Flying High Partnership

Forest Glade Primary School

SEND Policy

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Date Policy to be Reviewed	**September 2028**
Signed (Headteacher)	S Champion
Signed (Chair of Governors)	A Robinson

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At Forest Glade Primary School we follow the SEND Code of Practice: 0 to 25 years and apply it alongside current statutory safeguarding, attendance, equality and inclusion guidance. Our approach is aligned with the Flying High Partnership Inclusion Model and is built around early identification, strong universal provision, targeted support where needed and bespoke provision for children with the most complex needs.

It can be viewed here:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Where a child or young person may require provision beyond ordinarily available support, the school will work with parents/carers, the child, the local authority and relevant professionals to consider whether an Education, Health and Care needs assessment is appropriate. Where an Education, Health and Care Plan is issued, the school will ensure provision is delivered, monitored and reviewed in line with statutory expectations.

Families can find further information through their relevant Local Authority SEND Local Offer. Schools should insert the correct Local Offer link for their local authority area and ensure this is kept up to date on the school website.

This information is also available by putting the above web browser into your mobile smart phone or tablet.

The SEND Local Offer

The SEND Local Offer is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the education, health and social care services and provision available locally, including support for children with and without an Education, Health and Care Plan. We will signpost families to the relevant Local Offer as needed, and use it to support joined-up planning with parents/carers and professionals.

Vision and Mission Statement (Adapt according to school)

Our vision for our children is:

At Forest Glade, we are a **community** where **everyone feels safe and supported**. We give our children the **knowledge and skills** to understand the world

and **empower** them to change it. We are good role models who **inspire** through a **love of learning** and a **motivation** to make a **positive impact**. Together, we continually strive to remove the barriers to success and fear of failure, **developing determined, curious and aspirant** citizens who are **lifelong learners.**

Our mission is to create an inclusive school where every child is known, valued, safe and supported to achieve. We celebrate difference, remove barriers to learning and participation, and promote belonging, emotional wellbeing, resilience and independence. Inclusion is understood as a whole-school responsibility and is embedded through leadership, curriculum, teaching, safeguarding, attendance, behaviour and partnership with families.

Aims and Objectives

Aims

We aim to provide every child with access to a broad, balanced, ambitious and inclusive curriculum. High-quality adaptive teaching is the first response to need, supported by reasonable adjustments, curriculum adaptations and targeted or bespoke provision where required.

Our aims are:

- To provide an environment in which all children feel safe, cared for and supported.

- To promote and encourage independent learning, resilience, and the confidence to take risks. We recognise that everyone learns differently and that positivity, resilience, goal setting, self-awareness, cooperation and making mistakes are all part of learning.

- To encourage children to appreciate and understand the wider world in which we live.

- To provide a broad and balanced curriculum which ensures equality for all, enabling all children to achieve their full potential. We recognise and celebrate the diversity of achievement for each child.

- To establish a sound working partnership between home, school, and the wider community.

Objectives

- **Identify the needs of children with SEND as early as possible**

This is most effectively done by gathering information from parents/carers, education, health, and care services prior to the child's entry into school.

- **Monitor the progress of all children**

This is done to aid the identification of children with SEND. Continuous monitoring of those children with SEND by their teachers will help to ensure that they are able to reach their full potential.

- Make appropriate provision to remove barriers to learning, participation and belonging, ensuring children with SEND can access the curriculum and wider life of the school

This will be coordinated by the SENDCo, implemented by class teachers and supported by the wider school team. Provision will be planned through the graduated approach and reviewed regularly to ensure that intended outcomes, adaptations and interventions are having a positive impact.

- **Work with parents/carers**

This is essential to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information (annually) on the provisions for children within the school, and the effectiveness of the SEND policy and the school's SEND work.

- **Work with external agencies**

When the child's needs cannot be met by the school alone.

- **Create a school environment where children feel safe to voice their opinions of their own needs.** Child participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

- **Provide a broad and balanced curriculum**
Delivered by skilled professionals, so that children are enriched, understand, and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalised (with reference to the Government Prevent Strategy: see also the schools Child Protection Policy with regards to Preventing Extremism and Radicalisation).

Responsibility for the coordination of SEND Provision

The person responsible for overseeing the provision for children with SEND is the Headteacher (Steven Champion). The person co-ordinating the day-to-day provision of education for children with SEND is the SENDCo (Robin Edwards).

The day-to-day provision and individual target setting is the responsibility of the class teacher.

The governing body has responsibility for ensuring that the school meets its statutory duties for children with SEND, including duties under the SEND Code of Practice: 0 to 25 years, the Equality Act 2010, safeguarding guidance and attendance requirements. Governors will seek assurance that SEND provision is effective, inclusive and reviewed alongside the SEND information report, accessibility plan, inclusion strategy and published Local Offer information.

Arrangements for Coordinating SEND Provision

The SENDCo will hold details of all SEND support records such as SEND Support Plans and provision maps. All staff can access:

- Forest Glade Primary School SEND Policy

- A copy of the full SEND register

- A copy of the monitoring and concerns (MAC) register

- Guidance on identification in the Code of Practice

- Information on individual children's special educational needs

- Practical advice, teaching strategies, and information about types of special needs and requirements

- Staff meetings and professional learning sessions include updates on current legislation, SEND provision, inclusive practice and the relevant Local Authority SEND Local Offer.

This information is made accessible to staff and parents/carers to support the effective coordination of the school's SEND provision. All relevant adults should have up-to-date information about children's needs, strengths, provision and reasonable adjustments so that provision is consistent, purposeful and responsive.

SEND provision is coordinated through the FHP graduated tiered model of Universal, Targeted and Bespoke support. Universal provision describes the inclusive

classroom practice, curriculum design, routines, relationships and reasonable adjustments available to all children. Targeted provision describes additional, time-limited support for children who require more than the universal offer. Bespoke provision describes highly individualised support for children with the most complex needs, including those who may require specialist advice, enhanced provision, alternative provision or an Education, Health and Care Plan.

Admission Arrangements

The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010 and the School Admissions Code. This includes children with SEND, children with medical needs, children who are vulnerable to missing education, children with English as an additional language and children with or without an Education, Health and Care Plan. The school will consider reasonable adjustments and support needs from the point of admission or transition.

Please refer to the school's admission policy available on the school website.

The school has close links with local schools. Together we run cohesive transition plans to ensure children are fully prepared for the next stage of their education.

The SENDCo will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENDCo will ensure liaison between staff members and SEND teams within school to ensure that the provision is individualised where needed. This may include:

- Transition planning meeting with staff from the current school, future placement, and parents/carers

- Additional visits

- Personalised transition plan

- Sharing of information

SEND Provision: Universal, Targeted and Bespoke Support

At Forest Glade, we maintain a SEND register for children who require SEND Support or have an Education, Health and Care Plan. We also maintain a monitoring register

for children who may be vulnerable to SEND or who require closer observation by teaching staff and the SENDCo.

The number of children identified as having SEND is reviewed at least termly as part of the child progress cycle. The SEND register, monitoring register and provision mapping are updated following reviews, assessment information and professional discussion.

The school uses a graduated approach to ensure that children receive the right support at the right time. This includes high-quality inclusive teaching for all children, targeted support where barriers remain, and bespoke provision for children with complex or persistent needs. Provision is informed by assessment, child and family voice, professional advice, attendance and behaviour information, safeguarding context and evidence of what is working.

Facilities for Children with SEND

Forest Glade endeavours to comply with accessibility requirements regarding the physical environment and access to the curriculum.

Our current arrangements and identified adjustments are outlined in our accessibility plan. We recognise that reasonable adjustments may need to be made to meet individual needs and to remove barriers to learning, participation and independence.

The school has:

* An accessible hygiene suite, with handrails.

* Ramp access, wider doors, and handrails into school.

* Wider classroom doors.

If children require further assistive resources to access the environment and to remove barriers to learning and achievement this can be done in accordance with needs and with advice and support from the Physical Disability Support Service and / or Inclusive Technology advisors.

Allocation of Resources for Children with SEND

All children with Special Educational Needs and Disabilities (SEND) have access to the notional SEND element of the school's budget, which supports ordinarily available provision and the graduated response.

Some children may access additional funding to support individual needs. This may include local authority inclusion funding, high-needs funding or provision specified in an Education, Health and Care Plan. Funding decisions will be linked to assessed need, intended outcomes and evidence from the graduated approach.

The school's Inclusion Strategy sets out how we strengthen inclusive mainstream practice so that children with SEND and other barriers to learning can access, participate in and achieve within the full life of the school. Where the school accesses Inclusion Mainstream Funding, this will be used to support evidence-informed, needs-led provision aligned with the school's graduated approach. The Inclusion Strategy, including how Inclusion Mainstream Funding is used to improve inclusive provision, will be published on the school website and reviewed regularly.

The school allocates resources for children with SEND according to the needs of the current cohort. Assessment and tracking information, alongside teacher assessment and professional discussion, helps leaders identify children working below age-related expectations, the provision they require and any interventions needed. Resource allocation will vary according to individual need and will be reviewed regularly for impact.

Pupil Premium is additional funding provided to schools to improve outcomes for eligible children, including those who may be disadvantaged or vulnerable. It is used to address barriers to learning, support participation and improve attainment and progress.

Pupil Premium funding is usually allocated according to the number of eligible children on roll, including children who are:

- Free School Meals

- Looked After or previously Looked After by the Local Authority

- Children of Armed Service Personnel

It is for schools to decide how to spend the Pupil Premium effectively, as they are best placed to identify what additional provision needs putting in place for individuals and/or groups of children.

Funding for looked after children is allocated to support the needs identified through each child's Personal Education Plan (PEP). Provision will be planned and reviewed with relevant professionals to ensure it responds to individual needs and improves outcomes.

Identification of Children's Needs

All teachers are responsible for identifying children with SEND and, working with the SENDCo, will ensure those children needing different and additional support are identified as early as possible.

Assessment is a process by which children with SEND can be identified. The progress a child makes is seen as an indicator in considering need for SEND provision. All staff follow Forest Glade Primary School's process for identifying children with SEND (Appendix 1).

A graduated approach:

High-quality inclusive teaching

(a) High-quality inclusive teaching is the first response to need. Teachers use assessment, knowledge of the child, curriculum intent and professional judgement to identify barriers to learning and adapt teaching so that children can participate, learn and succeed.

(b) Universal approaches include clear explanations, explicit instruction, modelling, scaffolding, structured talk, feedback, positive relationships, calm routines, accessible resources, curriculum adaptations and checks for understanding. These approaches benefit all children and are especially important for children with SEND or other barriers to learning.

(c) Where barriers remain, teachers provide adaptations and additional support that are proportionate, purposeful, time-limited where appropriate and linked to the learning. Adaptations should maintain ambition, promote independence and be reviewed for impact.

(d) The SENDCo will be consulted as needed for support and advice and may wish to observe the child in class.

(e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

(f) If a child has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

(g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

(h) The child is formally recorded by the school as being under observation due to concern by parent/carer or teacher but this does not place the child on the school's SEND register. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.

(i) Child progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a child has SEND, parents/carers will be formally advised and the decision will be added to the child's school record. The purpose of identification is to ensure that effective provision is planned, delivered and reviewed so that barriers to learning and participation are reduced.

Where a child is identified as having SEND, it is important to recognise which of the four broad areas of need fits their needs. The four broad areas of need are:

- Communication and Interaction

- Cognition and Learning

- Social, Emotional and Mental Health difficulties

- Sensory and Physical needs.

The purpose of identifying the area/areas of need is to identify the next actions the school needs to make, not to fit a child into a category. Children's needs often fit into several areas and their needs can change over time. It is important to review this alongside the review of their current needs.

Children on the SEND support register have a SEND Support Plan which identifies their strengths, barriers to learning, primary and additional areas of need, reasonable adjustments, curriculum adaptations, provision and intended outcomes. The plan is developed with the child and parents/carers and is reviewed at least termly through the assess, plan, do, review cycle. Reviews consider progress, participation, attendance, wellbeing, behaviour, safeguarding context and the impact of support.

The support provided in school, for children with SEND, consists of a four-part process.

- Assess

- Plan

- Do

- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The child's views and, where relevant, advice from external support services will also be considered. As a school, we strongly believe in listening to children's voices and understanding the areas they find more difficult and what would support them further. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the class teacher, SENDCo, parents/carers and, where appropriate, the child and relevant professionals. The plan will identify the adjustments, interventions and support required, the intended outcomes, who is responsible for delivery and the date for review. Parent/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any specific teaching

strategies/ approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible and accountable for the child's learning and progress on a day-to-day basis. This remains the case where interventions involve group or one-to-one teaching away from the main class. The class teacher will work closely with teaching assistants and specialist staff to plan provision, connect intervention with classroom learning and assess impact. The SENDCo will support further assessment, problem solving and the implementation of effective provision.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the child and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the child`s progress and development making any necessary amendments going forward, in consultation with parents and the child. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Requesting an Education, Health and Care needs assessment

If a child has significant and long-term needs, or where the nature, complexity or intensity of need means that provision may be required beyond ordinarily available support, the school, parents/carers or another professional may request an Education, Health and Care needs assessment from the local authority. This decision will be informed by evidence from the graduated approach, child and family voice, professional advice, intervention records and reviewed outcomes.

The decision to request an Education, Health and Care needs assessment will be considered through review of the child's needs, provision, progress and outcomes, in consultation with parents/carers, the child and relevant professionals.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers

- Teachers

- SENDCo

- Social Care

- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health, and social care about whether the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC plans can be found via the SEND Local offer:

Nottinghamshire's SEND Local Offer - Your Notts Directory

Education, Health and Care Plans (EHC Plan)

a. Following statutory assessment, an EHC Plan will be issued by the relevant Local Authority if it is decided that the child's needs require provision to be secured through an EHC Plan. The school, parents/carers, the child and relevant professionals will be involved in developing and reviewing the plan.

b. Parents/carers have the right to appeal against decisions relating to the content of an EHC Plan and the education setting named in the plan.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually. Annual reviews will include parents/carers, the child, school staff and relevant professionals, and will consider progress, outcomes, provision, attendance, preparation for transition and any changes required.

Access to the curriculum, information, and associated services

Children with SEND will be educated alongside their peers in mainstream classes wherever this is appropriate and in their best interests. Where additional arrangements are required, these will be planned carefully with parents/carers, the

child and relevant professionals, with a clear focus on participation, belonging, progress and access to the full life of the school.

Children with SEND will be given access to the curriculum through the SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual. This will be carried out through the following:

- Keeping staff fully informed of the special educational needs of any children including sharing progress reports, medical reports, and teacher feedback.

- Providing regular training and learning opportunities for staff in all departments about SEND and SEND teaching.

- Making use of all class facilities and space.

- Using in-class provision and support effectively so that the curriculum is adapted, scaffolded and accessible without lowering expectations.

- Making sure that individual or group tuition is available where it is felt that children would benefit from this provision.

- Setting appropriate individual targets that motivate children to do their best and celebrating achievements at all levels.

- Ensuring reasonable adjustments, auxiliary aids, accessible resources, assistive technology and environmental adaptations are considered and reviewed where needed.

Inclusion of children with SEND

The Headteacher and governing body oversee the school's approach to inclusion and are responsible for ensuring that it is implemented effectively across the school. The curriculum, environment, routines and wider school offer are reviewed to ensure that children with SEND can participate fully and meaningfully, including in learning beyond the classroom.

We aim to ensure equitable access to the full curriculum, outdoor learning, enrichment, trips, clubs and extracurricular activities. Participation is monitored so that barriers can be identified and reasonable adjustments made where needed.

Inclusion means more than physical access. Leaders will ensure children with SEND are able to participate meaningfully in learning, enrichment, trips, clubs, child leadership, assemblies, playtimes and the wider life of the school. Where barriers

are identified, reasonable adjustments and additional support will be planned so that children experience belonging and success.

The school will seek advice, as appropriate, around individual children, from external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- SEND Inclusion Services (SIS)
- The SEMH Team (NAP)
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Healthy Family Team practitioners
- Family Hub practitioners
- Education welfare service
- Early Help
- Social services

Additional services/professionals can also be contacted to support individual needs

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and consent will be gained from parents/carers for external support.
The school recognises the close relationship between SEND, attendance, behaviour, wellbeing and safeguarding. Where a child with SEND experiences persistent absence, severe absence, emotionally based school avoidance, behaviour concerns, suspensions, bullying or wider safeguarding risks, leaders will consider whether needs have been accurately identified and whether reasonable adjustments, SEND provision, early help, Team Around the Child/Family support or specialist advice are required.

Alternative Provision and Off-Site Provision

Where Alternative Provision is being considered, the school will ensure that this is purposeful, suitable, safe, time-limited where appropriate and in the child's best

interests. Alternative Provision must not be used as an informal exclusion, as a substitute for unmet SEND provision or as a reason to remove a child from the school roll. The commissioning school retains responsibility for safeguarding, attendance, SEND provision, curriculum, educational progress, quality assurance, review and planned reintegration or next steps.

Before a placement begins, the school will complete the FHP Alternative Provision Checklist through a visit to the provider and complete an Alternative Provision Transition Plan with the Team Around the Child/Family. The plan will capture the child's needs, voice, curriculum adaptations, safeguarding arrangements, attendance expectations, intended outcomes, review dates, quality-assurance visits and reintegration planning.

Evaluating the success and impact of provision

To secure continuous improvement in SEND provision, the school gathers feedback from staff, parents/carers and children throughout the year and uses this alongside assessment, attendance, behaviour, safeguarding and provision evidence.

This may be through:

- Data analysis

- Child progress meetings

- Discussions at parents'/carers' meetings

- Review meetings with the child and any other professionals working with the child

- Appraisal meetings with teachers and support staff

Children's progress will be monitored at least termly as part of the graduated approach. Evaluation will consider academic progress, wider outcomes, participation, attendance, wellbeing, behaviour, safeguarding context, child and family voice and the extent to which provision is reducing barriers to learning and increasing independence.

The Governing Body delegates responsibility to the Headteacher for the evaluation of the success of the educational provision. This is done in the following ways: -

- The Curriculum Framework for Key Stage 2 ensures that the requirements of the Foundation Curriculum and the National Curriculum are planned for and fulfilled.

- Short-term plans state the scaffolded approach which will be used to provide for effectively meeting individual needs.

- Each child's SEND Support Plan identifies strengths, barriers, reasonable adjustments, provision and intended outcomes. Plans are reviewed at least termly, with amendments made in response to review evidence, child and family voice and professional advice.

- At SEND support and above the views from external agencies are also considered as part of the SEND Support Plan review process.

- Children's suspension, exclusions and attendance are considered as part of the evaluation process.

Information derived from the above is also used by staff to guide future planning and to highlight successful teaching strategies.

Children's progress and wider evidence will provide assurance for the success of the SEND policy and will be analysed carefully through:

- Consideration of each child's success in meeting personal targets.
- Use of standardised tests.
- Evidence generated from review meetings.
- Through specific assessments linked to the areas of need (communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical).

In evaluating the success of this policy, the school will consider the views of children, parents/carers, and teachers.

Complaints Procedure

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, they can make an appointment to speak with Steven Champion (Headteacher), who will be able to advise on the formal complaints procedure. Forest Glade Primary School's Complaints Procedure is available on the school website. In addition, the SEND Code of Practice outlines further measures that the Local Authority must have in place to help prevent and resolve disagreements. These procedures will be explained to parents/carers as needed. A full copy of the complaints procedure can also be obtained directly from the school upon request.

Professional Learning and Staff Training

We aim to keep all school staff up to date with relevant training and developments in inclusive teaching, SEND, safeguarding, attendance, behaviour and reasonable adjustments. Professional learning will support staff to understand children's needs, implement SEND Support Plans, adapt the curriculum, use evidence-informed strategies and evaluate the impact of provision.

Our school operates the following training programmes:

- INSET training days.
- Staff meetings and twilight sessions.
- Local authority training, conferences and network events.
- Flying High Partnership professional learning and network events.
- Subject training.
- Whole school training.
- Specific training for teaching assistants, ECT training, midday meals supervisors.
- The SENDCo and Inclusion Leader attend relevant SEND and inclusion training, local authority networks, Flying High Partnership professional learning and partnership events, and use this learning to strengthen whole-school inclusive practice.

We recognise the need to train all staff on SEND and inclusion. The SENDCo, with the senior leadership team, ensures that professional learning is matched to school development priorities, staff needs and evidence from provision review.

Working in Partnership with Parents/Carers

Forest Glade believes that a close working relationship with parents/carers is vital to ensure:

a) Early, accurate and holistic identification of SEND, including strengths, barriers, family context and the child's views, leading to appropriate adaptations, intervention and provision.

b) Continued social, emotional and academic progress for children with SEND, including improved participation, independence and belonging.

c) Personal, social and academic outcomes are clear, ambitious, reviewed and met as effectively as possible.

We have an open-door policy for parents/carers. The school welcomes feedback from parents/carers and parent/carer surveys are used to monitor and improve current practice.

Parents/carers are kept up to date with their child's progress through parents' evenings, SEND Support Plan reviews, multi-agency meetings and reports. Where more frequent contact is needed, this will be arranged according to the child's individual needs. The SENDCo may also signpost parents/carers to the relevant local SEND Information, Advice and Support Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a child has additional learning needs, parents/carers and the child will be consulted about future provision. Parents/carers will be invited to review meetings and, where appropriate, meetings with external agencies. The school will ensure that planning is person-centred, strengths-based and co-produced wherever possible.

Transition

Forest Glade works closely with early years settings, feeder schools, secondary schools and other relevant providers to support smooth transition into, within and beyond the school.

Some of the transition arrangements include:

- One to one visits

- Small group visits

- Photographs and social stories

- Visiting the other schools for planned activities.

Transition will be tailored to meet individual needs. The SENDCo will work closely with parents/carers, the child, class teachers, receiving settings and other professionals to plan transition packages that include information sharing, reasonable adjustments, visits, transition resources and agreed review points.

Signed: Headteacher & SENDCo

Date: Sept 26

Signed Bradley Slater - SEND Link Governor

Date Oct 26

This policy will be reviewed annually.

Key References

This policy should be read alongside the school's published SEND Information Report, Accessibility Plan, Inclusion Strategy, Behaviour Policy, Attendance Policy, Safeguarding and Child Protection Policy, Supporting Children with Medical Conditions Policy, Complaints Procedure and the relevant Local Authority SEND Local Offer.

Key statutory and national guidance includes: SEND Code of Practice: 0 to 25 years; Children and Families Act 2014; Equality Act 2010; Special Educational Needs and Disability Regulations 2014; Supporting pupils at school with medical conditions; Keeping Children Safe in Education; Working Together to Safeguard Children; Working together to improve school attendance; School Admissions Code; Suspension and Permanent Exclusion guidance; and Alternative Provision statutory guidance.

Appendix 1: Forest Glade Primary School's Graduated Response

SEND | Inclusion
School Graduated Approach

Concerns are Identified

- Parental concerns
- Limited progress evidenced
- Previous setting
- Other professionals raise concerns
- Pupil progress meetings
- Staff concerns
- Child exhibits challenging behaviour
- Pupil struggles to access whole class learning

Assess, plan, do, review 1

Class teacher to follow the assess, plan, do, review cycle:
Class teacher to monitor and assess the child
Use AFL to assess the broad area of need and teacher to make adaptations to learning (using the QFT document and curriculum adaptations and the toolkit)
If EAL, consult the Bell Foundation for strategies and ask parents about home language
Plan for and use appropriate scaffolds in lessons
Talk to the child and family about their needs and support
Inform the SEND team of the actions that you are taking

Assess progress & effectiveness of the adaptations

Child is making good progress
Behaviour/engagement improves

Child's progress/engagement/behaviour continues to be a cause for concern

Class teacher to continue with assess, plan, do review 2/3
Class teacher to complete a formal 'concern' form and child is added to MaC register
Class teacher to speak to parents (with SENDCo if needed)
Discussion with child around strategies in place and what works for them
Provision mapping used to plan appropriate intervention and/or support
SEND team to complete an observation to offer further strategies if required
Review the effectiveness of the provision.

Child is making expected progress and/or behaviour improves
No longer a cause for concern
(remove from MaC after 2 terms)

Limited or no progress seen towards targets.

Child is making some progress but further adaptation needed
(max 2 terms)

Continue to monitor the child in class and adapt teaching and learning using appropriate scaffolds, HQFT strategies and curriculum adaptations

Child is entered on to the SEND register (parents informed)
Teacher completes a SEND support plan based around primary area of need which is quality assured by the SENDCo
Provision is reviewed and targets set with parents at least termly
SENDCo to refer to outside agencies as appropriate

NB: A child's movement through the graduated approach may be escalated if needs are significant or if there is a sudden change.