.38

There are two levels of support: **SEN Support** and **Education, Health and Care plan**. A child may also be recorded as **Monitoring** (early intervention) if we have concerns about their progress and they require some intervention.

The class teacher should identify any child who is causing concern, inform the SENCo and together gather relevant evidence. They will ensure that the curriculum is sufficiently differentiated. This could be by altering the task, questioning and feedback, resources, use of support staff, grouping, access to technology and specialist equipment, outcome or assessment approach.

The class teacher should informally discuss their concerns with the parent/carer. The SENCo will observe and discuss the child with the class teacher and a further meeting may take place with parents.

12. Monitoring

A child will be placed on Monitoring (early intervention) on the Additional Needs Register following the CT/SENCo discussion or Pupil Progress Meeting (PPM), if they do not meet all the criteria for intervention at SEN Support. The class teacher will plan accordingly for the child in their weekly plans. At the next meeting, progress will be assessed and a decision made whether the child has now reached their expected level and can be removed from monitoring, whether they should remain as monitoring or whether they need a greater level of additional support, in which case they may be moved to SEN Support.

12. SEN Support

Following the CT/SENCo discussion or PPM, if may be necessary due to slow or no progress to record a child as SEN Support. Every child recorded as SEN Support is placed on the Additional Needs Register.

The following actions then take place:

- SENCo will gather information and co-ordinate the child's SEN provision.
- An individual provision map will be written. Teachers should discuss this with parents.
- Class teachers will plan accordingly.
- Specific small group or one to one provision will be timetabled and will involve teaching assistants.
- If progress remains slow a referral form may be completed, and with parents' consent shared at the termly School Planning Meeting (SPM) to discuss the child's needs.

- At this stage outside agencies may become involved either through consultation meetings, observation or assessment work.

13. Referring to the LA for an Education, Health and Care Plan

‘Referring a child to the local authority’ means that the person who submits the referral believes that the child’s needs are so complex that they cannot be met from the resources which are normally available to a school.

In the past any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEN for any referrals from September 2014 with a new process called Education, Health and Care needs assessments.

These needs assessments may result in an Education, Health and Care Plan. Education, Health and Care plans are required by those pupils:

- Where the resources required to meet their special educational needs, cannot reasonably be provided from the resources normally available to mainstream providers and;
- Who have a significantly greater difficulty in learning than the majority of others of the same age.

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child’s ability.

When they receive a referral all local authorities are expected to consider;

‘-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.’ Code of Practice (2014) 9.14

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- Used all the resources available within the last 12 months.
- Made any appropriate health referrals.
- Written Individual Provision Maps which are relevant to the presenting need, focusing on outcomes which are SMART, reviewed and show progression.

- Made provision which is appropriate to the child and specific to their needs.
- Made provision which has been evidence based and cost effective (where possible).
- Undertaken an assessment of unmet needs where appropriate.
- Fully and appropriately involved parents.
- Involved relevant professionals/practitioners (ensuring they have been involved in the last 12 months.)
- Evidenced that their advice/strategies have been followed and evaluated.

14. Assessments used for the identification of SEN

- Foundation Stage Learning Journeys
- Early Years baseline assessment
- Parental concerns/consultations
- On-going teacher assessment
- Target Tracker data
- SATs (Standard Assessment Tests) results
- NFER (Nelson Federation for Educational Research) standardised scores
- LASS Junior / COPs
- Sandwell Maths assessment
- Accelerated Reader / Salford / NARA reading assessments
- Single word spelling test (SWST)
- British Picture Vocabulary Scale (BPVS)
- Dyslexia Screen Test (DST)

15. Provision

Class teachers' planning should indicate any differentiation in place to meet the needs of the children with SEND, to ensure that they are challenged at an appropriate level.

Subject leaders will be available for advice and support.

Teaching assistants and outside agencies will be used as appropriate to support SEND children.

Parental help will be sought in taking an active role, supporting the education of their child by involving them with home learning, rewards at home and school communication books.

Each teacher is encouraged to recognise efforts and achievements of individual children through systems of class and individual awards.

The provision of small group interventions and one to one intervention is made from the budget allocation. The needs of each child requiring additional support and the available provisions are matched accordingly.

16. Budget Allocation

We receive a specific allocation from the LA based on data provided by the school through the national Pupil Level Annual School Census (PLASC). Money is paid to the school through the budget. The school will identify how the SEN budget will be spent based on individual need. Pupil Premium money will be used to support SEND pupils (double disadvantaged) where appropriate.

17. Role and Responsibility of Staff

The headteacher will:

- Manage the SEN budget allocation including the deployment of non-teaching staff and support teachers.
- Report to the Teaching and Learning Committee of the Governing Body as a standard agenda item on SEND practice and implementation.
- Delegate an appropriate member of senior staff to attend Person-centred reviews for children with Education, Health and Care plans.
- In discussion with the SENCo submit reports to the LA, parents and outside agencies as required/requested.

The class teacher will:

- Plan and deliver a differentiated curriculum for children with SEND utilising ICT where appropriate.
- Liaise with teaching assistants, giving clear instructions about tasks to be carried out and maintain a link/communication book to enable tracking of children (where appropriate).
- Liaise with the SEN support teacher to incorporate work done in intervention sessions into the differentiated plans for children with SEN.
- Discuss with the SENCo at the earliest opportunity any child causing concern and gather evidence required.
- Assess or request assessment of any child causing concern where relevant.

- Attend review meetings with the SENCo and parents if necessary to discuss next steps.
- For children at 'monitoring' keep a close eye on their progress.
- For children who have accessed outside agencies and / or made slow progress; in collaboration with the SENCo / child / parent / outside agency / SEN support teacher (as appropriate), write an Individual Provision Map.
- Meet with the SENCo / child / parents / outside agencies (as appropriate) to review progress and set new outcomes.
- Ensure that timetabled provision for all children is adhered to unless extenuating circumstances prevail.
- Encourage a close partnership between home and school, sharing any relevant SEN discussions with the SENCo.
- Liaise with the Headteacher and SENCo to assist in submitting Education, Health and Care plan needs assessments.

Teaching assistants will:

- Undertake SEN support as identified by the head teacher and / or SENCO to widen and develop personal professional skills.

Teaching assistants will support the child by:

- Promoting independence.
- Valuing, encouraging and praising.
- Keeping information confidential as a member of staff.
- Keeping confidences of a child unless information divulged is a safeguarding issue.

Teaching assistants will support the class teacher by:

- Preparing resource materials.
- Following the class teacher's plans as directed.
- Suggesting ideas to help individual children.
- Working with small groups of children or individuals to reinforce new concepts / skills or deliver interventions.
- Observing SEND children, recording observations as requested and reporting back to the teacher and/or SENCo.

SEN support assistants will:

- Develop a coherent support programme within the given resource allocation and provision mapping.

- Establish learning outcomes in conjunction with the class teacher and SENCo.
- Provide learning support through various methods such as: Read, Write, Inc, TRACKS, Sound Linkage (Hatcher), Sound Start, Star Spell, Every Child Counts etc.
- Use an effective monitoring system to allow progress to be evaluated.
- Liaise with staff to ensure continuity of provision occurs across the curriculum as appropriate.
- Organise resources and ensure that staff are aware of what is available.
- Train and / or support TAs in the use of relevant programmes as required.
- Meet with parents as required.
- Attend Person-centred review meetings where necessary.
- Undertake training to widen and develop personal professional skills.
- Carry out assessments as directed by the SENCo e.g. NARA, LASS, Salford etc.
- Meet with outside agencies to discuss progress and implementation of plans.

18. Staff development and appraisal

All professional development needs are identified through the school's performance management system and the School Development Plan.

The Headteacher oversees the professional development of all teaching staff and support assistants. The SENCo provides support by informing staff about LA, regional and national courses, seminars and networks that relate to SEND. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Training is also provided to support staff within school by trained members of staff.

19. The voice of the child

The Children and Families Act is clear that:

- All children and young people need to be supported to develop aspirations for their future lives as active members of their community.
- All children and young people have the right to have their voice heard.
- Involving children and young people in discussions about their learning, progress and how provision is made.

Children at Grazeley will (as appropriate to age, ability and maturity):

- Be given information and the opportunity to express his or her opinion on issues which affect his or her education.

- Will have the chance to discuss progress they have made and what his or her next steps may be.

20. Parents / Carers

We believe that parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together.

At Grazeley Parochial Primary School we demonstrate this by:

- Always discussing any concerns we have with the pupil's parents / carers at the earliest opportunity.
- Listening, and hearing, what parents / carers say.
- Identifying any outcomes to be achieved with parents / carers.
- Informing and consulting parents / carers regarding possible provision.
- Meeting with parents / carers to discuss their child's provision and progress.
- Being honest, open and transparent about what we can deliver.
- Making sure parents / carers know who to contact if they have any concerns.

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo should agree in consultation with the parent and the pupil the adjustments, 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. Code of Practice 6.48

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we would:

- Not make assumptions based on a pupil's care status.
- Monitor the progress of all our looked after children.
- Have an up to date Personal Education Plan which is easily understood by everyone involved.
- Ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Headteacher.
- Normalise life experience wherever possible.

Ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

Parents / Carers will be encouraged to:

- Inform school / outside agencies about any learning difficulties their child may be experiencing.
- Acknowledge their child's strengths and areas of need.
- Be part of the target setting and review process.
- Understand SEND procedures.
- Communicate regularly with the school.
- Support their child's learning at home.

21. Outside Agencies

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 professionals are not already working with school staff the SENCO should contact them if the parents agree. Code of Practice 6.47

At Grazeley Parochial Primary School, we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this we:

- Listen to parents to ensure we know which services they use and are valued by them.
- Ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews.
- Value the contribution of all.
- Meet with the Educational Psychologist / Learning Support Service / Foundry College for a termly planning meeting to look at the needs of individual pupils, staff training and effective tailoring our of provision.
- Meet with the Speech and Language therapist termly to discuss our caseload.
- Stay in regular contact with the local authority SEN Teams (Wokingham / Reading) regarding complex needs pupils.
- Engage with all agencies in a timely and professional way.

22. Transition Arrangements

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. We prepare SEND pupils for the next stage in their learning in some of the following ways:

- Y6 –Y7 Transition projects.
- Y6 teachers meet with all Secondary schools to pass on information about all children.
- On discussion with parents, vulnerable children will attend additional visits arranged by Secondary schools / SENCo.
- Secondary colleagues may be invited to school to meet children and / or be part of a review meeting to answer parent / child questions.
- Professionals meet and discuss individual needs in Year 5 if the child has an EHCP.
- Foundry College may be commissioned to support individual children with behaviour needs to make a smooth transition.
- For children moving in F2-Y5 the new school may be invited to meet the child in their current setting. For children with SEND transferring to Grazeley we will contact the previous setting to gather information in order to plan provision.
- We will aim to share good practice and strategies with the new school.
- Additional review meetings / visits may be arranged for pupils with more complex needs.

All SEND records e.g. Individual Provision Maps, EHCP / Person-centred reviews if applicable, intervention records, diagnostic assessments, professional reports, review meeting notes, child protection records etc. are passed onto the new school.

23. Monitoring and Evaluation of the SEND Policy

This policy will be monitored and its effectiveness evaluated through discussions with staff, governors and parents (where appropriate). Outside agencies will be consulted where appropriate. This policy will be reviewed annually. The Governing Body will inform parents of changes to the policy in the Governors Annual Report.