Roseacre Junior School

SEN & Disability Policy/SEN Information Report

Issued on: 03/23

This policy is written in line with the requirements of: -

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
  - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
  - Schedule 1 regulation 51– Information to be included in the SEND information report
  - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- Safeguarding Policy
- Accessibility Plan
- Complaints Policy

This policy was developed in consultation with: staff, parents/carers (including parents/carers of children with SEND), the SEND governor and representatives from the parent teachers association. This policy will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
(b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p 15)

Definition of disability

Many children and young people who have SEN may also 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2015, p16)

Roseacre Junior School is a mainstream school with an inclusive ethos.

Roseacre believes in "Success for All". We set high expectations and aim to raise the aspirations of all pupils. Our ambition is for all our pupils to become confident individuals who are able to make a successful transition into adulthood and live an independent and fulfilling life.

Our school is committed to equality of opportunity. We fully support the principle of maximum participation in the curriculum and equal access to all areas of school life by all pupils, including those with special educational needs and/or disabilities. We ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND. We use our best endeavours to make sure that a child with SEND gets the appropriate support they need.

At Roseacre, we believe that every child has the right to achieve their full potential, regardless of gender, race, language, physical ability, medical need, special educational need or socio-economic background. Our commitment also extends to parents, carers, staff, governors and members of our wider community, as we work to ensure that we remove all barriers to participation in school life.

To achieve our aims, we will:

- Identify and provide for pupils who have SEND (Special Educational Need and/or Disability) and any additional needs.
- Work with the guidance provided in the SEND Code of Practice 2014.
- Provide support and advice for all staff working with SEND pupils.
- Develop and maintain partnership and high levels of engagement with parents and relevant outside agencies.
- Ensure access to the curriculum for all the pupils.

At Roseacre, we follow the Mainstream Core Standards. Our quality first teaching is differentiated and personalised to the way in which each child learns best, this will meet the individual needs of the majority of the children.
Some children will need educational provision that is additional to, and/or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.
At Roseacre, we endeavour to identify the support and provision, which may be needed for these children. We aim to ensure that every child has the provision, which will give them an equal opportunity to learn and be successful. At Roseacre, every teacher is a teacher of every child, including those with SEND.

1. The kinds of special educational need for which provision is made at the school

At Roseacre Junior School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. These include: dyslexia, dyspraxia, dyscalculia, speech and language needs, autism, hearing impairment, visual impairment, sensory difficulties, ADHD, social, emotional and mental health difficulties, learning and behavioural difficulties, plus medical conditions, such as Diabetes. There are other kinds of special educational needs, which do not occur as frequently, and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Autism (ASC), Specific Learning difficulties (SpLD), Speech, Language and Communication Needs (SLCN), and Social, Emotional and Mental Health (SEMH). Decisions on the admission of pupils with a statement of special educational need/ Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Information about the policy for identification and assessment of pupils with SEND

At Roseacre Junior School, we monitor the progress of all pupils six times a year to review their academic attainment and progress. Pupil progress is continually assessed by teachers, through observation, marking, and assessments. We assess all pupils' reading age (using Star Assessment) 6 times a year. We assess Reading and Writing three times a year, for all year groups, using standardised NFER tests. Maths is assessed three times a year using the Whiterose assessments. We also use a range of assessments with pupils, at various points of their schooling, such as: Language Link (to assess their understanding of the spoken language), Visual Stress assessment, Lucid Rapid assessments (to assess their phonological awareness and skills, and their auditory sequential memory), and Little Wandle Phonic screening. In Year 5, we assess all children using Cognitive Abilities Test (CATs).

Where progress is not sufficient, even if a special educational need has not been identified, we put in place additional support and tailored interventions to enable the pupil to catch up. Examples of additional support and interventions are: Little Wandle Rapid Catch Up, Accelerated Reader, Undecodable words using Precision Teaching, Plus 1/Power of 2, Write from the start, Lego Groups, Language groups, Sensory Circuits, SULP, Emotional Literacy, Clever Hands, Wellness Group, Time to Talk and Drawing and Talking (see Glossary of interventions below).

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Roseacre Junior School, we are experienced in using assessment tools that include: Lucid Rapid, Little Wandle Phonics

Assessment and Visual Stress Assessment when necessary. In addition, we have access to external advisors and specialist teachers who are able to use further assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN class provision plan and reviewed regularly, and refined/revised if necessary. The child at this point, will be added to the school SEN monitoring register whilst we monitor the impact of interventions.

During this monitoring of progress, we may identify that additional support is required that is not generally available and that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, they will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers, and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Glossary of interventions used at Roseacre Junior School

Accelerated Reader

Accelerated Reader is a program used to assist in the improvement of pupils' reading abilities and their comprehension of what they've read. It motivates, monitors and manages pupils' independent reading practice. It provides pupils with a wide choice of books to meet their individual reading needs and quizzes them, once they've finished a book, on what they've read. From these quizzes, teachers can use this data to set goals and monitor progress.

Clever hands

Clever hands is an activity package created and designed, by Occupational Therapists. It is used to support children with poor fine motor skills and difficulties in dressing, using cutlery, rulers and scissors, as well as handwriting. Children work, either individually or in a small group, from a "Clever hands Box". Activities include threading, posting, construction toys and plasticine moulding.

The incredible 5-point scale

De-escalation refers to the process of diffusing conflicts as they begin, to prevent them from getting worse. Strategies, to de-escalate conflicts in their earliest stages and stop small behavioural issues before they get out of hand, are modelled and rehearsed. The child is involved in identifying risks/triggers when they are calm and discussing and practising the best calming techniques/strategies for them. Time is given to validate their emotions and for them to evaluate how big a problem they find the triggers, and what they can and cannot control themselves.

Drawing and Talking

Drawing and taking is an individual therapeutic intervention, to support mental health and well-being, carried out by a trained practitioner. Drawing and Talking is a safe method of working with children to help with underlying emotional difficulties that may be affecting their learning, behaviour, self-esteem and relationships. It is a serial drawing technique that takes place over a 12-week period. It aims to make the child feel listened to and special, in a non-threatening environment, through their drawings and prescribed questions.

Lego Groups

A practical activity involving three children, overseen by an adult. The children are given set roles-an engineer, a supplier and a builder and they work together to build a Lego model.

It helps children to develop problem-solving skills. It also develops their speaking and listening skills, as they are encouraged to provide directional and mathematical language, and receive and follow instructions. They learn to tolerate being corrected by others, take turns and to engage in interaction with their peers.

Little Wandle Rapid Catch Up

Pupils are assessed using the Little Wandle Phonics assessment, on their phonics knowledge and ability to apply this to their reading and spelling. From this assessment, pupils are placed on the appropriate phase of the Little Wandle Rapid Catch Up programme. This intervention is a short daily session designed for pupils in Year 3 to 6, that will help them with their phonics, reading and spelling.

Plus One and the Power of Two

This is a maths intervention that supports children with difficulties in grasping and retaining key numerical concepts and ensures that the basic foundations of number are in place. It involves repeated practice and explanation in mental maths techniques and gives pupils a great sense of achievement as they work their way through the book. It systematically covers topics to ensure that no gaps remain and allows for further progress. By the end of Plus 1, the pupil will be able to: confidently count on and back, know doubles up to 10, know number bonds to 20, work out one more and one less, be confident in reading numbers, and understand the concepts of more and less.

By the end of the Power of 2, the pupil will be able to: double and halve numbers, read large numbers, multiply and divide by 10 and 100,work out problems involving time, be confident multiplying, adding, subtracting and dividing, understand odd and even numbers, negative numbers, less than and greater than, and many more concepts.

Undecodable words using Precision Teaching

Precision teaching is a structured teaching method that has designed to improve the accuracy and fluency of reading, spelling and maths. We mainly use it to support the reading and spelling of high frequency words .The main goal of precision teaching is to ensure that students become fluent and accurate in using their words or maths skills. It focuses on over learning and repetition and is tailored to the individual child and their needs. It is taught in 3 steps over 10 minutes. The child is taught for 8 minutes, on a maximum of 5 items, using motivating activities and games, then they are tested, for 1 minute on what they have been taught, aiming towards the target they have set. Their results are recorded to demonstrate to them their progress. Feedback is given and new targets are set at the end of every session. This process is repeated daily, until their learning is secure, they will then move on to the next 2-5 items.

Sensory Circuits

Sensory Circuits is a sensory motor skills programme that helps to set children up for the school day and/or help self-regulate them. Sensory circuits helps to improve: balance, coordination, awareness of body position and sensory integration. It leads to improvements in alertness and co-ordination in class and a "just right" state of mind through a series of alerting, organising and calming activities. Sensory circuits start with alerting activities. The aim of this section is to provide vestibular stimulation. The activities allow the fluid in the ears to move about through jumping and head movement, such as bouncing on a space hopper. The second activity is the alerting session. The aim of this section is to provide multi-sensory processing and balance. These activities help them to organise their body, plan their approach and do more than one thing at a time in a sequential order, such as balancing on objects, or throwing objects at a target. The final section is calming activities. Activities in the calming section provide heavy muscle work and/or deep pressure to the body, such as using a massage ball or the sensory mangle (squeeze machine).

Language for behaviour and emotions

Language for behaviour and emotions is a structured programme designed to support pupils with communication difficulties and to further develop skills that will help them manage school life and learn effectively. It aims to enhance and develop their communication and awareness skills, and how they can manage them. The activities are based on different aspects of communication, focussing on: listening skills, turn taking, taking messages, identifying and regulating emotions, self-awareness, strengths, weaknesses, appearance, and friendships.

Emotional literacy

Emotional literacy is an intervention scheme written by Andrew Moffat. The scheme identifies different emotions within reading texts and gives the pupils opportunities to identify these emotions in themselves or others. The tasks that run alongside the weekly texts, use different forms of creative education such as crafting, writing, or acting to give the pupils a deeper understanding of each emotion.

Wellness Group

The wellness group aims to nurture and strengthen a child's emotional health, well-being and resilience. The group takes place in a safe and structured environment that allows the children to have positive social interactions with their peers that create supportive bonds. Children discuss any worries/concerns they may have, and strategies are modelled and practised to help regulate these. Building resiliencies is essential as it can act as an early preventative measure against poor mental health and well-being. It gives a child the ability to cope with difficulties, and to bounce back from the challenges they experience during childhood and in later life. In the group children's resilience is built by: helping them to build good relationships with others, building their independence, learning to identify, express and manage their emotions, and building their confidence by taking risks and accepting challenges.

Write from the Start 1 and 2 –The Teodorescu Perceptuo-Motor Programme

This structured programme helps develop fine-motor and perceptual skills for effective handwriting, such as hand-eye co-ordination. This is achieved through various activities such as colouring, tracking and drawing. Through this, they will develop the control required for exact placement of the pencil on a specified point, skilled control over movement and the correct pressure required.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3. a. How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN provision plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have assessments that are more frequent. The assessments we use at Roseacre Junior School are: Star Assessment (Accelerated Reader), Little Wandle Phonics Assessment, Language Link, Cognitive Abilities Test, optional SATS, NFER Assessments, Lucid Rapid, and Visual Stress Assessment. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c. The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Roseacre Junior School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2015, 6.37)

The quality of teaching at Roseacre Junior School was judged to be outstanding in our last Ofsted inspection.

We follow the Mainstream Core Standards https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching, individual and small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d. How the school adapts the curriculum and learning environment for pupils with special educational needs

At Roseacre Junior School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have made the following improvements as part of the school's accessibility planning: stair lift fitted, with training of staff in its use, accessible toilet facilities, protective UV film fitted to all windows. All areas of the school are accessible by wheelchair and a disabled parking bay in the school car park.
At present no aspects of the school building, curriculum or training of staff have been identified to be improved.

3e. Additional support for learning that is available to pupils with special educational needs

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case, they will be identified and monitored on the class provision map. Those children who require a level of additional support that is not generally provided will be identified and monitored on a personalised Provision Plan. A full list of the interventions we offer can be found in this document in the glossary of interventions section. In very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs. Where the cost of the SEN provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold (£6,000).' (SEN Code of Practice 6.99), the school applies, annually, to the Local Authority to provide top up to the school. This is referred to as High Needs Funding and only applies to pupils with severe and complex Special Educational Needs.

3f. How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips, activities and after school clubs, offered to pupils at Roseacre Junior School are available to pupils with special educational needs and or disability, either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g. Support that is available for improving the emotional and social development of pupils with special educational needs

At Roseacre Junior School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance in PSHE (Personal, Social and Health Education),during class and year group assemblies, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils, with the most need for help in this area, we can also provide the following: Time to Talk with a designated key adult, time-out space for a pupil to regulate their emotions, and the use of Positivity books and Social Stories. There are also specific interventions such as: Lego Therapy, Drawing and Talking, SULP, Self-esteem and the Wellness group, plus external referral to Early Help intervention and CYPMHS (Children's and young people's mental health services) and Bereavement services (Slide away.)

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4. The name and contact details of the SEN Co-ordinator

The SENDCo for years 3 and 4 is Mrs N. Rawson, who is a qualified teacher and is completing the National Award for SEND Co-ordination. Mrs Rawson is available on 01622 737843 or via email at senco@roseacre.kent.sch.uk

The SENDCo for years 5 and 6 at Roseacre Junior School is Mrs S. Fisher, who is a qualified teacher and is completing the National Award for SEND Co-ordination. Mrs Fisher is available on 01622 737843 or via email at senco@roseacre.kent.sch.uk.

The SEND Governor is Mrs K. Dunnill. She is available to contact via the school office on 01622 737843 or via email at office@roseacre.kent.sch.uk

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

Teachers and teaching assistants have had the following awareness training in: Safeguarding, Adapting the curriculum, Dyslexia, Dyscalculia, Phonics, ASC, ADHD, Tourette's syndrome, Sensory difficulties, De-escalation techniques, Attachment and Anxiety and are ACE aware. Staff who deliver personalised programmes, as recommended by outside agencies, receive additional training for their role.

In addition, the SENDCo, teachers and teaching assistants have received the following enhanced and specialist training in:

Accelerated Reader, Little Wandle, De-escalation techniques, Sensory difficulties, Lego Groups, Speech and Language, Attachment issues, Communicate in Print, Social Stories, Precision Teaching,

Sensory Circuits, Communicate in Print, Use of Language Link, ADHD, PDA, Dyscalculia, Bereavement, Mental Health and Well-being.
Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are: Specialist Teaching and Leaning Service and a variety of outreach health and educational support. The cost of training is covered by the notional SEN funding.

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

Where external advisors recommend the use of equipment or facilities that the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Roseacre Junior School are invited to discuss the progress of their children at Parent's evenings, with the class teacher, as well as with the SENDCo, three times a year. They receive a report on the child's academic attainment levels three times a year and a written report at the end of the academic year. In addition, we are happy to arrange meetings outside of these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary, this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Class Provision Plan, which will be shared with parents three times per year.

If following generally available provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil may be identified as having special educational needs. This is because special educational provision is being provided. The parent will be invited to attend regular reviews of this provision 3 times per year. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

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

When a pupil has been identified to have special educational needs because special educational provision is being made for them, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Roseacre Junior School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class or maths teacher, SENDCO or Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved, after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First–tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints, which fall within this category, cannot be investigated by the school.

10. How the governing body involves other bodies, including health and social services bodies, 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

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.
- Membership of professional networks for SENCO e.g. SENCO forum, NASEN

11. The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015,6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.
Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000
Office: 03000 412412
E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

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

At Roseacre Junior School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We encourage all new children and parents to visit the school prior to starting.

The Head teacher holds a transition meeting for parents, where the Year 3 teachers and SENDCo are introduced, and explains how the school works and its expectations. Roseacre Junior School contact their previous school's SENDCo and class teacher, and in some cases visit the pupil in their current setting. As well as this, the SENDCo and often the Head teacher and class teacher, will meet with the parents/carers either before, or soon after the pupil has joined the school. Where appropriate the class teacher or SENDCo will also meet with the pupil to discuss their views and opinions.

At Roseacre we have developed a transition book made by pupils, with pictures and useful information about our school. We create social stories and additional transition support for children where transition is likely to prove challenging.

We contribute information to a pupil's onward destination by providing information to the next setting. The class teachers in Year 6, along with the SENDCo, pass on information and reports about the pupil's needs and provision. Most secondary schools visit pupils while they are still in Year 6 and most Year 6 pupils visit their secondary schools on specially arranged days.

Y6 children follow a transition program, devised by KCC's Specialist Teaching and Learning Service. If they need additional support, pupils will make their personalised transition book and/or social story with the help of photos taken by themselves on additional visits to their new school.

The SENDCo will always endeavour to attend the Y1 and Y2 transition Annual Reviews for children with EHC Plans, as well as inviting the future secondary school SENDCo to the Y6 Annual Review.

13. Information on where the local authority's local offer is published.

The local authority's local offer is published on http://www.kent.gov.uk/education-and-children/special-educational-needs and parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

Approved by the FGB on 21 March 2023
Next review on March 2024