

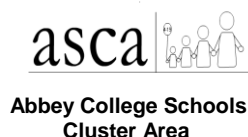


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Special Educational Needs and Disability Policy

This policy covers the following areas related to SEND:

- Definition of SEND
- Aims and Objectives
- Equal Opportunities and Inclusion
- The Role of the SENCo
- Identification
- Access to the Curriculum
- Individual Education Plans
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- School Request for Education, Health and Care Plans
- Supporting Pupils With Medical Conditions
- The Role of the Governing Body
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Special Educational Needs and Disability Policy

Upwood Primary School takes safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND Policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This SEND Policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

At Upwood Primary School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new 2014 SEND Code of Practice:

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

We have children in all these categories of SEND.

Definition of SEND

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally of others of the same age in a mainstream setting in England...Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.'

2014 Code of Practice

This SEND Policy reflects the 2014 SEND Code of Practice (0 – 25 guidance) and details how, at Upwood Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Provision for children with special educational needs is a matter for the whole school. The Governing Body, head teacher, SENCo and all other members of staff have important day-to-day responsibilities.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this

information will be transferred from early years settings and the class teacher and SENCo will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;
- ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires targeted assessment. Where there is uncertainty about a particular child, a teacher will look at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. As a school, we draw upon the support of the CREDS team as part of the assessment process for EAL children.

Aims and Objectives

The Aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet pupils' needs, through well targeted continuing professional development;
- to ensure support for pupils with medical conditions and their full inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum;
- to work in co-operation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

This policy should be read in conjunction with the school's SEN Information Report 2014 which is attached in Appendix 1 and the school's Accessibility Plan 2014 - 2016 (copy provided on request).

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through pupil progress

meetings with the head teacher and individual teachers to ensure all children have equal access.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage and own their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

The Role of the SENCo

The Special Educational Needs Co-ordinator's (SENCo) responsibilities include:

- overseeing the day-to-day operation of the school's SEND Policy;
- co-ordinating provision for children with SEND;
- liaising with and advising teachers and teaching assistants;
- overseeing the records of all children with SEND;
- liaising with parents/carers of children with SEND;
- contributing to the in-service training of staff;
- liaising with the local secondary school so that support is provided for Year 6 pupils as they prepare to transfer;
- liaising with external agencies including the LA, health and social services and voluntary bodies;
- co-ordinating and developing school based strategies for the identification and review of children with SEND;
- monitoring the progress of children on the school's register with the head teacher.

Identification

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action is agreed.

2. Class teachers are continually aware of children's learning. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

Reasons for a child being added to the SEN Register may include the fact that he/she:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing Literacy or Mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Types of SEN which we currently have in school, during 2014 – 2015, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and Interaction

- autistic spectrum and language disorders

Cognition and Learning

- dyslexia
- moderate learning difficulties
- global development delay

Social, Mental and Emotional Health

- ADHD
- attachment disorders
- emotional difficulties

Sensory and Physical

- visually impaired
- *Medical Needs*
- epilepsy
- bowel disorder
- cerebral palsy
- cystic fibrosis
- dyspraxia

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning. All children placed on the special needs register have an Individual Education Plan (IEP) with individual targets. The special needs register includes details of the child's needs, when the child is placed on the register and support from external agencies, if appropriate. The register is accessed by the Senior Leadership Team.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan which will include information about:

- the pupil's strengths;
- the learning objectives set for the child and the success criteria for how this will be measured;
- teaching strategies and resources to be used;
- the current levels of attainment in Reading, Writing and Maths;
- the child's review of their targets.

The Nature of Intervention

The SENCo and class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- different learning materials or specialist equipment;
- some group or 1:1, which may involve being withdrawn to work with the SENCo or teaching assistant;
- extra adult time to devise/administer the nature of planned intervention and also to monitor its effectiveness;
- staff development and training to introduce more effective strategies.

After initial discussions with the SENCo, the child's class teacher will be responsible for ensuring delivery of any individualised programme. Parents/carers will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents/carers will be invited to meet regularly with the class teacher and they will have specific time slots to discuss individual learning targets and progress on at least a termly basis.

The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents/carers.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. The review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- prevents the attainment gap between the child and his/her peers from widening;
- closes the attainment gap between the child and his/her peers;
- better the child's previous rates of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Upwood Primary School will adopt a graduated response: targeted support and specialist support. This may see us use specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP and whole school provision map. The graduated response includes the cycle: ASSESS – PLAN – DO – REVIEW (see Appendix 2).

Allocation of Resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education, Health and Care Plans.

The head teacher informs the Governing Body of how the funding allocated to support special educational needs has been deployed, together with the impact of resources and any remedial action taken.

Partnership with Parents/Carers

Partnerships play a key role in enabling children with SEND to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners to play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages.

We encourage parents/carers to make an active contribution to their child's education and have regular meetings at least each half-term to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Parents/carers have access to the SENCo via the office email account and Office Staff. The school's Local Offer is published on our school website.

Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Individual Education Plans continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing Literacy and / or Mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Education, Health and Care Plans

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place and the effect this has produced.

The evidence will include:

- Previous and current IEPs.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history, where appropriate.
- Assessment and progress data.
- Outside agency reports and records of the implementation of recommendations and review cycle.
- Views of the parent/carer and the child.

The parents/carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Education, Health and Care Plans will be reviewed termly and annually. When this coincides with transfer to secondary school, the SENCo from the secondary school will be invited to the Year 5 annual review (not Year 6 review, as recommended by County). Parents/carers of children who will be joining Upwood Primary School with an Education, Health and Care Plan will have the opportunity for a meeting beforehand to work together to find the most effective support for their child.

Supporting Pupils With Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision.

Arrangements in place to support pupils at school with medical conditions are:

1. sensory circuits,
2. access to a disabled toilet,
3. care plan drafted with the support of the School Nurse and parent/carer,
4. teaching assistant support during PE and class trips/residentials.
5. Cerebral palsy exercises each morning
6. Administration of medication, if required.

Please see our policy on Supporting Pupils with Medical Needs; a copy can be requested from the Office Staff.

The Role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

Monitoring and Evaluation

The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCo supports teachers when drawing up IEPs for children. The SENCo and head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCo and SEND link governor hold regular meetings.

This policy will be reviewed annually.

SENCo

The school's Special Educational Needs Co-ordinator, Mrs Myles-Gardiner can be contacted via the office (office@upwood.cambs.sch.uk) or by telephone (01487 813510). Mrs Myles-Gardiner is a member of the Senior Leadership Team.

Appendix 1: SEND Information Report 2014

At Upwood Primary School we are committed to working together with all members of our school community to provide the best opportunities for our pupils. Our aim is that all children:

- achieve their best,
- become confident individuals living fulfilling lives as independently as possible,
- make a successful transition to adulthood.

1. The kinds of special educational needs for which provision is made at the school.

Our pupils have a wide range of needs including:

- sensory and/or physical needs,
- social, emotional and mental health difficulties,
- cognition and learning,
- communication and interaction.

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

- a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) have 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.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Identification

Children are identified as needing further additional support if:

- children's attainment/progress is not at the expected level for their age;
- there is a change in the pupil's behaviour;
- other concerns are raised by adults (including parents/carers) who are involved with the child.

Assessment

We recognise that assessment falls into four main categories: formative, diagnostic, summative and evaluative:

- a) formative – on-going teacher assessment so that next steps may be planned.
- b) diagnostic – on-going and specific where difficulties are clarified so that help can be provided.
- c) summative – end of unit, half-term, term, year, key stage where the overall achievements of the pupils are recorded.
- d) evaluative – when the work of the teacher, school and the LA is judged by achievements of the pupils in their charge.

Staff use a variety of approaches to facilitate the assessment of pupils. They make observations, listen formally and informally and use a child's recording of their task as evidence. This will include: written work, construction, reading, group or class discussion, models, graphical representations, self-assessment, peer-assessment, diagrammatic, display work and computer generation.

Occasionally, a pupil may need more expert support from an outside agency which usually requires a Common Assessment Framework (CAF). A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

We termly review the progress children make using the provision map in the school, relating this to the provision provided throughout the school. Any intervention which is not as effective is able to be altered or changed quickly to ensure an immediate response.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

We continually monitor pupil progress in a number of ways:

- marking and providing constructive feedback, including short-term targets to be achieved,
- termly pupil progress meetings with the head teacher to discuss termly results in Reading, Writing and Maths,
- IEP reviews and annual Statement/EHCP reviews,
- Reading, Writing and Maths targets shared with parent/carers twice a year at Parents' Evening,
- Lesson Study, a triangulation of evidence to moderate progress over time,
- Work scrutiny by the Literacy and Numeracy co-ordinators.

(c) the school's approach to teaching pupils with special educational needs;

Each pupil's learning is planned by the class teacher who promotes high aspirations for all children. Planning and resources will be differentiated accordingly to suit the pupil's individual needs and taking into account the recommendations given by external agencies. Children with SEND are regularly taught by a teacher as well as a teaching assistant, including those with Statements/EHC Plans.

If a pupil has needs related to more specific areas of their education, such as Spelling, Handwriting, Numeracy and Literacy skills etc then the pupil may be

placed in a small focus group intervention or be allocated 1:1 adult support or 1:2 adult support. The length of time of the intervention/adult support will vary according to need but generally will be for a 10 week period.

- (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

Our curriculum is designed to promote learning and to prepare pupils for the next steps in their lives. We follow the National Curriculum 2014 but adapt it to remain challenging, fun and relevant to our pupils.

Teachers will use a wide range of strategies to enable pupils to access the curriculum and learning environment. This may include:

- visual timetables,
- writing frames
- laptops or other alternative recording devices,
- positive behaviour rewards system,
- work station,
- work/rest systems,
- symbol based communication programmes,
- educational visits,
- social skills lunchtime programme.

The school has spacious classrooms, a disabled toilet, ICT suite, courtyard area, swimming pool, field, playground and grassed area.

- (e) additional support for learning that is available to pupils with special educational needs;

This is included in our provision map and includes:

- sensory and/or physical needs,
- social, emotional and mental health difficulties,
- cognition and learning,
- communication and interaction.

- (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

We plan the following provision to engage SEND children:

- Sensory circuit using our school hall (8.50am – 9.15am).
- Lunchtime clubs are planned to include SEND and non-SEND children.
- Our Courtyard area is used for set projects for SEND and non-SEND children.

- (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

This is an important area of learning for our pupils if they are to achieve their best and be part of the community. Pupils learn these skills through:

Universal Provision

- Personal, Social and Health Education lessons.
- Staff modelling appropriate behaviour and using positive reinforcement to reward pupils.
- Single aged classes, which encourages pupils to feel confident in speaking out.
- Class trips and visits in the local area enabling pupils to learn appropriate social behaviours.

Targeted Provision

- Social skills lunchtime programme.
- A comfortable area for 1:1 tuition.
- Wide range of class based resources to support social and emotional aspects of learning, including: Play Plans, Time to Talk.

Specialist Provision

- Play therapy through CAMHS.
- Pastoral Support Plan.
- Music therapy through Cambridgeshire Music Services.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

If you require additional information, please contact the school's Special Educational Needs Co-ordinator, Mrs Myles-Gardiner via the office (office@upwood.cambs.sch.uk) or by telephone (01487 813510).

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

We encourage all staff to continue their professional development throughout their career with us.

Our SENCo regularly attends training courses and conferences to make certain that she is current on all matters relevant to SEND.

Teachers are trained by external agencies in a range of SEND needs, as required. Recently, class teachers have been trained in: Attachment Disorder, Autism, Speech and Language, Visual Impairment, PECS and Challenging Behaviours.

TAs are trained both in-house and by attending pertinent courses. Many TAs do this in their own time demonstrating an admirable commitment to Upwood Primary and its children.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The majority of the equipment which is necessary for children with SEND is provided by school. However, in some instances additional equipment will be secured from external agencies. This has included a CCTV enhancer for Visual Impairments, individual laptops and enlarged/specialist reading books. During Statement/EHCP annual review meetings additional equipment and facilities can be requested from the Statutory Resources Team.

7. The arrangements for consulting parents of children with special educational needs about and involving such parents in, the education of their child.

The success of our pupils relies on strong links between school staff, governors, pupils, parents/carers and other professionals. We have an open door policy, which means that parents/carers of all our children have free and open access to school staff.

Parent/carers have the opportunity to consult:

- a) on a daily basis informally speaking to the class teacher on the playground before or after school,
- b) at any time making an appointment with the relevant member of staff,
- c) at Parents' Evening twice a year,
- d) annually at the Statement/EHCP review,
- e) termly at the IEP planning/review meetings,
- f) annual parent/carer questionnaire.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupils have the opportunity to consult about their education through:

- a) giving their views for the annual Statement/EHCP review,
- b) giving their views for termly IEP reviews,
- c) during Personal, Social and Health Education lessons,
- d) through the School Council and KS2 class suggestion boxes.
- e) pupil voice interviews as detailed on the subject co-ordinator monitoring cycle.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If there should be any concerns about SEND provision parents/carers can request a copy of the school's Complaints Procedure which can be obtained from the School Office.

We value feedback from parents/carers and use this to improve our provision for all children at Upwood Primary.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the

needs of pupils with special educational needs and in supporting the families of such pupils

In relation to the 2014 SEND Code of Practice, the Governing Body at Upwood Primary School has a responsibility to:

- Understand how the school identifies children with SEND and what happens next.
- Understand how the school allocates and spends SEND funding, and who is responsible for this.
- Support the review process of the school's SEND policy and ensure that the SEND provision (including the involvement of other bodies, services and voluntary organisations) reflects the changing needs of the school, its circumstances and the law.
- Develop good relationships with school staff, especially the head teacher and the SENCo, and other bodies, services and voluntary organisations.
- Nominate a governor with responsibility for SEN to meet with the SENCo at least once per term.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Working with other professionals is crucial in meeting the needs of our pupils. We have access to a number of other professionals who assist in planning additional support for learning for SEND pupils. These include:

- Speech and Language Therapist,
- Occupational Therapist,
- School Nurse,
- Community Paediatrician,
- Educational Psychologist,
- Physiotherapist,
- Child and Adult Mental Health Services (CAMHS),
- Visual Impairment Service,
- CREDS.

If necessary, we are able to call on more specialist advice if a need arises. The School Office staff and the school's SENCo are able to provide contact details for any of the services upon request.

Also, please see the document entitled 'Cambridgeshire Local Offer' which is published on our school website which has further information regarding contact details.

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

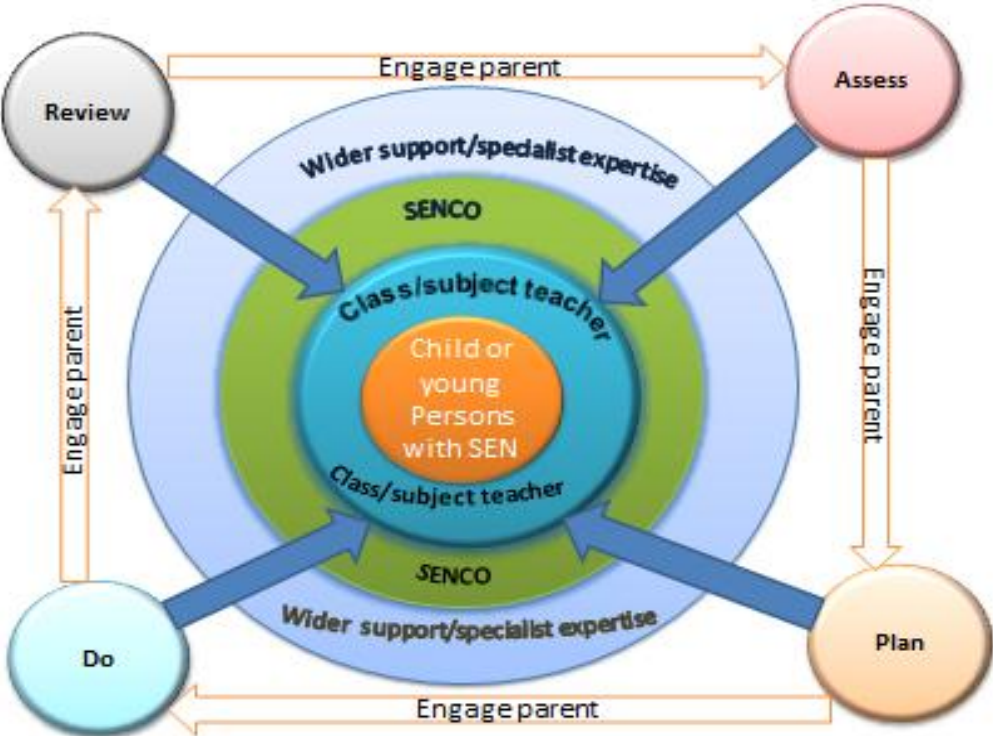
We liaise very closely with the Abbey College (catchment secondary school) and other secondary schools which parents/carers choose to send their children to. This ensures a smooth transition for all our Year 6 children. In addition, our SENCo and Year 6 class teacher

meet with the Abbey SENCo to pass on vital information about our SEND children, guaranteeing that they continue to receive the correct support.

13. Information on where the local authority's local offer is published.

See the document entitled 'Cambridgeshire Local Offer' which is published on our school website.

Appendix 2 ASSESS – PLAN – DO – REVIEW



As a school, we feel it is important to engage parents/carers and involve them as much as possible in the education of their child. This is essential to ensure the best possible outcomes for every child.

At each stage of the process, parents/carers have the opportunity to meet with the class teacher/SENCo and to contribute their opinions regarding strategies/feedback to aide their child in order to help move their learning forward.