

# **TWYDALL PRIMARY SCHOOL**



## **SEND Policy**

**Appendix to RMET  
Inclusions/SEN Policy**

## **INTRODUCTION**

The School's Policy and Implementation of SEN and Disability has regard to the '**Special Educational Needs and Disability Code of Practice: 0 – 25 years**' (January 2015), and to the '**Equality Act**' (2010). Additional information from the '**Children and Families Act 2014**'.

## **OUR SETTING:**

Twydall Primary School and Nursery is a mainstream school with designated provision for children with physical disabilities and complex medical conditions.

## **SCHOOL ETHOS AND VALUES**

At Twydall Primary School and Nursery, we aim to provide the very best care and education for all our children.

We strive to promote a positive and supportive, fully inclusive environment, meeting individual needs.

We recognise the vital role of our parents/carers and we aim to work in partnership with them, valuing their views and contributions and keeping them fully involved in their child's education.

We have high expectations of all our children. Together we ensure all children make progress and become part of our community.

We believe in the involvement of the child and the importance of taking their views into account.

When planning our curriculum we consider the needs of all of our children and plan learning that takes in to consideration their individual needs and learning styles so that the curriculum is inclusive.

The school recognises the importance of early identification and assessment and we have practices and procedures, which ensure that all children's needs are met.

We recognise that some children will need additional support to ensure access to the whole curriculum. We aim to provide appropriate support strategies, and if additional specialist support is necessary, we will contact the appropriate external agencies and outreach teams.

We believe in a multi-disciplinary approach and actively support close links with all agencies and professionals working with the child.

## **ENABLING PUPILS WITH SEN TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEN**

At Twydall Primary School all pupils regardless of whether they are mainstream or in our provision (physically disabled or complex medical needs) participate fully in the life of the school. We are aware that some children require more adaptations to participate than others and where necessary additional staff (SSAs) support participation.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. However, under safeguarding it may be necessary to complete a specific risk assessment and hold a discussion with parents regarding their child's participation in a trip if there are behaviour or SEND concerns.

Class teacher and SSA will complete a pre-trip visit to consider accessibility and toileting provision

### **SPECIAL EDUCATIONAL NEEDS:**

Children are defined as having Special Educational Needs if they have a learning Difficulty which calls for special educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age and may require work that is 'different from or in addition to' work provided for their peer. A child has a disability if they have a physical or mental impairment that is substantial and long term (lasting for more than 12 months) and which has an adverse effect on their ability to carry out normal day-to-day activities. The disability prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age. Some children have needs or disabilities that affect their ability to learn in the following areas:

- Cognition and Learning
- Social, Emotional, Mental Health
- Physical and Sensory
- Communication

### **CLASSIFICATION OF SPECIAL EDUCATIONAL NEEDS:**

Initially the class teacher will register their concerns about a child and meet with the parent to discuss these concerns or the parent may discuss concerns with the teacher. The concern will then be reported to the SENCO/Inclusion Manager. Once a child has been identified as having a special educational need they will be placed on the school's SEND register and the parents/carers are informed. Parents are invited to meet with the SENCO to discuss how the SEND process will continue. Following the publication of the 2015 SEND Code of Practice and in conjunction with the Medway Guidance document children are identified as an SEND concern with support. SEND support Children are identified with needs that can be met by the class teacher through differentiation of lesson planning and task outcomes. The class teacher will use the Graduated Approach of Assess, Plan, Do and Review.

Some children may present with more significant needs that will necessitate the Class teacher and SENCO to develop interventions to support learning in English and Mathematics, which may be delivered by the class teacher or a member of the support staff. Advice from other professionals will be included as part of the graduated approach to provision for the child, either in a small group or an individualised intervention. All interventions and support are tracked for impact and discussed with the Senior Leadership team (SLT).

Should the child not make any progress after following the cycle of Assess, Plan, Do and Review for a specified time then it may be necessary for the SENCO and Class teacher to

work with the parents and carers on a School based Plan. This will also involve outside agencies to be involved with working with the child or providing support for the adults working with the child.

The School Based Plan can be used as precursor to an application for an Education Health and Care Plan (EHCP), but not all children who have a School Based Plan will require an EHCP. The school-based plan is a more structured support document with regular target review meetings between parents, teacher and SENCO. If appropriate, the child will participate.

An Education, Health and Care Plan will be applied for, with parental permission, if a child's progress or medical needs indicate that the child needs require further support and personalised access to specialist agencies. The school will need to evidence that they have used the Graduated Approach and completed a school based plan for the child to support their concerns. A child who presents with medical needs that cause a significant disability may not have a School Based plan, but this will be discussed with the parents/carers.

### **EDUCATION HEALTH, AND CARE PLANS (EHCP)**

In cases where needs are exceptional, the school, parents/carers may request that the Local Authority make a statutory assessment for education and health needs and to consider whether or not to issue an EHCP. If an EHCP is issued, the Local Authority may consider the child to require specialist provision for their education; at Twydall, as stated above, we offer designated provision for children with physical disabilities and complex medical conditions, as well as hearing impairments. The parents/carers views will always be part of this decision making process.

### **PROVISION FOR CHILDREN WITH BARRIERS TO LEARNING.**

#### **Provision for Children who have a Statement of Special Educational Needs or EHCP for a physical disability or complex medical condition**

- The school is accessible to wheelchair users and adaptations have been made to enable pupils with a physical disability to access all areas of the school.
- There are special toilet facilities, ramps, handrails and automatic doors.
- There is a soft playroom and additional rooms for therapists and small group teaching.
- There are sound treated areas in the nursery, KS1 and KS2 parts of the building, to enable children with hearing impairments to access learning in an enhanced hearing environment.
- The school employs special support assistants to facilitate access in all areas of the curriculum and to support the care needs of our pupils, including intimate care.
- There are additional, specialist resources and equipment to enable access to different curriculum areas.
- The school receives advice from agencies and therapists.
- Teachers differentiate the curriculum and set SMART targets to guide and enhance learning.
- BSL (British Sign Language) is promoted throughout the school-but Makaton or sign language may be used in EYFS.
- There is an area for administering tube feeds.

### **Provision for Children with a Hearing Impairment**

- The school has 3 designated, sound treated areas, one in each Key Stage.
- The majority of classrooms have been adapted to accommodate a sound field system. Teachers may use microphones so their voice is transmitted through loud speakers if pupils require it.
- The school halls have also been adapted with acoustic reflectors.

### **We also provide for children who have learning or behavioural needs.**

- The school employs Teaching Assistants who are effectively deployed to ensure pupil progress.
- Teachers differentiate at planning stages to ensure progress and success for all pupils.
- Planning at all stages reflects a variety of teaching styles.
- Children are given opportunities to learn in different styles.
- Targets are specific for individual children.
- The school has a Behaviour Policy.
- There are Booster Groups held during the academic year to support year groups.
- The school receives advice from agencies and therapists.
- Intervention groups are in place for children who are underachieving or have special educational needs.
- We have a wellbeing area for children who are experiencing SEMH difficulties.

We welcome children with diverse needs and we strive to break down barriers to learning.

At Twydall Primary School and Nursery, we are committed to raising achievement for all pupils. However, if the education of other children is adversely affected, or the learning gap for an individual child becomes too wide, it may become necessary to review the appropriateness of our provision for a specific child. This will be carried out following the guidance from Medway Local Authority.

## **ROLES AND RESPONSIBILITIES**

### **GOVERNING BODY**

Named Governor for SEN/Inclusion: Reverend A Richardson

- Monitors the Inclusion Policy.
- Ensures SEN provision is an integral part of the School Improvement Plan.
- Has regard to the Code of Practice when carrying out its duties toward all pupils with barriers to learning.
- SEN Governor(s) is/are knowledgeable about the school's SEN provision, including how funding, equipment and resources are deployed.
- Has termly meeting with Inclusion Manager and SENCO to discuss issues arising relating to SEN at Twydall.

### **THE HEAD TEACHER**

Catherine Logan (BA, MA, TESL, PGCE, NPQH)

- The Head teacher has responsibility for the management of SEN provision and the delegation of responsibilities to the Inclusion Manager/SENCo.
- The Head teacher keeps the Governing Body fully informed.

- The Head teacher holds regular briefing meetings with the Inclusion Manager / SENDCO.

### **THE INCLUSION MANAGER/SENDCO**

Catherine Johnstone (BEd (Hons), NASCO (PGCE), BESD (PGDE)) Masters with distinction enabling learning SEN.

Assistant SENCO: Esther Welsh (BA (Hons), PGCE, NASCO qualification Jan 2020)

The Inclusion Manager is responsible for the implementation of the Inclusion and Special Educational Needs Policies by:

- The Inclusion Manager meets regularly with the SEND/Inclusion Governor and provides written reports for Governors meetings
- The promotion of inclusive practices and of positive attitudes to disability
- Maintaining and updating SEN Register
- Liaising with teaching staff, support staff and parents
- Supporting teaching staff with planning inclusively
- Monitoring and reviewing Provision Maps, EHCPs and Statements
- Liaising with outside Agencies, Speech Therapists, Physiotherapist, Educational Psychologist
- Managing In School Reviews
- Managing Multi-Disciplinary Review meeting.
- Managing Early help meetings alongside the Home School Support Worker.
- The purchase and maintenance of equipment and resources to meet the individual needs of the pupils and to support teaching and learning
- Delivering INSET
- Developing and co-ordinating provision for visually impaired pupils
- Managing the effective deployment of SSAs and relevant training for staff
- Line managing the SSA's
- Formulation of the school based plans
- Applying for EHCPs
- Applying for additional funding where required

The Assistant SENCO has the line management responsibility for the Teaching Assistants in consultation with the Inclusion Manager.

### **CLASS TEACHERS**

Class Teachers have responsibility for medium and short-term curriculum planning to meet the individual needs of the children within the class.

- Identifying and raising concerns with the Inclusion Manager / SENDCO using assessment procedures and the completion of Cause for Concern forms and register of concerns as part of their responsibility for identification of possible SEN.
- Monitoring progress and gathering evidence of barriers to learning.
- Setting and reviewing targets in Individual Provision Plans supported by the assistant SENCO / SENCO.
- Implementing targets and strategies included in the Individual Provision Plans and planning for all interventions that are provided within the school, not by professional outside agencies.
- Working in collaboration and liaising with teaching assistants in executing programmes and targets included in the Individual Provision Plans.

- Informing parents about pupils' barriers to learning and strategies to be used as detailed on the Individual Provision Plans at parents' evenings.
- Liaising with the Home School Support Worker.

### **SUPPORT STAFF**

Teaching Assistants work under the direction of the Class Teacher in the day-to-day implementation of individual programmes and have responsibility for:

- Recording progress towards intervention targets to inform the Provision Map review process.
- Providing verbal or written feedback to Class Teachers to inform the Provision Map review process as part of the Graduated Approach of 'Assess, Plan, Do, and Review'.
- Providing support for learning.
- Managing pupils' behaviour.
- Building pupils' self-esteem.
- Supporting children in groups e.g. Speech and Language.

### **EARLY YEARS CLASSROOM ASSISTANTS**

In the Early Years classroom, assistants provide support for all the children. SSA's will be deployed where necessary in EYFS.

### **SPECIAL SUPPORT ASSISTANTS**

Special Support Assistants (SSAs) are deployed across the school, they are timetabled within a specific year group. Their role is crucially important in facilitating the inclusion of children with a physical disability or medical condition. They have the following responsibilities:

- Recording progress towards intervention targets to inform the EHCP Annual review process and collecting evidence of targets achieved or working towards.
- Providing verbal or written feedback to Class Teachers to inform the Provision Map review process.
- Providing support for learning.
- Supervising the arrival and departure of children.
- Supervising children at playtimes and lunchtimes
- Assisting in the dining room
- Supporting physical activities, P.E, games, large apparatus, etc.
- Liaising with Class Teacher, Inclusion Manager, Physiotherapist, Speech Therapist. □ Supervising during soft play sessions
- Carrying out speech/physiotherapy programmes as advised by outside agencies following the Class Teacher's direction. □ Supporting care and toileting needs.
- Reporting any maintenance problems with wheelchairs, standing frames, AFOs etc. to Inclusion Manager/SENDCO.
- Participating in the Person Centred Annual Review (PCAR) process and keeping a record of achievements towards targets

### **HOME SCHOOL SUPPORT WORKER**

Holly Deasy (NNEB, SENSE (Deaf/blind support), Play Therapy, Drawing and Talking)

This post has a significant role related to supporting the individual needs of a number of children, who frequently, but may not, have Special Educational needs. The key role of the

Home School Support Worker facilitates the working relationships between home and school to reduce emotional barriers to learning. The Home Schools Support Worker also leads on Early Help meetings.

### **SUBJECT LEADERS**

Subject Leaders have the responsibility to raise awareness of SEN in their particular subjects in co-operation with the Inclusion Manager / SENDCO when developing policies, programmes of work, appropriateness of materials and when purchasing resources and to look at alternative methods for delivering teaching to meet the needs of all pupils.

### **STAFF INSET**

School based INSET and regular liaison between all staff ensures a sharing of professional expertise.

Teaching and Support Staff attend INSET as identified in the School Improvement Plan. Specific inset or training is organised with outside agencies.

### **VISITING THERAPISTS AS PART OF IDENTIFIED EHCP PROVISIONS AND/OR IDENTIFIED MEDICAL NEEDS.**

- Physiotherapists visit the school regularly to work on programmes with children, to check equipment, to advise staff and to meet with parents as part of the NHS blocks of provision.
- Speech and Language Therapists visits the school regularly to deliver therapy and to monitor programmes.
- The Occupational Therapist visits school regularly to provide advice to staff and work with individual children and where appropriate to provide a written programme of targets and methods which can be delivered by the SSA.

### **OUTSIDE AGENCIES**

The school has access to the following agencies that may provide support for pupils' individual needs within school:

- Educational Psychology
- Behaviour Support Service – part of Bradfields Specialist Support Service
- Attendance Advisory Practitioner
- Child Community Health including NELFT
- MCH Speech therapy
- MCH Physiotherapy
- Community Nurse
- Social Services
- MCH Occupational therapy
- Counsellor
- Teachers for Hearing Impaired/Visually Impaired
- Outreach teams-Marlborough Outreach, Bradfields
- SSG (Medway Council)
- SENDIAS-Family Action Medway
- Early Help Team
- Evolve (Children's Therapy Services Occupational Therapist)

On the school website there is a dedicated page for parents that promotes SEN support and activities that they can access. Details are provided to school and shared with parents via this website.

[Please use this link for the SEND Information Report](#)

## **IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS**

Children's needs are identified from;

- Information arising from the child's pre-school experience.
- Baseline assessments showing what they know, understand and can do on entry to the school.
- Progress against Early Learning Goals and Age Related Expectations (ARE).
- Regular monitoring and tracking of progress.
- Assessment.
- Information from parents/carers.
- Information and assessments from other professionals.
- Standardised assessments and specific assessments related to the learning need.
- Observations of the child in different settings and their response to change.
- Teacher and/or parent/carer concerns reported to the SENCO/Inclusion Manager.
- In School Reviews (ISR) which are held 3 times a year to discuss particular children's needs. (An In School Review is a multiagency meeting held in school. Parents do not attend the meeting, but they are informed if their child is to be discussed and reported back to after the meeting)

## **INDIVIDUAL PROVISION PLAN IS A PART OF THE GRADUATED APPROACH (PLAN, DO, REVIEW)**

The school records and tracks the provision for any child receiving extra help, using Provision Mapping. Provision Mapping occurs on a cyclical basis each term, which is known as the 'Graduated Approach': it draws upon frequent reviews in successive cycles to match interventions to the needs of the pupil. The teacher assesses the pupil's needs, plans and implements interventions throughout the term and carries out reviews to enable updated plans to be put in place for the following term's support.

Children with an Education Health and Care Plan, or who are on the SEN register at the SEN Support level would have their support interventions identified and tracked within this system. Children entitled to the Pupil Premium, or those who have English as an Additional Language and require additional help, or other specific needs will also have their interventions recorded as additional provision and recorded on the school provision impact tracker.

Most children's needs are addressed by the Individual Provision Plan, but where progress is not made as expected at the review stage, or where a higher level of intervention needs to take place, the pupil may be identified as needing an additional SEN Support Agreement, as well as their Individual Provision Map. For very high levels of specialised support, it may be appropriate to produce a School Based Plan; this plan is only used where an Education Health and Care Plan is not already in place, and can stand alone as such, or if an EHCP is then required, it forms part of the application.

Individual Provision Plans for children with an EHCP, or those who are on the SEN register at the SEN Support level are available as an individual document, specific to that child. This document is shared with parents initially on the first Parents Evening of the academic year and can be discussed as necessary. A new Individual Provision Plan will be produced termly, ensuring interventions remain appropriate and relevant throughout the year and are linked to discussions in regular Progress meetings with teaching staff and Senior Leadership.

## **TARGETS**

All targets within Provision Maps are SMART

- Specific
- Measurable
- Achievable
- Relevant
- Timed

Strategies should include:

- Presenting material in small, manageable steps including single step instructions and incorporating 'take up' time for auditory processing of instructions.
- Ensuring over learning and regular practise of skills previously learned and planning new work on what is already known and understood.
- Giving positive, encouraging and rapid feedback.

Targets for pupils with EHCPs must reflect the provision as detailed in the plan.

Pupils who have an EHCP may also have an Individual Support Plan, which sets out strategies, includes measurable targets and may in addition have a care plan and programmes from other agencies.

The class teacher monitors children's performance and their progress measured by their attainment and recorded on the school data system.

The interventions for pupils with barriers to learning is reviewed through Pupil Progress meetings.

The interventions for pupils with an EHCP are agreed through the person centred Annual Review, and also through Pupil Progress Meetings and whenever a new Provision Plan is produced.

## **IN SCHOOL REVIEW (ISR)**

The termly ISR identifies pupils' barriers to learning. The needs of the children are determined, provision and specific resources are agreed and pupil's needs are reviewed. In addition to the attendance of the Inclusion Manager / SENDCO, and the Class Teacher, other professionals are invited and might include the educational psychologist or the school nurse. Parents are notified in advance that their child is going to be discussed and the outcome of the ISR is shared with parents; they are notified and the SEN Support register is amended if required. When a child's needs are unable to be fully met through SEN Support, the ISR considers a referral to outside agencies, including health, education and social care, to commence formal

assessment procedures and initiate family support. The Inclusion Manager / SENDCO completes a referral form, with parents, including supporting evidence.

### **MULTI DISCIPLINARY REVIEW**

Strategies for individual children with behaviour needs are also discussed to ensure a consistent approach at the Behavioural Team meetings and a behaviour contract is drawn up if necessary.

### **FORMAL ASSESSMENT PROCEDURE**

If a child is not making progress and is on the SEN Support register, a discussion may take place at the ISR. An Individual Provision Plan may be brought in as detailed above. For very high levels of specialised support, it may be appropriate to produce a School Based Plan where previous interventions have not been successful in moving the child on in their learning, 'closing the gap'. This plan may be used to help support an application for an Education, Health and Care Plan if further support is required. If there is enough evidence to support an application for an Education, Health and Care Plan, formal assessment procedures are initiated. The Inclusion Manager / SENDCO completes a referral form, with parents, including supporting evidence and sends it to the LA for discussion at the decision making group. Parents can also request a formal assessment by the LA.

### **Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks, which form part of the discussion for milestones and progress meetings.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using a system to maps to measure progress and impact of interventions.
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **ANNUAL REVIEWS**

Guidance is in accordance with the Code of Practice. Children with EHCPs have a review annually. Children in the Nursery setting who have an EHCP will have 2 reviews a year until they are 5. Parents are invited to the Annual Review in addition to the professionals involved in meeting a child's needs, and contributions will be included in the Annual Review. Class teachers and/or SSAs are invited to attend the meeting to give an accurate report of how the child's difficulties present in the classroom and how they incorporate the EHCP targets into their teaching. Class Teachers provide a report on progress, focusing on pupil progress linked to individual targets as detailed in the plan. Pupils are encouraged to be involved in target setting and also have a form to complete at home or at school for their contribution to the Annual Review. Parents / carers have a form to complete at home as well to enable their contribution to be fully included. The Inclusion Manager / SENCO completes the Annual Review paperwork, which is sent with the reports to the LA and to parents. Outside agencies

involved with the child are invited to attend the Annual Review meeting, but if they are unable to attend they will complete a report to be shared with parents.

## **RECORDS**

The Headteacher, Inclusion Adviser and SEN Governor will keep copies of the SEN Register.

Copies of external Agencies' Reports (Hearing, Visual, Speech and Language Therapy reports) will be kept in the class' AEN Folder with a copy also being kept in the individual pupil folders.

The Inclusion Manager / SENCO keeps a copy of all EHCPs, and Annual Reviews.

Where relevant, SSAs (Special Support Assistants) will retain reports in their EHCP folders as part of their individualised support for their named child.

## **USE OF ASSESSMENT:**

- Teachers will use the outcomes of assessment to summarise, analyse attainment and progress for their pupils and classes
- Teachers will use data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders across Twydall Primary School will analyse the data across the school to ensure that pupils identified as Disadvantaged or at particular risk, will be making appropriate progress and that all pupils are appropriately challenged
- The information from assessment (formative feedback) will be communicated to pupils and parents three times a year, through a meaningful conversation. Next steps will be discussed.
- We will celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development
- Twydall Primary School assessment tracking system is SIMS. SIMS is a commercial system for tracking pupils' achievement and progress. There is regular updated training for SIMS and it forms part of the Induction for new staff. Attainment and progress is tracked six times a year and reported to staff and governors. However, in Early Years and for some pupils with complex disabilities we will be using the Tapestry system.

## **PARENTAL INVOLVEMENT**

The school has a commitment to working with parents/carers and they are involved in discussion regarding the following:

1. Relevant background to barriers to learning
2. The content of Individual Provision Plan
3. Level of support and the staff delivering the support e.g. in class, small groups
4. Ways in which they can help their child in targeted areas:
  - Parents are kept informed of their child's level of special educational need at the parent/teacher meetings.

- Parents are invited to contact school and speak with the class teacher or Inclusion Manager / SENCO to discuss their child's special educational needs should there be any concerns.
- Involvement of and referrals to outside Agencies will only occur after discussions with parents.
- Parents of children with EHCPs will receive a letter inviting them to Annual Review meetings.
- Any involvement of outside agencies will only occur after discussion with parents/carers.
- The Inclusion Manager / SENDCO is involved in discussion with parents/carers about secondary transfer procedures and complies with LA directives with regards to the secondary transfer for pupils with Education, Health and care Plans.
- Parents can also request counselling on a range of issues, e.g. bereavement, family break up, self-esteem, etc for children with or with Special Educational needs via the Headteacher and Counselling Service.
- The school will be required to publish its SEND Information which can be found on Twydall Primary School's website. This document is reviewed regularly and renewed annually.

### **CHILDREN WHO ARE LOOKED AFTER**

Twydall Primary School promotes the wellbeing and achievement for LAC children by:

- Attending Personal Education Plan meetings
- Attending LAC Reviews
- Reporting to the appropriate LA when required
- Liaising with foster carers and social workers as well as the virtual schools team.

### **MOVING ON TO THE NEXT YEAR GROUP, PHASE OR SCHOOL AND LINKS WITH OTHER SCHOOLS:**

- Meetings with Year 3 teachers to enable Year 2 pupils to adjust their move to a different area of the school site.
- Meetings with Year 6 pupils' parents/carers, Headteacher and Year 6 teachers
- Meetings between Inclusion Manager / SENDCO and parents of Year 5 pupils with EHCPs Needs so parental preferences can be completed by the timeline set by Medway SEN team.
- Liaison meetings with Year 6 and Year 7 teachers and Inclusion Manager / SENDCO
- Liaison with Special Schools as appropriate
- Secondary SENDCOs invited to Year 6 EHCP pupils' Annual Reviews
- Transition groups run by the Home School Support Worker and developed in consultation with the Inclusion Manager and the Transition coordinator.
- Additional transition work will be carried out with those children who have been identified by staff as being vulnerable to change to ensure a smooth transition.

### **RESOURCES**

The resources for accommodation of individual differences will be in the curricular resources of the school.

Staff make and adapt materials as appropriate.

We endeavour to maintain the level of special equipment with regular checks on the safety of equipment such as hoists.

Resources are kept in individual classrooms in addition to individual children's specific equipment.

Literacy and Numeracy SEN resources, together with small, additional equipment are kept in central resource rooms within Key Stage 1 and Key Stage 2.

A variety of special equipment is available in school for our pupils with physical disabilities, including:

Standing frames, specialised seating, ICT switches, sloping desks, varia-tec tables, pencil grips, Dycem special scissors, art tools and PE equipment, hoists and toilet seats, VI equipment

## **LINKS WITH OTHER POLICIES AND DOCUMENTS**

This policy links to our policies on:

- [Behaviour for Learning Policy](#)
- Single Equality Policy
- Supporting pupils with medical conditions
- Safeguarding Policy
- Intimate Care Policy

Hyperlink to Medway Local Offer information:

[https://www.medway.gov.uk/info/200307/local\\_offer](https://www.medway.gov.uk/info/200307/local_offer)

## **POLICY REVIEW**

This Policy has been compiled in discussion with staff. The Policy will be reviewed July 2020 as part of our annual policy review.