



Arnot St Mary CE Primary School

Special Educational Needs Information Report March 2020

1. What kinds of special educational needs provision is made at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their learning in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy which details our philosophy in relation to SEND, can be found on our school website.

We recognise that some of our children have a wider range of needs than others and these can be summarised into one or more of the following categories:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

2. What are school's policies with regard to the identification and assessment of children with SEN?

Our Approach as a School:

Quality first teaching and additional interventions are defined through our person-centred planning approach across the school, contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Provision for pupils with SEND is a matter for the school as a whole. In addition, the Governing Body, Head Teacher, SENCO and all staff members have important day to day responsibilities. All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Our school's Assessment Policy (which is available in school) outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- ❖ is significantly slower than that of their peers starting from the same baseline
- ❖ fails to match or better the child's previous rate of progress
- ❖ fails to close the attainment gap between the child and their peers

Progress in areas other than attainment is also considered e.g.

- ❖ where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school
- ❖ has difficulties with social communication or interaction
- ❖ difficulties paying attention and concentrating
- ❖ displays possible sensory processing problems
- ❖ Poor motor skills
- ❖ Poor behaviour

If it is behaviour that is causing concern, it is always considered whether there are any underlying difficulties. If there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENCO would gather information about:

- ❖ when incidents were occurring
- ❖ at what time of day
- ❖ during which lessons
- ❖ Analysis of behaviour logs
- ❖ observations conducted in class/on playground to record behaviours, considering involvement of others/environmental factors

An intervention would then be devised taking into account all information gathered.

Parents/carers are always informed if school staff consider that their child has an additional need and parents/carers and children (as appropriate depending upon age and capability), are involved

in the planning to meet the need. In the case of Looked After Children, this will also be done through gathering information at the PEP review.

We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

In some cases it may be apparent either after school based action has not led to an improvement, or at an early stage that assessment by an outside agency is the way forward, e.g. Educational Psychology, Speech and Language Therapy, Occupational therapy, Community Paediatrician, etc.

In addition, school at times, commissions the services of SENISS to undertake cognitive assessments which can diagnose specific learning difficulties and when necessary, also buys in extra Educational Psychology time to administer assessments and conduct observations. External agencies are never approached without the consent of parents/carers. Parents/carers are invited into school and available options will be discussed. We also ensure that we include the views and concerns of parents/carers in the referral itself.

Plan:

- ❖ we encourage and engage the participation of children and parents/carers in the decision making, planning and review of outcomes with regard to their provision,
- ❖ parents/carers are invited into school to discuss which individual targets will be set and which strategies will work best with their child
- ❖ when planning we take into consideration equality of opportunity and are proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.
- ❖ class teachers are responsible for planning appropriately differentiated work which matches the child's cognitive ability, not their ability to record

- ❖ class teachers plan to enable all children to demonstrate their knowledge, for instance lap tops, recording devices and mind maps may be provided if it is known that a pupil has difficulty recording what he or she knows
- ❖ teachers also plan to use other adult support effectively, either to give support to children with SEND, or to work with the rest of the class and allow the teacher to work with the children with SEND
- ❖ teachers planning takes into consideration different learning styles, interests and abilities

- ❖ we acknowledge that not all children with disabilities necessarily have special educational needs, all our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and potential areas of difficulty are identified and assessed at the outset
- ❖ teachers plan enough time for the satisfactory completion of tasks, plan opportunities where required, for the development of skills in practical aspects of the curriculum, identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities
- ❖ we work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies, in the case of Looked After Children, this will also be done through the process of the PEP review

- ❖ the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities are clearly identified
- ❖ we are particularly aware of the needs of vulnerable children, including those who are Looked After and ensure that their needs are met
- ❖ the SENCO analyses the different types of SEND that we have at least once a year and if it is apparent that we may need staff training in any particular areas, will discuss this with the Inclusion Manager

Do:

- ❖ the curriculum is scaffolded and differentiated to meet the needs of all our children, differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners), content of the lesson, teaching style (taking into account that children may be visual, auditory or kinaesthetic learners, lesson format (e.g. thematic games, simulations, role-play, discovery learning), pace of the lesson, provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs, etc.), outcomes expected from individual children, materials used; support level provided; provision of alternative location for completion of work
- ❖ when support is in small groups or 1:1, support will be delivered by either the class teacher or a teaching assistant These interventions may be daily or two or three times a week and can vary from a few minutes to up to an hour, in cases where outside support has been requested, other professionals, e.g. speech therapists, occupational therapists, may come into school to work with children, frequency of support depends on level of need
- ❖ school always acts upon advice received from external agencies (e.g. using specific programmes, enlarging of print for children with visual impairment, most advantageous positioning of children with hearing impairment within the classroom and use of aids as recommended, use of laptops for children with recording needs, use of coloured overlays and exercise books, use of brain breaks, sensory cushions, lap weights, ear defenders, tactile resources, etc., for children with sensory issues).

- ❖ we endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities
- ❖ we have had whole staff training to ensure that all class rooms are ASD friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, visual schedules, quiet work stations, areas of retreat, pictorially labelled resources and social stories are written to meet the needs of individual children
- ❖ small intervention rooms are available to provide quiet work areas for 1:1 or small group work

Review: our school's Assessment Policy outlines the range of assessments regularly used throughout the school

- ❖ use of intervention outcomes to measure progress and achievement
- ❖ termly evaluation of One Page Profile
- ❖ use of assessment information/progress rates etc., pre- and post-interventions
- ❖ use of attainment and progress data for children with SEND across the school as part of whole school tracking of children's progress in terms of being at expected levels of attainment each term*
- ❖ use of pupil/parents interviews/questionnaires
- ❖ monitoring by SENCO
- ❖ learning walks take place on a regular basis as do lesson observations and book looks,

- ❖ The progress that our pupils make is routinely monitored as part of an ongoing process by the class teacher. Each term, formal progress meetings are held between the class teacher and Senior Management. Where expected progress has not been made, strategies and plans are scrutinised and additional measures are put in place to ensure that each child fulfils their potential.
- ❖ The class teacher will also meet with the SENCO when needed, to discuss alternative strategies, or in some cases, where little or no progress has been made for an extended period of time, referral to an outside agency for assessment or outreach support. Movement of pupils onto or off the SEND Register is also discussed at this time.
- ❖ PEP reviews are also used to assess the progress of Looked After Children
- ❖ an Annual Review will be held for children holding Statements of Special Educational Needs/Education and Health Care Plan; interim reviews can also be arranged throughout the year if deemed necessary, for Looked After Children, PEP reviews should feed into and work in harmony with the EHC Plan
- ❖ when children are assessed by the SENCO or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets
- ❖ when assessing children with SEND , consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests
- ❖ initial concerns about a child's progress are discussed with the SENCO and parents/carers and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate
- ❖ in some cases the Early Help Assessment Tool may be used to measure progress against specific outcomes that have been identified in EHAT meetings

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| | <p>Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.</p> |
| <p>3. What are schools policies for making provision for children with SEN whether or no they have Education, Health and Care Plans?</p> | <p>Children and young people’s SEND are generally thought of in the following four broad areas of need and support: Communication and Articulation, Cognition and Learning, Social, Emotional and Mental Health, Physical and/or Sensory</p> <p>1. Communication and interaction</p> <p>Within this group of needs are pupils who have problems with articulation, expressive language, receptive language, Autistic Spectrum Disorder.</p> <p>Articulation, expressive and receptive language</p> <p>Provision:</p> <p>Pupils who have problems in these areas are usually under the care of Speech, Language and Communication Therapy. The therapist will liaise with school and parents/carers and if everyone is in agreement, suggests actions that can be undertaken by school. The therapist continues to liaise with school throughout their involvement with the pupil.</p> <p>Some children who have poor expressive and receptive language have either not yet been seen by speech therapy, been discharged or not deemed to need speech therapy and</p> |

where this is the case, the SENCO will suggest actions/interventions that will help the pupil until they can be seen by speech therapy.

Autistic Spectrum Disorder:

Provision:

- ❖ Recommendations for supporting the pupil will be made by the Pathway team and if there is still some involvement from Speech Therapy, a programme will be provided by them.
- ❖ In Foundation Stage, we can call on a specialist outreach teacher from SENISS who will come and provide a written plan for the child, as well as meet with parents/carers.
- ❖ We meet regularly with parents/carers and operate an open door policy for seeing the SENCO. We find that we can often help with strategies at home and in some cases, make resources or loan literature. When strategies are carried out both at home and in school, they have a greater effect.
- ❖ There are some social communication programmes that we run in school which are recommended by external professionals but delivered by the Learning Mentor.

In class we use a range of visual supports depending on the needs of individual classes, including:

- ❖ whole class timetable
- ❖ personal timetable
- ❖ now and next boards

- ❖ large class timer which shows time left in red so pupils can see how long they have left for an activity
- ❖ stopwatches for individual pupils
- ❖ sand timers
- ❖ traffic light fans
- ❖ picture fans to support non-verbal pupils
- ❖ personalised social stories which target specific issues

We also have the following available for use in class when needed:

- ❖ privacy boards
- ❖ ear defenders
- ❖ Lap weights
- ❖ time-out boxes which contain things that calm the children down, or that they particularly like doing

2.

Cognition and Learning:

Within this group we have pupils with Moderate learning difficulties (very low ability across all subjects which are not caused by any specific problem with: phonics, numbers or motor skills), Specific learning difficulties (dyslexia, dyscalculia and dyspraxia). We are also now identifying pupils who have slow processing speeds and poor working memory, as these can have a significant impact on all learning.

Moderate and specific learning difficulties can only be diagnosed by someone from an outside agency. Dyslexia, dyscalculia and moderate learning difficulties are diagnosed by the Educational Psychologist or a suitably qualified specialist teacher from SENISS and Dyspraxia is only diagnosed by an Occupational Therapist. There can be a significant waiting time before these conditions are diagnosed, but at Arnot St Mary, we put suitable, supportive measures in place as soon as we suspect that a child may have any of these learning difficulties.

Even when two children both have the same diagnosis, they may still have different profiles. We try to identify the area that is causing the biggest barrier to their learning. For example a child may be struggling with reading because they have poor visual discrimination or it could also be because they have a poor visual memory. Once we have identified the main barrier, support to help with that specific difficulty will be put in place.

Provision:

- ❖ small group or 1:1 interventions with the class teacher or the TA, which target identified areas of difficulty, these are typically between one and four times each week, lasting between ten and thirty minutes and can cover English, Maths and motor skills
- ❖ support in class from either the teacher or TA
- ❖ suitably differentiated objectives and tasks

- ❖ resources to aid the recording of work
- ❖ different methods of recording knowledge
- ❖ interventions to improve visual and auditory memory
- ❖ tinted books and equipment to support children with visual stress or Irlen's Syndrome
- ❖ use of multi-sensory strategies
- ❖ slanted writing boards
- ❖ various pencil grips
- ❖ a variety of easy grip scissors
- ❖ resources to strengthen muscle tone, e.g. pincer grip activities, theraputty
- ❖ resources to improve handwriting and pencil control

Social, emotional and mental health:

This can also include pupils with Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder.

Staff are always alert to behaviours that may indicate a pupil has social, emotional or mental health problems. These can be short or long term and be caused by worries that are school based or if

there are things happening outside school. Some conditions, such as ASD or ADHD, may cause children to have problems either in their social behaviour or their emotional well-being. Once it has been established that there is a problem, Parents/Carers are always contacted to see if their child is showing the same signs at home, or if there are any circumstances which may be affecting them.

Provision:

- ❖ We have a school Learning Mentor who works with children either on a 1:1 or group basis; this covers any social, emotional or behavioural problems related to things in school
- ❖ the Learning Mentor offers bereavement counselling – emotional support for any children in school who have experienced loss (e.g. through death, separation or divorce)
- ❖ We have a wide range of resources that can be used to support children with ASD and ADHD in school
- ❖ specialist advice from our Educational Psychologist, Julie Martin
- ❖ specialist advice from colleagues at CAMHS/CAMHS LAC
- ❖ assessment tools and intervention programmes e.g. Boxall Profile, SEAL materials, Time to Talk, Socially Speaking,

- ❖ LACES offer support for Looked After Children who have problems with emotional and social development
- ❖ Support for our most needy pupils, from YPAS through the Seedlings Project or Brighter Horizons

3. Sensory and/or physical needs:

Sensory Processing Disorder is a relatively new area that children can now be assessed for. In simple terms, it is a neurological disorder which affects the part of the brain responsible for processing incoming sensory information. It can result in hyper or hypo sensitivity of any of the senses, causing children to display behaviours that are often mistaken for other conditions, e.g. some children who are diagnosed with ADHD actually have sensory processing difficulties. They don't get enough sensory stimulus, so need to keep moving and fidgeting to create it. Many children who have ASD, also have SPD, but there are some children only have SPD.

We have some children in school whose need is related to physical disabilities, e.g. scoliosis, Kalman's Syndrome, cerebral palsy and hyper-mobile joints.

Provision:

- ❖ Occupational therapists and physiotherapists come into school on a regular basis to work with individual children

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| | <ul style="list-style-type: none"> ❖ We have a wide range of resources to support our pupils who have sensory and/physical needs, many of them are used for both and include, theraputty and other resources to help improve muscle tone, sensory cushions, lap weights and shoulder weights, ear defenders, modoh, Buzy Legs, wobble shells, balancing boards, We Play wavy tactile path and rainbow stones, ped-a-rollers, sensory fidget toys, sensory chews |
| <p>4. What is the name of the SENCO and contact details for the SENCO?</p> | <p>The SENCO at Arnot St. Mary C of E Primary is Mrs G Court. She can be contacted directly at school on 0151 286 1400 or via email on gcourt@arnotstmary.com</p> |
| <p>5. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?</p> | <ul style="list-style-type: none"> ❖ SENCO has gained the qualification needed for Special Educational Needs Co-ordinator. SENCO has also been on recent training on ASD referrals, Speech and Language referrals and sensory difficulties. ❖ All class teachers at Arnot St. Mary C of E Primary have gained a teaching qualification at degree level. ❖ Every class in school has a full time TA who supports the pupils either in groups, 1:1 or works with the class so that the teacher can work with pupils with SEND. ❖ There are 5 full time TA's who work with certain children on a 1:1 basis |
| <p>6. How is equipment and facilities to support with SEN secured?</p> | <p>When a pupil has been identified with SEND, their work will be differentiated by their class teacher to enable them to access the curriculum more easily. Teaching assistants will be allocated to work with a pupil on a 1:1 basis or with a small group. Children will be given a Personalised Support Plan with SMART targets. Personalised Support Plans are written by a child's class teacher in great detail relating to the child's background, their needs, current attainment levels and SMART targets. Some Personalised Support Plans will be supported by the SENDCO and may include relevant information from outside agencies. These are used to inform the planning and delivery of whole class and small group lessons (including interventions).</p> |

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| | <p>Each child's Personalised Support Plan will be reviewed termly, and new SMART targets will be set. This will be monitored by class teachers and SENDCO and will be shared with parents/carers.</p> <p>For pupils with a medical condition, an Individual Health Care Plan (IHCP) may be written with SENDCO and parents/carers to guide staff on how to manage certain needs. Some children, with more complex needs, may have external agencies present to meet about their IHCP. If additional equipment is needed to support a child within school, this would be addressed at these meetings. If a child's needs go beyond the school's expertise, advice will be sought from the Inclusion Team.</p> |
| <p>7. What is the arrangements for consulting parents of children with SEN about and involving such parents in the education of their child?</p> | <p>As a school, we offer regular opportunities for parents to come into school. These include:</p> <ul style="list-style-type: none"> ❖ Class Celebration Assemblies ❖ Termly Parents' Evenings ❖ Different types of parent workshops ❖ Coffee Mornings <p>We also have a range of facilities and resources open to parents:</p> <ul style="list-style-type: none"> ❖ Opportunities for parents to learn how to support their child's learning through English and Maths ❖ Seedlings ❖ Brighter Horizon ❖ Family Support Officer <p>The school will signpost appropriate groups and organisations that are relevant</p> |
| <p>8. What are the arrangements for consulting children with SEN about and involving them in their education?</p> | <p>Pupils with SEND are prompted to comment on their One Page Profile and review, advise teaching staff on how best to support them and discuss their opinions of different interventions. All children are listened to and staff endeavour to respond to their needs</p> |

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| <p>9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?</p> | <p>Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:</p> <ul style="list-style-type: none"> ❖ Discuss the problem with the SENDCO. ❖ Should the problem be with the SENDCO, contact the Head teacher. ❖ Discuss the problem with the Head teacher. ❖ The Head teacher may refer the matter to the Area Special Needs Officer, or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services (formerly Parent Partnership) and how to make representations to the LA. ❖ More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of Governors, School Adviser, or the LA SEND Adviser as appropriate. |
| <p>10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?</p> | <p>The relevant referrals are made through SENDCO or family support worker.</p> |
| <p>11. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32?</p> | <p>Special Educational Needs Assessment and Pupil support Service</p> <p>The SEN Assessment and Pupil Support Service undertakes the following functions with regard to Special Educational Needs. Moderation of requests for Education, Health and Care assessments under the 2014 Children and Families Act. Co-ordination of assessments undertaken under the above Act.</p> <p>Telephone: 0151 233 5957 / 0151 233 5955 0151 233 5973 / 0151 233 5964</p> <p>E-mail: sen.team@liverpool.gov.uk</p> <p>Liverpool Early Help Directory</p> |

<http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

School Admissions

The Admissions Team are responsible for the statutory co-ordination of primary reception class place and Secondary Year 7 place allocations each academic year. The co-ordination is carried out in accordance with the provisions of the School Admissions Code.

E-mail: admissions@liverpool.gov.uk

Website: liverpool.gov.uk/

Council for Disabled Children

The Council for Disabled Children has launched two new websites.

www.getyourrights.org

Offers children information about their health-related rights and how to take action if they've been breached. It also provides resources for professionals.

<http://cyp.iassnetwork.org.uk>

Gives children and young people with a disability or special educational need information on what rights they have for accessing information, advice and support across education, health and social care.

The Liverpool Asperger Team

The Liverpool Asperger Team is an NHS service which offers an Asperger syndrome (Autism Spectrum Disorder) assessment, diagnostic and intervention service for adults in the Liverpool area.

Telephone: 0151 737 4800

E-mail: peter.scaife@merseycare.nhs.uk

Speech and Language Resource Bases

The Speech and Language Resource Bases within The Early Help Service is a specialist service that supports children with the most significant and specific speech and language needs: - There are 128 places in 5 Language Resource Bases across the city.

Telephone: 07919045248

E-mail: Christine.taylor@liverpool.gov.uk

Sensory Service

The Sensory Service provides support for those with either a Vision Impairment or a Hearing Impairment. Visually impaired children and their families are supported by the Sensory Service. The Sensory Service is an Education Service which supports hearing impaired and visually impaired children.

Telephone: 0151 233 5970

E-mail: anne-marie.taft@liverpool.gov.uk

The Educational Psychology Service

The Educational Psychology Service is a traded and statutory service that works in partnership with Education, Social Care, Health and the Voluntary Sector. The service works with children/young people 0-25 who live in Liverpool in order to promote their attainment, inclusion and well-being.

Telephone: 0151 233 5978/ 0151 233 5985

The Liverpool Neurodevelopmental Pathway – Advanced Solutions

The neurodevelopmental offer for children, young people and their families has been commissioned by NHS Liverpool Clinical Commissioning Group to ensure services and support are available for those experiencing difficulties with Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Sensory Processing Difficulties (SPD)

Website: www.addvancedsolutions.co.uk/.../index.html

Looked After Children Services (LACES)

Liverpool's Looked after Children Education Service (LACES) has responsibility for ensuring that Liverpool City Council delivers its statutory requirements as a corporate parent, in the promotion of the educational attainment of the city's Looked After Children (LAC) wherever they are located. LACES provides advocacy support.

Telephone: 0151 233 3901

E-mail: laces@si.liverpool.gov.uk

**Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)
Formerly Parent Partnership**

About Liverpool & Knowsley SENDIASS services provide free and confidential impartial information, advice and support to children/young people with special educational needs and/or disabilities (SEND), and their parents/carers.

Telephone: 0800 0129066 Option 1 Liverpool residents/Option 2 Knowsley residents

E-mail: liverpoolandknowsleysend@wired.me.uk Website: www.liverpoolandknowsleysend.com

Fusion Project

Aims to direct disabled children and young people into mainstream play and leisure provision within their community. Works with families to explore the possibilities locally to help children and young people make connections that could lead to friendships. Gives information on different types of childcare.

Telephone: 0151 233 3621

E-mail: fusion.project@liverpool.gov.uk

Information and Advice Sessions regarding Sensory Difficulties

Information and advice sessions with an occupational therapist and advanced practitioner in sensory integration. For further details please contact us at info@theisabellatrust.org

Telephone: 07956749774 07956749774

E-mail: info@theisabellatrust.org Website: www.theisabellatrust.org

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| <p>12. What are the schools arrangements for supporting children with SEN transferring between phases of education?</p> | <p>New Starters: Before children start in Nursery, the class teacher and Assistant Head teacher sets up meetings with parents to discuss the needs of individual pupils. In addition to this, the class teacher or Assistant Head teacher may also arrange for a meeting at the child’s previous setting. If a child is entering the school with complex needs, relevant training and risk assessments will be carried out.</p> <p>Transitioning Through Key Stages: At Arnot St. Mary C of E Primary School, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and discuss the individual needs of a child. If a child has complex needs, the SENDCO may be present for the meeting.</p> <p>Transitioning to a New Setting: When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies. As a school, we have strong links with feeder high schools. This allows us to set up meetings to discuss certain children who we feel may need additional support when they start secondary education.</p> |
| <p>13. Where is the local Authority’s local offer and school’s Local Offer published?</p> | <p>A link to the LA and school’s Local Offer can be accessed on the school’s website.</p> |