

# INCLUSION POLICY

(Incorporating our policy for Pupils with Additional & Special Needs or Disabilities)



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Berwick Hills Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety. This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

## **AIMS**

As outlined in the *SEND Code of Practice 2014*;

*All children and young people are entitled to an education that enables them to make progress so that they:*

- *achieve their best*
- *become confident individuals living fulfilling lives*

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age and is within the four broad areas of need.

- **Communication and interaction-** *this includes children with speech and learning delay. Impairments or disorders, specific learning difficulties, hearing impairment and those who demonstrate features within the autistic spectrum.*
- **Cognition and learning-** *this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties.*
- **Social, emotional and mental health-** *this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.*
- **Physical and sensory-** *this includes children with sensory, multi-sensory and physical difficulties.*

At Berwick Hills Primary School our objectives are;

1. To identify and provide support for pupils who have SEN and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To provide an environment whereby a child has the opportunity to make progress academically, socially, and physically as part of a mainstream school.
4. To create a support structure to enable individuals to achieve.

## **SEND and Vulnerable Pupil Support Team**

At Berwick Hills Primary School the needs of our pupils are monitored by a team of people.

Mrs J Parker-Hack –SENCO- Child Protection – Specific Learning Difficulties specialism

Miss Paula Davidson – Families Services Lead

Miss Frankie Lee- Parent Support Advisor

Mrs Sara Dawson – Emotional and Behavioural Support

Mrs Margaret Croft – Learning Support

## **The role of the SEN Co-ordinator**

The Special Educational Needs Co-ordinator (SENCo) for Berwick Hills Primary School is Mrs J Parker-Hack and also the designated person for Child Protection (CP), Looked After Children (LAC) and Deputy Head Teacher. Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

Please make an appointment with the school office if you wish to speak to the SENCo.

The SENCo will:

- Work in conjunction with staff to identify and monitor children who have SEN.
- Attend termly meetings with each year group to review progress.
- Oversee the SEN records of all children on the SEN register

- Arrange for assessment, where appropriate and ensure parents are informed.
- Liaise with external agencies e.g. Educational Psychologists, Health and Social Services.
- Work with Head Teacher, SLT and SEN Governor evaluating information and informing them of any issues.

## Identification, assessment and provision for pupils with SEN

The 2014 Code of Practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SEN Support). All children are closely monitored, and their progress tracked each term. Those at SEN Support are additionally tracked by the SENCo. In identifying a child as needing SEN support the class teacher, working with the SENCo carries out a clear analysis of the pupil's needs. This includes current assessment, previous progress and attainment, views and experiences of parents and pupil and, if relevant, advice from external support.

We also identify SEN needs through:

- Information directly given by parent
- Data gathered from in school assessments
- Recommendations from other professionals; Health and Social Care.

At Berwick Hills Primary School the needs of pupils will be identified by considering the needs of the whole child not just Special Educational Needs. Other factors that may impact on progress and attainment include:

- Disability (the Code of Practice outlines the duties for schools under current Disability Equality legislation)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman

Levels of identification of SEN need:

<i>Level</i>	<i>Triggers</i>	<i>Process</i>
Monitor	If a child has been identified by the class teacher and year group team as failing to make progress they will review the child. (Assess-plan-do-review cycle) Discussions will be held at <i>Pupil Progress Review</i> meetings and Vulnerable Pupil Reviews.	<ul style="list-style-type: none"> <li>• Areas of difficulty will be established</li> <li>• Discussions with parents.</li> <li>• Some strategies and differentiation of the curriculum initiated</li> </ul>
Vulnerable Pupil	As above but the cause of lack of progress is due to other factors including:	<ul style="list-style-type: none"> <li>• Vulnerable Pupil Care Team will discuss support with team</li> </ul>

	<ul style="list-style-type: none"> <li>• Poor attendance and punctuality</li> <li>• LAC</li> <li>• Medical needs</li> <li>• Behaviour issues</li> </ul>	<p>around the child and parents. Support may include:</p> <ul style="list-style-type: none"> <li>• Parent support</li> <li>• Emotional and behavioural support.</li> <li>• Early Help</li> </ul>
SEN Support	<p>After a period of monitoring, if a child:</p> <ul style="list-style-type: none"> <li>• Continues to make little or no progress over a longer period,</li> <li>• is working at curriculum levels substantially below that expected of a child of a similar age,</li> <li>• has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service,</li> <li>• has on-going communication or interaction difficulties which cause substantial barriers to learning.</li> </ul> <p>Even when teaching approaches are particularly targeted, in discussion with parents, they may be placed on the SEN register.</p>	<ul style="list-style-type: none"> <li>• Specific targeted support will be initiated</li> <li>• Further assessments may be arranged</li> <li>• Referral to outside agencies e.g Educational Psychologist.</li> <li>• Interventions</li> </ul>
Education and Health Care Plans (EHP)	<p>If a child:</p> <ul style="list-style-type: none"> <li>• continues to make little or no progress in relation to specific targets,</li> <li>• continues to work at curriculum levels substantially below age related expectations,</li> <li>• requires specialist equipment or regular specialist support or specialist provision</li> </ul> <p>It may be decided, in discussion with parents and multi-agency meetings that there is a need to apply for EHP.</p>	<ul style="list-style-type: none"> <li>• Plan and track targets</li> <li>• Work with support services</li> <li>• Work with parents</li> </ul>

## Monitoring

The SENCo evaluates the school's SEN provision as part of the School Improvement Plan. Regular meetings are held between SENCo, Head teacher and SEN and Vulnerable Pupil Care Team. The Designated Governor is kept informed about SEN developments at Governors meetings and on visits around the school. The SENCo will monitor termly the planning and delivery of the curriculum in relation to targets and progress. In addition the SENCo will drop-in to lessons, conduct book scrutinies and talk to children in order to monitor the SEN provision within classrooms.

## Vulnerable Pupil Review Meetings.

Each term a meeting is held by the SENCo and Family Services Lead / Parent Support Advisor with every class teacher to discuss the progress of children identified as having additional needs and vulnerable children. Concerns are shared over individuals in order to see if additional support is to be implemented. Discussions are shared on progress and any continuing concerns and the SENCo offers advice and support where needed.

Additionally, every half-term the Senior Leadership team which includes: the Head Teacher, Deputy Head Teacher/SENCo, and team leaders meet with the Family Services Lead, Parent Support Advisor, and Behavioural and Emotional Support Teacher. At this meeting concerns are shared regarding children with SEN and those whom have been identified as vulnerable and progress is discussed.

## **Pupil Progress Review Meetings**

At Berwick Hills Primary School the progress of all children, including those with SEN are closely monitored. At termly Pupil Progress Review Meetings, attended by the Head Teacher, Deputy Head Teacher /SENCo and class teacher, targets for all children including those with SEN are reviewed and evaluated and progress is monitored. If a child is seen to be making progress in line with peers they will continue to receive support, where needed, but discussions will take place with the class teacher and parents as to if they need to remain on the SEN register. In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to the national expectation.

## **Children with Education Health Care Plans**

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years. Where the SENCo makes a referral for an EHCP to the LA, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The ECHP pathway will be followed and schools will carry out the recommendations that are agreed to. (See EHCP Pathway Appendix 1)

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

These are reviewed annually.

## **ROLE OF THE SEN GOVERNOR:**

To:

- support the SEN Network team in carrying out their work to a high standard, where appropriate
- promote high expectations
- monitor and evaluate the quality of teaching, learning, attainment and progress
- ensure that the SEN allocation in the school budget enables, as far as possible, the SEN team to meet its objectives and by doing so raise standards in the classroom
- where possible, attend termly Safeguarding SLT meetings

## **Intervention Strategies to support children with SEN**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. All children benefit from 'Quality First Teaching': this means that teachers are expected to assess, plan and teach all children at the level which allows them to make

progress with their learning. High quality teaching differentiated for individual pupils is the first step in responding to children who have or may have SEND. The quality of teaching for all pupils is regularly monitored.

In addition to 'Quality First Teaching', we implement some focused interventions to target particular skills. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The school has a range of interventions available, which are listed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored. At the end of each intervention, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Class teachers remain responsible for working with the child on a daily basis and are responsible and accountable for the progress and development of the pupils in their class. Work is differentiated and additional staff support children when appropriate. Where the interventions involve group or one-to one teaching away from the main class they retain responsibility for the pupil. Teachers work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

As highlighted below, there are numerous strategies used throughout the school to support individual children or groups.

Quality First Teaching	Differentiated work Daily in-class support with TA Small group maths and English support Rapid Readers/target children for daily reading 1:1 tuition BLAST Speech and Language Therapy PSHCE Use of ICT
Additional Support Programmes	Direct Phonics Outreach Support CAMHs Lexia Project Code X
Outside Agency Involvement	Educational Psychologist Hearing/Visual Services Speech and Language Therapist Occupational Therapist Individual Learning Plan 1:1 support

## **External Support Agencies**

When children require additional support the SENCo may also seek advice from other professionals. These include:

- Educational Psychologist
- SEN Support Team
- Speech and Language Team
- Outreach support from other schools
- Counselling support services
- School Nurse
- Hearing/Visual Services
- Occupational Therapist/Physiotherapist
- Early Years Specialist Support (Nursery)

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be asked for consent before any involvement with an outside agency and will be kept informed of the support that is provided.

## **Supporting Pupils with Medical Conditions**

Berwick Hills Primary School recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case school will comply with its duties under the Equality Act 2010.

## **Supporting Pupils with disabilities**

Not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheelchair. Teachers must ensure that in their planning, that these pupils are enabled to participate as fully as possible within the Curriculum and assessment arrangements.

Berwick Hills as rebuilt and opened in 2011 as a fully accessible school. It is single store, built on a consistent level with accessible toilets and fully compliant disabled access regulations. Within the school there are induction loop facilities, sound field systems within each classroom and decoration detail that includes consideration of the needs of the visually impaired. The main visitor reception area is fitted with a split level counter to facilitate wheelchair access.

## **English as an additional language (EAL)**

Children with limited English do not necessarily have SEN. If a child is experiencing difficulties which appear to be more than language based then school will arrange for assessments to be carried to establish whether or not they have learning difficulties.

## **Training**

The SENCo will keep staff updated on any changes concerning SEN and encourage personal development in this field. The SENCo will budget appropriately for SEN priorities outlined in the School Improvement Plan.

## **Partnership with Parents**

We are working more closely with parents and children to ensure that take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child. We aim to have good and informative relationships with all of our parents. If a child is experiencing

difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

The school will endeavour to:

- Provide clear and accurate information about the child's SEN and purpose of any assessment, targets or intervention.
- Ensure that parents have the opportunity to talk with the SENCo, Vulnerable Pupil Support Manager and other professionals so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets.
- Outline provision in the Local Offer (Appendix 2)
- Inform parents before involving outside agencies for additional advice or assessments.

#### **Arrangements for considering complaints about SEN provision within school**

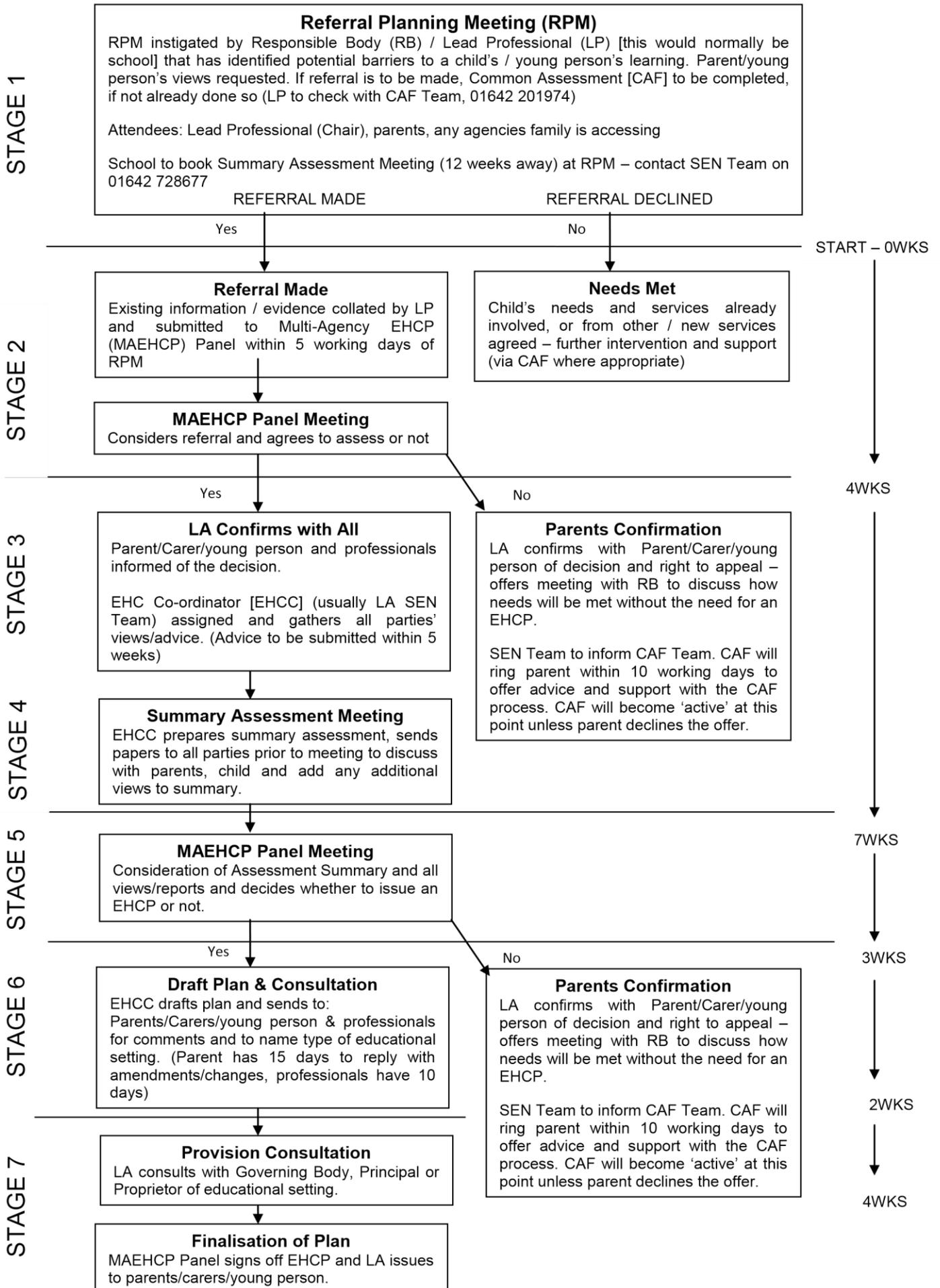
- Initially, complaints should be discussed with the class teacher and Team Leader. A meeting will be arranged to discuss the issue.
- Depending on the outcome of the meeting the SENCo should be informed or the Head Teacher.
- If no agreement can be arrived at, the parent can then approach the school's named governor with responsibility for monitoring the school's SEN policy. They would also be given the name of the LEA identified/nominated person who had been trained to help them deal with their problem, or the Parent Partnership Service.

It is hoped, however, that matters can be dealt with within the school domain.

#### **Policy Review**

Policy will be reviewed annually and discussed with the SLT and Governors.

## EDUCATION HEALTH & CARE PLAN [EHCP] PATHWAY



START – 0WKS

↓

4WKS

↓

7WKS

↓

3WKS

↓

2WKS

↓

4WKS

## APPENDIX 2

### From a Parent and Carer's point of view, what does your school offer for children and young people with SEND?

#### Identification of needs

##### a) How does the school identify children with special educational needs?

Berwick Hills Primary School is committed to the early identification of Special Educational Needs and/or Disabilities (SEND). A range of information is collected through assessment and monitoring arrangements and if this evidence suggests that a child is not making expected progress or some other barrier to learning is identified then teachers and parents will work together to decide whether extra or different support is needed.

##### b) How do we involve parents in planning for those needs?

Most often a child with SEND will have their needs met within their own classroom working with their own teacher and support staff. The teacher's planning takes account of which next steps are required, teachers will share this information regularly with parents so that they can help at home too. Class Teachers keep parents updated each term but it is sometimes necessary for home and school to meet more regularly than this. We recognise that other adults sometimes need to become involved and when this happens, we always share this information with parents.

#### Support

##### a) Who in the school will support my child and how will this be monitored and evaluated?

The main support for pupils with SEND will be given by the child's class teacher, along with teaching assistants, who support the learning of pupils. If pupils have a higher level of need, an individual support assistant may be employed.

Teachers must report on every pupil's progress termly. This progress is looked at closely by the Senior Leadership Team (SLT) which includes the Head Teacher, Deputy Head Teacher and Team Leaders from each part of school. The progress made by pupils receiving interventions is analysed separately so we can see how much of a difference to learning has been made.

The parents of children with emotional, social or behavioural needs may be supported by our Family Services Lead and our ESB Consultant, Mrs Dawson supports children each afternoon in a small group, paired or 1 to 1 basis. Mrs Dawson liaises closely with both the SENCO (Mrs Parker-Hack) and the Family Services Lead (Miss Davidson).

##### b) How are the decisions made about the type and amount of provision a young person will need?

The school's SENCO and SLT, working with the class teacher, will suggest ways in which the child should be supported. Some children may receive short term interventions, some may require longer periods of support. Support may be within a small group or offered on an individual or paired basis. If the intervention has not resulted in progress, the length of time may be extended, or a different intervention may be tried. We offer a variety of interventions that support literacy and numeracy which are appropriate to a child's age or stage of development (eg BLAST in EYFS). Reviews of these interventions take place regularly to check that it is being effective and to plan what needs to happen next.

The school's Language and Learning teacher (Mrs Croft) will make detailed suggestions following an assessment and these are to be followed by the class teacher and at home, where possible. This

advice may relate to details about gaps in learning, or to specific equipment which is needed, eg coloured overlays for reading.

The progress made by each child is tracked carefully – reviews take place each half term to see if interventions are having an effect and to plan what needs to happen next. The SENCO, working alongside the Literacy and Numeracy Leaders and the SLT will decide whether the intervention has been effective by looking at progress information. Parents are informed about progress at the Parent Pupil Teacher meetings which take place each term.

## Curriculum

### **How will the curriculum be matched to the needs of the young person?**

Our curriculum is exciting and interesting and has been designed to be practical and experience-based. Teachers plan lessons so that all children can become involved. This may involve some differentiation, for example, resources that are needed or support that might be used to allow everyone to achieve success at their own level. Where pupils would benefit from it, visual aids such as picture timetables will be provided to support a child or group of children.

## Accessibility

### **How accessible is the school environment?**

Berwick Hills Primary School was rebuilt and opened in June 2011 as a fully accessible school. It is single storey, built on a consistent level, with accessible toilets throughout and fully compliant with disabled access regulations. Within the school there are induction loop facilities, sound field systems within each classroom and decoration detail includes consideration of the needs of the visually impaired. The main visitor reception area is fitted with a split level counter to facilitate wheelchair access. More information can be found in the policies section of our school website (see below for details).

## Parental Involvement

### **How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?**

At Berwick Hills Primary School Class Teachers ensure that parents/carers are kept informed from initial concern onwards and that there are regular opportunities to exchange and share information in a sensitive way. There are currently two formal Pupil Parent Teacher Meetings (in Autumn and Spring terms) with a written report in the Summer term, where teachers report in detail on children's progress and attitude to learning. In addition, parents of children with SEND may need to have other reviews with their child's teacher. These meetings may be attended by any other agencies involved in the health, care and educational provision for the child. The progress of each child is 'tracked' termly. This enables us to both analyse the progress of individual children and to look at our 'success rate' across Year Groups and across the entire school. The SENCO is present alongside HT and Literacy and Numeracy Subject Leaders at Termly Pupil Progress Review meetings in both a support and challenge role. If your child needs more specialist support, referrals will be made with parents' consent, to outside agencies who will advise and support both parents and the school to enable your child to make progress.

### **Early Help for Families**

The Family Services Lead, Miss Davidson is also available daily to discuss issues and support parents as and when the need arises. She maintains links with outside agencies and other providers of parenting and other learning events, which are available for parents/ carers to access to further support their child. Miss Davidson can lead on a Family Plan to help families to move forwards and achieve their goals. This plan looks at individual and family strengths and current support. (This was formerly the Early Help Assessment)

## Overall Well Being

### **What support will there be for the young person's well-being?**

At Berwick Hills Primary, we are proud of the open, friendly and welcoming atmosphere of our learning community. We recognise the importance of wellbeing and in addition, offer a range of class-based and other interventions that will provide additional support to children experiencing emotional / social difficulties. We currently hold the BIG Award (Bullying Intervention Group) which recognises the work that we do to make children feel special, safe and free from worry in school. We recognise the importance of helping children develop as individuals and actively encourage and support children in taking part in a range of extra-curricular activities both in and out of school.

Our systems and procedures for the administration of medicines and in supporting pupils with medical needs are rigorous. We work closely with both parents / carers and families to ensure that medical conditions however slight or serious do not form a barrier to learning for a child.

Each year all members of our school community (Parents, Staff and children) are asked to share their views and opinions about life in school. These 'Stakeholder' surveys are used by the HT, DHT and school staff to plan improvements in response to issues raised.

## Specialist Services

### **What specialist services and expertise are available at or are accessed by the school/college?**

Although the skills of our staff team are wide-ranging, at times we require additional support from more specialist services. Currently we employ Mrs Croft (Learning Support – Literacy) to provide assessment and curriculum provision for children who may have a Specific Learning Difficulty (eg Dyslexia).

We also have daily support (each afternoon) from an Emotional and Behavioural Consultant, Mrs Dawson. She liaises with the HT, SENCO and Class Teachers to provide additional support for children with more pronounced emotional challenges (eg anger management training).

We are also in receipt of support from the Speech and Language Therapy Service who respond to referrals made and deliver programmes of therapy, review and assessment. We are also able to access support from our School Nurse, Mrs Beeforth who responds to referrals from parents and is available to provide additional support for children with health and wellbeing issues.

Mrs Hindmarch (Educational Psychologist) also supports the school team to provide further assessment for children who have barriers to their learning and whose progress is causing concern.

When required, we also have access to more Specialist Health Professionals – Diabetic Nursing Team, Continence Care Team, Health Visiting Team. Counselling and Play Therapy are also sourced when the need arises. The PSA provides a vital link between home and school, SENCO, parents, the child and these outside agencies. We maintain regular contact with staff from Social Services and regularly attend meetings and share information which may lead to more targeted / specialist support being provided for a child or family.

## Staff Training

### **What training are the staff supporting children and young people with SEND had or are having?**

Staff have annual 'refresher' training in asthma and diabetes care. We also ensure all members of the school staff team are regularly updated in relation to Child Protection. The school SENCO also

provides termly 'updates' for the Teaching and Support team to share good practice and reflect upon current interventions and their success; this year this has focused around the changes to SEND in the light of the SEND Reforms and the Revised Code of Practice.

Staff will regularly access further training to develop further approaches to differentiation which inclusively engage children with a range of identified needs.

## **Activities outside of school**

### **How will the young person be included in activities outside of the classroom including school trips? How do you involve parents and carers in planning activities and trips?**

We make every effort to include all children in school trips and visits which enhance learning across the curriculum. If an individual risk assessment is required, we complete this in co-operation with parents / carers to ensure that everyone is fully included.

## **Transition**

### **How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?**

#### **STARTING SCHOOL**

We work closely with pre-school providers and also other local primary schools to ensure that children joining our Two Year Old provision and Nursery are prepared for a successful start to their school life. Within school, our staff teams undertake home visits and work alongside parents and families to ensure that children are ready for their next steps in learning.

#### **MOVING THROUGH SCHOOL**

Our EYFS and KS1 leaders ensure that information and dialogue takes place regularly to ensure that children are ready for this move. Similarly, KS1 and KS2 staff ensure that this transition is as smooth as possible for all children regardless of their need or starting points. When children need additional opportunities to prepare them for their next steps, this is planned for and discussed with parents.

#### **MOVING TO BERWICK HILLS FROM ANOTHER SCHOOL / AREA**

Any children that transfer to our school mid-year are also made to feel welcome and their previous records are accessed quickly so that no learning time is lost during this transitional period. New children and their families are always welcomed to come and visit school before they start to meet staff and children and ask any questions they might have.

#### **MOVING ON AT THE END OF YEAR 6**

Our school has many well-established links with the Secondary schools which receive our children after their time in Year 6. There are a range of other secondary schools that we link to for transition. During the Summer Term each year, SEN staff from the Secondary Schools have an opportunity to visit our school to meet with children, Year 6 teachers and wherever possible, the SENCO to discuss any potential transfer issues. SEN files are passed on to Secondary Schools following these dialogues towards the end of the Summer Term. Any vulnerable children are discussed in great detail prior to transition.

## SEND Resources

### **How are the school/college's resources allocated and matched to the young person's special educational needs? How is the SEND budget allocated?**

Schools receive an amount of funding for children with Special Educational Needs and/or Disabilities. This funding is used to pay for resources, support staff and specialist services when a child's individual needs cannot be met effectively through the usual allocated budget. Those children with the greatest needs can sometimes access 'High Needs' funding.

### **Further information**

**If you have any concerns or queries about your child, initially speak to their class teacher. You can contact school on 01642 245598 or via email on [berwickhillsschool@mcschools.org.uk](mailto:berwickhillsschool@mcschools.org.uk) . For further information, visit our website: [www.sbcschools.org.uk/berwickhills/](http://www.sbcschools.org.uk/berwickhills/)**

Mrs J Parker-Hack (SENCO/ Deputy Head Teacher)  
Miss P Davidson (Families Services Lead)  
Mrs L Taylor (School Business Manager)  
Miss T Smith (Head Teacher)

#### **Other Sources of help / support:**

Social Services – 726004  
School Nurse – 848000  
Parent Partnership Service – 201872  
Middlesbrough SEN & Pupil Support Team – 201828  
Early Help Hub 01642 726004

## APPENDIX 2

### From a Young Person's point of view, what does your school offer for children and young people with SEND?

#### Identification of need

**1. How does the school know if I need extra help?**

Your teacher looks at your work carefully and will know if you need any extra help to achieve your targets. Teachers follow your progress carefully and will talk to you about your work to find out how you feel about what you have been learning.

#### Support

**2. What should I do if I think I need extra help?**

You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher or teaching assistant if you are having problems or would like some extra help.

#### Curriculum

**3. How will my school/college work be organised to meet my individual needs?**

Your teacher will give you work that is at the right level for you. They will make sure it is not too easy or too hard but that it will challenge you and make you think. Sometimes children get different tasks to do, if you need any extra help or different equipment to help you do your work, these will be given to you.

#### My Involvement

**4. How will I be involved in planning for my needs?**

You will be able to talk to your teacher about your work. Your teacher will meet with you and your parent/carer to talk with you about how you are getting on in school. These meetings are our 'Pupil Parent Teacher' meeting where your teacher will talk to you and your parent/carer about what you have done and what you need to do next (your targets to improve).

#### Learning

**5. a) Who will tell me what I can do to help myself and be more independent?  
b) How will I know if I am doing as well as I should be?**

Your class teacher will have lots of ideas to help you become more independent both inside and outside of the classroom. They will give your regular feedback on your work. You will also be part of a 'Pupil Parent Teacher' meeting in the Autumn and Spring terms where you, your teacher and your parent/carer can meet to talk about your progress, how well you are doing and what your targets and next steps are.

#### Well being

6. a) **What should I do if I am worried about my school/college work?**  
b) **How can I get help if I am worried about things other than my school/college work?**

If you are worried about your work, you should talk to your teacher. If you are worried about anything, you can talk to any member of staff. Mrs Dawson can support you to cope with your feelings and to help you through any difficulties or problems you might be experiencing. We work with lots of other people who can support you too. If you are finding it difficult to get to school, Miss Davidson may be able to help with this.

### **Involvement in activities outside of the classroom**

7. a) **How will I know who can help me?**  
b) **Who can I talk to about getting involved in student activities if I need extra help?**  
c) **If I have a disability or additional need how can I join in school/college activities?**

Everyone is welcome to take part in activities outside of the classroom if spaces are available. If you become a member of a club or a group, you will be introduced to the staff so that they know you and are aware and understand what you might need help with during your time together. You can talk to your teacher or teaching assistant if you would like to be involved and they will help you find out more.

### **Transition**

8. a) **What help is there to get ready to start college/school?**  
b) **How will I be prepared to move onto the next stage of my school life including employment and life skills?**

We will talk to your current school and your parents/ carers. You are welcome to come and visit Berwick Hills Primary School. We will give you a school welcome pack and a member of staff will show you around and introduce you to people before you start so that you know a few faces and where things are.

Our school website will also give you lots of helpful information – see

<http://berwickhills.org.uk/>

Before you move to Secondary school, you will get the chance to visit and meet the teachers there. Some of the teachers may come into our school to meet you as well.

## **APPENDIX 3 Statutory School Policies that should be published on your website**

1. Charging and Remissions
2. Behaviour Management (Including Anti-Bullying )
3. SEND
4. Freedom of Information and Data Protection
5. Child Protection
6. Complaints Procedure
7. Single Equality Scheme
8. The Local Offer

Further reading:

Link to the document which sets out statutory policy documents:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284301/statutory\\_schools\\_policies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Link to page which introduces requirements and has links to the School Information (Amendment) Regs 2012 and questions and answers which you may find useful:

<http://webarchive.nationalarchives.gov.uk/20131216163513/www.education.gov.uk/schools/pupilsupport/parents/keepinginformed/a00208536/school-prospectus>