

Date of report: August, 2023
Date of Review: August 2024



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	Hall Orchard CE Primary
Address:	Church Street, Barrow Upon Soar Loughborough Leics LE12 8HP
Telephone Number:	01509 412188
Name of Head teacher/Principal:	Steven Dunn
Head teacher/Principal's contact details:	reception@hall-orchard.leics.sch.uk
Website address:	www.hall-orchard.leics.sch.uk
Facebook account details:	N/A
School/College Specialism:	Primary
Age Range of students:	4-11 years
Date of Last Inspection:	13 th October 2020
Outcome of last inspection:	Good

Does school/college have a specialist designated unit/additional learning support department?

Yes ☐ No ☒

Total number of students with special educational needs at college/setting :	64
Total number of students receiving additional learning support:	5 EHCPS, 2 SEND Support Plans, 1 Top-Up Funding, 56 SEN Support

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

Hall Orchard CE Primary School is a mainstream setting which provides a challenging, inclusive and engaging curriculum to meet the needs of all our pupils. All children have the right to make excellent progress. Every teacher is a teacher of SEND pupils. We ensure Quality First Teaching, robust assessment systems and inclusion of appropriate challenge and support in lessons to respond to children's diverse learning needs.

This does not mean that we will treat learners in the same way, but that we will respond to learners in a way that takes into account their varied life experiences and needs.

Children may have special educational needs either throughout, or at any time during, their school career. We ensure that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. We are using a 'SEND approach' that locates the problem with the child, to looking at what additional provision we need to make for specific children.

2. Information about policies for the identification and assessment of pupils with special educational needs.

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, external agencies or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Whole school tracking of attainment outcomes, including bi-annual pupil progress meetings, indicate lack of expected levels of progress.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- A pupil asks for help.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015).

This states:

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out four headings:

Communication and Interaction

- May have speech sounds difficulties
- May find it difficult to communicate with others
- May have difficulty understanding others
- May have an autism spectrum disorder (ASD)

Cognition and Learning

- May learn at a slower pace than others of the same age
- May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health difficulties

- May show emotional difficulties such as withdrawn or challenging behaviour

- May have disorders, such as, attention deficit disorder (ADD)
- Hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

May include:

- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning, then please initially discuss these with your child's teacher. This then may result in a referral to a member of the SEND Team which comprises of Mrs Kirstie Kneafsey, SENDCo and Mrs Sally Fox, Assistant SENDCo and Mrs H Jessop, Preschool SENDCo.
- If parents have concerns relating to their children's social, emotional and/or mental health needs they can contact Rebecca Harrison who is our Pastoral lead.
- Parents may also contact the SEND Team or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Roles and Responsibilities

All teachers are teachers of SEND pupils and provide high quality first class teaching which takes account of the particular individual needs of pupils of SEND within the classroom.

They are responsible for:

- Checking on progress and identifying, planning and delivering additional help your child may need.
- Creating intervention plans and sharing and reviewing these with parents.
- Ensuring the SEND policy is followed in their classroom.

The SENDCo: Mrs Kirstie Kneafsey

Every school has a Special Educational Needs Co-ordinator who is responsible for managing and coordinating all aspects of Special Educational Needs and Disabilities in the school.

They are responsible for:

- Coordinating the support for pupils with SEND and developing policy and practice to make sure all children's needs are met.
- Updating the SEND Register and making sure children's progress and needs are recorded.
- Providing support for teachers and support staff in school so they can help children with SEND in the school to make the best possible progress.

Ensuring you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

The SENDCo is supported by the Assistant SENDCo, Mrs Sally Fox.

The preschool SENDCo is Mrs Hayley Jessop.

The Headteacher: Mr Steven Dunn.

They are responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- The Head Teacher will delegate responsibility to the SENDCo and class teachers but is still responsible for ensuring all children's needs are met.
- Ensuring the Governing Body is kept up to date with any issues in school relating to SEND.

SEND Governor: Mrs Victoria Bowman

They are responsible for:

- Making sure the necessary support is made for any child who attends the school who has SEND.

3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How Hall Orchard CE Primary evaluates the effectiveness of its provision for such pupils.

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give us an accurate picture of the child's needs. This usually includes the child, teachers, parents/carers and any outside agencies.

A learning plan will be set up to support the individual needs of a pupil. This will present specific targets for the child to work towards over a specified timescale (one term). Pupils may receive additional support from either the class teacher, Learning Support Assistant or another member of staff. The plan will be reviewed at the end of the stated period by the child's class teacher and appropriate staff. From this, a new learning plan may be written.

Parents and carers will be informed of their child's progress and informed of their new targets through information shared termly. If Parents/Carers would like to make an appointment to see their child's teacher and/or the SENDCo in order to discuss progress or the new targets further, then please email the class teacher.

In school, written and digital records will be used as a working document to closely monitor the effectiveness of targeted intervention and progress made by the individual pupil.

Education Health and Care Plans

Children with an EHCP will have an annual review in which parents, teachers and other agencies (including health and social care professionals) will be invited to discuss and review the progress of the named child, set new targets and amend the EHCP where necessary.

Evaluation of provision

At the start of each term, provision for each child will be carefully mapped to enable individual needs to be met. Intervention programmes / groups will be evaluated through termly and annual reviews of data to help ensure provision is effective and impacting positively on children's progress.

Individual outcomes will be discussed termly at pupil progress meetings and provision altered and amended to meet the needs of each child.

Governors

The school will appoint a Governor responsible for SEND

Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Headteacher will ensure the Governing Body is kept up to date about any issues in school relating to SEND.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

Children's progress is continually monitored by their class teacher. They are regularly assessed and progress discussed with a member of the Senior Leadership Team in a pupil progress meeting.

A child's education is a partnership between parents and teachers and we encourage regular communication between home and school. Attainments towards the identified outcomes will be shared with parents termly through feedback in Learning Plan reviews but also through the school reporting system and Parents' Evenings.

If a child has complex needs, they may have an Education, Health and Care plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01509 412188.

(c) Our approach to teaching pupils with special educational needs

Quality First Teaching

The teacher has the highest possible expectation for children in their class and all teaching builds on what your child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

These may include teaching and learning strategies such as:

- Differentiated delivery - simplified language, longer thinking times, repetition of key phrases, chunking information into more manageable sizes.
- Clear verbal, written or pictorial instructions.
- Alternative methods of recording e.g. mind maps, flow charts, missing words, use of ICT.
- Use of differentiated questions.
- Provision of visual aids, prompts, word banks or apparatus.
- Checklists and task lists.
- Visual timetables.

We use a variety of monitoring methods to promote and ensure Quality First Teaching.

1. Classroom observation by the senior leadership team, the SENDCo, external verifiers.
2. Ongoing assessment of progress made of pupils with SEND.
3. Work sampling, moderation and scrutiny of planning to ensure effective matching of work to pupil need.
4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.
5. Pupil and parent feedback on the quality and effectiveness of provision.
6. Attendance and behaviour records.

Additional support needs identified are addressed through the Assess, Plan, Do Review model explained below.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

The Graduated Approach

The process for implementing SEND support is in four stages:

Assess - How does the school decide if my child needs extra help?

We will gather information about the child's progress, motivation, attainment, wellbeing and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, SENDCo, parents/carers and any outside agencies (Health, Social and Educational).

Plan - How much and what type of support will my child get?

If review of the assessment indicates that 'additional to and different from' support will be required, the views of all involved including the parents and pupil will be obtained and appropriate interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.

Do - How will school staff support my child?

SEND support will be recorded on a learning plan that will identify a clear set of expected outcomes, which may include stretching relevant academic and developmental targets. Parents and pupils will be consulted on the action they can take to support attainment of the desired outcomes.

The class teacher remains responsible for the child's progress and works closely with any learning support assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations will be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENDCo for further advice.

Review - How will the school and I know how my child is doing?

Progress towards these outcomes will be tracked and reviewed at least termly with pupils and parents. This will then be reviewed by the SENDCo. This will also be discussed during pupil progress meetings with the class teacher and a member of the Senior Leadership Team. A decision will be made about any necessary changes and the plan will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required.

If the child continues to have significant difficulties despite additional intervention, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include a referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Special Educational Needs Support Service
3. Learning Support Service
4. Speech and Language Therapy Service
5. Autism Outreach Team
6. Hearing Impairment team
7. Visual Impairment team
8. Educational Psychologist Service
9. Physical and Disability Support Service
10. Social Services
11. School Nurse

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

(e) How we will provide additional support for learning that is available to pupils with special educational needs

How are pupils supported in school?

Teachers plan from pupils' current attainment levels, differentiating tasks to ensure progress for every pupil in the classroom.

- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. Actions taken by the class teacher will be recorded and shared with parents.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. All pupils are then discussed in pupil progress meetings which are undertaken between the class teacher and a member of the Senior Leadership team.

Additional action to increase the rate of progress for pupils who are not making the expected rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, strategies – for the teacher - to further support the success of the pupil.

Where it is decided during this early discussion, that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve progress. Support may be provided in class, through intervention programmes or with specific resources.

Where needs are identified as being severe and requiring a higher level of support, the school may consult with parents and apply for a SEND Support plan with top-up funding from the Local Authority. Where there are complex needs with additional medical and/or social care needs, the school may consult with parents and apply for an Education, Health and Care Plan.

A child identified with SEND may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments such as Key Stage 2 SATs. This may be in the form of a reader, a scribe, additional time or rest breaks. The needs of Year 6 pupils will be discussed and assessed against national criteria to determine eligibility to apply for access arrangements.

f) Activities that are available for pupils with special educational needs in addition to those provided with the curriculum

Pupils are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a risk assessment suggests that additional support is required, then arrangements can be made for a learning support assistant, parent or carer to accompany the child in addition to the usual school staff.

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

g) Support that is available for improving the emotional and social development of pupils with special educational needs.

What support will there be to support pupil's wellbeing?

The school offers a wide variety of pastoral support for pupils. This includes:

- A curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and these are regularly reviewed and evaluated.
- Small group interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
 - The zones of Regulation are being used across the school to support children with identifying their own state of mind, what zones are most appropriate for different situations and how to use different strategies to move between the zones for optimal focus and concentration. You can find more information about the zones of regulation here: <https://www.zonesofregulation.com/index.html>
 - 'Worry Monsters' are placed in every classroom, allowing children to share worries with their class teacher and supporting adults in the classroom.
 - ELSA sessions (Emotional Literacy Support Assistant) are specially trained individuals. ELSAs are supported with termly supervision sessions by Educational Psychologists. ELSAs acknowledge that children and young people learn best when they feel happier and their emotional needs are being addressed. ELSAs support emotional wellbeing and develop social and emotional skills in young children. There are many emotional skills that ELSAs can support with, including: social skills, regulating emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, positive mental health/emotional wellbeing, counselling skills such as solution focus and friendship plus many more. Any school staff members can make a referral to the ELSA team so if you feel this would benefit your child, then please speak to the class teacher.
 - Sensory circuits are a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for

effective learning.

- We are able to offer children support with their behaviour, mental health and wellbeing through other interventions, therapies such as Drawing and Talking and Sand Play, Lunch time support such as Lunch Bunch, Let's Connect or support from our Mental Health Champions.

Medicines can be administered in school with parental permission in accordance with our school policy. If your child has significant medical needs, you will need to make an appointment to speak to Mr Matthew Harvey, our school business manager, to discuss how we can best support your child.

This may include the creation of a Health Care Plan.

Please contact any members of staff through the school office: 01509 412188

4. The name of and contact details of SENDco Team:

- If parents have concerns relating to their child's learning, then please initially discuss these with your child's teacher. This then may result in a referral to the SEND Team which comprises of Mrs Kirstie Kneafsey (SENDco), Mrs Hayley Jessop (Preschool SENDCo) and Mrs Sally Fox, (Assistant SENDCo).
- Parents may also contact the SEND Team or the Headteacher directly if they feel this is more appropriate.

Appointments to meet with any member of staff can be made by contacting the school office on 01509 412188

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

What training and resources are deployed to support pupils with SEND?

We recognise the need to train all our staff on SEND knowledge and strategies and funding is available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- Regular whole school CPD sessions to support pupils with additional needs.
- SENDCo and/or other Staff attend training and disseminate to staff in school.
- Staff attend SENDCoNet meetings to be updated on important national and local initiatives and to provide an opportunity for SENDCo's to share good practice.
- The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through provision management analysis.

The SENDco and the assistant SENDco are part of the Loughborough partnership group SENDco networking group where termly meetings are held with the school's Educational Psychologist, sharing good practice and supporting one another where needed.

Where Health Care Plans are in place, medical training support from the School Nurse or appropriate health care professional is sought.

As part of the induction programme for new staff, all meet with the SENDCo who explains the structures and systems in place around the school's SEND provision and practice and discusses the needs of individual pupils.

Hall Orchard CE Primary school receives an additional amount of money to support special educational provision to meet children's SEND. This is called the "notional SEND budget." The government has recommended that schools should use this notional SEND budget to pay for up to £6000 worth of special educational provision to meet a child's SEND. If a pupil with SEND needs more than £6000 worth of special educational provision, the local authority can be asked to provide top up funding.

Some students with an EHCP will be allocated a personal budget. A SEND personal budget is a sum of money made available by the Local Authority because it will not be possible to meet the child or young person's learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care plan. The amount that is allocated depends on the needs and outcomes identified in the plan, and can alter as they change.

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

When a pupil starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the pupil, their parents, teachers and other relevant professionals. Facilities currently in place are:

The school site is wheelchair accessible.

Disabled parking spaces and toilets are available.

Hearing loops are in place, in some areas, for hearing impaired pupils.

More details can be found on our accessibility plan, which is available on request from the school office.

All children, if required, can have access to a variety of resources such as pen/pencil grips, coloured overlays, highlighters and visual prompts on desks and classroom walls. Additional aids such as writing slopes and spellcheckers are available as necessary. Alternative forms of recording are encouraged such as mind maps, oral presentations and the use of ICT.

Individual needs can be discussed with the class teacher, Head teacher (Mr Steven Dunn) or SENDCo (Mrs Kirstie Kneafsey). If needed, we ask various outside agencies to help with assessing the needs of pupils to ensure they are able to access the school and learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, Health and Safety personnel at County Hall alongside the Specialist Teaching Service may be sought.

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

How will parents know how their child is doing?

A child's education is a partnership between parents and the school and we encourage regular communication between home and school. Progress towards the identified outcomes will be shared with parents termly through feedback at Learning Plan reviews but also through the school reporting system and Parents' Evenings. SEND surgeries are held regularly throughout the school year where parents can make an appointment to discuss their child or any issues with the SEND team.

If a child has complex needs, they may have an Education, Health and Care plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01509 412188

How will parents be helped to support their child's learning?

- The class teacher or SENDCo may suggest additional ways of supporting the child's learning at home.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter, via parent mail and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning.
- Please look at the school website. It can be found at <http://www.hall-orchard.leics.sch.uk>.

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

How are pupil's views considered in their learning?

- Pupils regularly review their progress through verbal and written feedback which enables them to discuss the next steps in their learning and opportunities to implement them.
- Opportunities to reflect on their learning with their peers and teaching staff are embedded in our practice.
- Pupil questionnaires are regularly carried out to obtain the views of pupils.
- Pupil interviews enable children to share and reflect on their learning with the Senior Leadership Team and Governors.
- All pupils have the opportunity to volunteer for and contribute to our school council.
- Where a Learning Plan is created to support a pupil with their SEND, they will be involved in the discussion about how we can best support their needs and how they can help themselves.

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

Dealing with Complaints

Wherever possible, we seek to discuss and come to an agreement about children's education. The class teacher, SENDCo, Head teacher and SEND Governor can be contacted to discuss any concerns.

The school's complaints policy is available from the school's office and on our school website. www.hall-orchard.leics.sch.uk

SENDIAS (SEND Information Advice and Support Service) is available to support parents if necessary with complaints, appeals or general advice.

SEND Information Advice and Support Service (SENDIASS Leicestershire)

Telephone: 0116 305 5614

(Monday to Thursday 9am to 4.30pm, Friday 9am to 4pm)

Email: sendiass@leics.gov.uk

10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Who else might help with a pupil's learning?

Children's education is a wide partnership between the parents/carers, the pupil, the school and may include accessing a range of outside services including:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Special Educational Needs Support Service
3. Learning Support Service
4. Speech and Language Therapy Service
5. Autism Outreach Team
6. Hearing Impairment team
7. Visual Impairment team
8. Educational Psychologist Service
9. Physical and Disability Support Service
10. Social Services
11. School Nurse

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

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

What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning, then please initially discuss these with your child's teacher. This then may result in a referral to a member of the SEND Team which comprises of Mrs Kirstie Kneafsey, SENDCo, Mrs Hayley Jessop, Preschool SENDCo and Mrs Sally Fox, Assistant SENDCo.
- Parents may also contact the SEND Team or the Headteacher directly if they feel this is more appropriate.

What support services are available for parents?

- The SEND Information Advice and Support Service (SENDIASS) offer independent advice and support to parents and carers of all children and young people with SEND. Information about SENDIASS can be found at <http://www.iassnetwork.org.uk/find-your-iass/east-midlands/leicestershire/> and they can be contacted by telephoning 0116 305 5614 or emailing sendiass@leics.gov.uk.
- SENDIASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs.
- Information on where the Local Authority's Local Offer can be found at http://www.leics.gov.uk/index/children_families/local_offer.htm

12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective transition. These include:

On entry:

- A introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. The SEND and Early Years Lead (Mrs Nikki Phillips) will also visit and speak with Early Years Settings to aid transition.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- Staff liaise with all parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- Staff liaise with local pre-school providers to ensure that any identified needs are highlighted.
- If pupils are transferring from another setting, the previous records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school.

- The transition programme in place for pupils provides a number of opportunities for pupils to prepare for the next stage in their education.
- The annual review in Year 5 for pupils with a statement or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies where appropriate.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Year 6 teachers meet with staff from Humphrey Perkins and Rawlins Academy to discuss individual pupils with SEND.

- Records are transferred to the school electronically.

13. Information on our contribution to the publication of the local authority's local offer.

Information on the Local Authority Offer can be found at:

http://www.leics.gov.uk/index/children_families/local_offer.htm