



Policy for pupils with Special Educational Needs/ Disabilities

Reviewed by Diana Choudhry, July 2023
Next review date July 2024

Purpose

The purpose of this document is to encapsulate the principles and associated practices underlying the provision for SEND and communicate these to:

- staff working in the school
- parents
- pupils
- external agencies
- governors
- Reading Borough Council/Brighter Futures for Children

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

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014 and update January 2015
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014 .
- The SEN Information report regulations 2014 and update 2018
- Teachers standards 2021
- Mental Health and Behaviour in Schools document Nov 2018

Related Policies

See also:-

- Behaviour Policy (document entitled 'Strategies for Inclusion' is included in this document)
- Physical Restraint and Use of Reasonable Force Policy
- Curriculum Policies
- Teaching and Learning policy
- Accessibility Policy and Action Plan
- The combined Information Report and Local Offer for SEN
- Anti-bullying Policy
- Supporting pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy

Contact details for SENCO

Geoffrey Field Junior School has a named SENCO and a named Governor responsible for SEND who ensure that the SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

- SENCO: Ms Diana Choudhry (0118 9375475) holds the National Award for SENCO qualification.
- Governor: Katia Major

Our beliefs and values around SEND

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to ensure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided in the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

Statement of Aims

The school has adopted the revised model of identification and assessment of pupils with SEND detailed in the SEND Code of Practice 2014 and recognises rights and duties introduced by the SEN and Disability Act.

The revised code of practice sets out three principles:

- The views, wishes and feelings of the child and the child's parents are sought and taken into account.
- It is important that the child and the child's parents participate as fully as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.
- The need to support the child and the child's parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

In addition to these principles at Geoffrey Field Junior School, we aim to recognise the successes of every child through our enriched curriculum and rewards systems and in particular the Madejski Awards which celebrate our values of kindness, honesty, respect, resilience and responsibility.

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

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... Health care provision or Social Care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014).

Identifying Special Educational Needs

The code of practice describes four broad areas of need:

communication and interaction

- This incorporates those students with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others. This may include children and young people with ASC, including Asperger Syndrome and Autism.

cognition and learning

- This focuses on those children and young people who learn at a slower pace than their peers, as well as those with Specific Learning Difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia.

social, mental and emotional

- Those children who may have become withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviour. The code states these behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

sensory and /or physical

- This encompasses children with a disability that prevents or hinders them from making use of the educational facilities generally provided – including those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for but we also consider the needs of the whole child which will include not just the special needs.

At Geoffrey Field Junior School, there can be as wide an attainment range within year groups as there is across them, so tasks need to be tailored to meet the needs of individuals and groups within the class. A number of pupils come to the school achieving either below or above the age related expectations at KS1. Not all these children will have SEND; the school organises itself to ensure that it meets the needs of all of its pupils. When assessing need and developing provision we therefore consider the following factors:

The **curriculum** that is being offered to pupils

The **social environment** in which the learning takes place
The **physical environment** and how barriers to learning are overcome
The **nature of support** provided by adults and peers.

The following are not SEN but may impact on progress and attainment;

- disability
- attendance and punctuality
- health and welfare
- English as an additional language (EAL)
- being in receipt of pupil premium
- being a child looked after (CLA)
- being a child of a serviceman/woman

Approach to SEND support

As a school we aim to:

- identify and assess children with SEND as early as possible by gathering information from parents and other agencies
- provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality 'first' teaching which is planned with the needs of groups and individuals in mind.
- identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school
- support and challenge children, maximising rates of progress
- give children increasing responsibility for their own learning, developing with them small, achievable, time related objectives and supporting them to evaluate their progress
- provide a moral framework for children where boundaries are clear and consistently applied
- provide, and draw attention to, a variety of role models for social interaction
- provide opportunities for pupils to develop social skills in various settings/ situations around the school
- provide a physical environment which is flexible and adaptable
- communicate effectively with parents in ways which suits them; listen to and act on their views for the benefit of the children
- provide adult support where necessary which raises self-esteem and encourages independence
- ensure that support agencies are used effectively
- ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping

- develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate
- ensure funding is allocated to provide high quality provision for those with identified SEND

How the school organises its SEND provision/integration/access to the full life of the school

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

It is essential that all children take a full part in the life of the school therefore staff will work appropriately with children to enable full participation for example at break times, in assemblies, clubs/extended provision, productions, swimming, sport and on school visits/residential trips. No pupil is ever excluded from taking part in these activities because of their SEN or disability unless the risk assessment shows that the pupil may be a danger to themselves or others and this cannot be sufficiently mitigated for. See also the Policies for Equality Opportunities, Strategies for Inclusion and Accessibility.

As a school, we monitor the participation of SEND pupils in such activities to ensure that they are taking a full part in the life of the school.

Classes are in four distinct year groups, with children divided into either 3 or 4 classes, depending on the needs and size of the cohort. Pupils are grouped carefully to provide a good social mix. Children may be set for maths and reading.

Mixed attainment teaching allows pupils to access language models and the fullest possible range of responses and influences. Setting of pupils allows teachers to closely match the work to the needs of the pupils. The mixture of approaches described allows us the benefits of both. The groupings of children are constantly reviewed and adjusted as necessary bearing in mind the needs of individual children and the cohort and also the size of cohorts.

There is a strong belief that all pupils are best taught in the class with their peers and any withdrawal of children must be considered very carefully. Children who already find lessons difficult will find it difficult to cope with disrupted and missing lessons. There are occasions when children are withdrawn for very clear purposes and very specific periods of time (e.g. phonics teaching, reading support, pre-teaching, follow up surgery work and additional maths lessons). Strategies and support systems for pupils, with social, emotional and behavioural difficulties are outlined in the 'Behaviour Policy.'

The Special Needs budget is drawn up annually however because of the changing needs of pupils; there are alterations during the course of the year.

One Page Profiles

Teachers plan, assess and set targets for all pupils in their class for reading, writing and numeracy. These are set prior to parents' consultations, following termly assessments.

Pupils with SEND will have a One Page Profile which records additional individual targets. These are working documents and are reviewed as pupils meet their targets and/or at least three times a year. It is crisply written and focuses on 2 or 3 targets. It records what is working well, what we would like to see change or improve, individual targets for reading, writing and/or maths (where applicable), actions that will be taken to achieve the targets, a review of progress made against the targets, targets linked to a

pupil's individual SEND and a home target. The One Page Profile is discussed with pupils and parents and their contributions are encouraged and welcomed.

Waves of intervention

Wave 1 Intervention – Quality first teaching.

As a school, through our cycle of observation, assessment, planning and review, we make provision for curriculum differentiation and adaptation, and pastoral/ disciplinary procedures dependent on pupils' individual strengths and weaknesses. Teachers do this for all the groups they teach as a matter of routine. This is not special needs provision.

Further details regarding appropriate differentiation are contained in the Teaching and Learning policy and also in subject policies.

Wave 2 Intervention

This is when additional arrangements are made for specific pupils to allow them to access what is going on in the classroom. It may relate to their seating arrangements, the support materials they have access to or the input that is given to them either by the teacher or the teaching assistant.

Wave 3 Intervention

This is additional and specialised intervention which is required to meet the very specific needs of pupils within the class. Provision for wave three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles. Where possible, the work done in the group relates closely to the learning objectives set for the rest of the group. Where necessary however, programmes/strategies may be used to address the particular needs of the individual or group (e.g. individual speech and language programme, phonics programme, etc.).

Bespoke Curriculum

This is a separate curriculum which is planned to meet a child's individual needs where their learning needs are assessed as below Key Stage 1 objectives.

Teachers may need additional resources to meet the needs of the pupils in their group. This may be a commercially produced programme, games, books and other physical equipment or it may be the time of an additional adult.

Social, emotional and mental health needs

Work on anger management, emotional literacy and social skills is done as part of the PSHE curriculum. Additional support is provided for individuals and small groups when necessary (e.g. use of CBT techniques, development of mindfulness or ELSA support). Groups or individual pupils across the school may work on specific behavioural targets and may need additional teaching related to this. This is sometimes done in consultation with the Primary Mental Health worker.

SEND Support

It may be that the school does not have all the expertise or resources necessary to ensure that the needs of SEND pupils can be met within the school. At this point, pupils with SEND can be referred for additional provision through the SENCO.

Pupils will be considered to be receiving SEND support if they are supported through

- One Page Profiles

- Whole school knowledge and understanding of the pupils' needs
- Frequent and sustained use of a specialised SEND resource such as Behaviour Support and Speech and Language Therapy.

Specific Literacy difficulties

Pupils who are experiencing specific and sustained difficulties with reading, writing or spelling may be referred to the Educational Psychologist (EP) for further assessment. Recommendations of support suggested by the EP are then carried through by all those involved with the child - the specialist TA, the class TA, the teacher and any others such as ABC To Read, volunteers or the speech and language therapist. Lowest attaining pupils in reading have individualised programmes that focus on all aspects of reading – fluency, vocabulary, comprehension and the whole range of phonological skills.

Speech and Language difficulties

Pupils who have speech and language difficulties are supported in school by a Specialist Learning Mentor and Classroom Teachers and TAs.

Social, emotional and behavioural needs

Behaviour Support team

This team offers support and advice to the school about individual pupils and may also provide pupils with direct one to one support using the services of specialist teaching assistants.

Family Worker

Pupils are referred by the SENCO in consultation with parents and the teacher. The Family Worker may provide support by linking with home, working with the pupils in school, providing additional interventions (e.g. Mindfulness group, emotionally literacy group, etc.) The Family Worker is there to overcome a variety of barriers to learning which the pupil may have; either emotional or social. She may also link with other professionals on the pupils' behalf (e.g. Primary Mental Health Worker, family worker from the CAT team, etc.)

CAMHS

The Child and Adolescent Mental Health service are part of the Health Service. Pupils can be directly referred to this service following an SDQ and/or SCQ assessment and scoring, classroom observations and information gathering by the SENCO. Pupils are generally referred for a particular Pathway – either Autistic Spectrum pathway or Attention Deficit Hyperactivity pathway. There is a very long waiting list for pupils to see a CAMHS worker – often more than 18 months and so the school provides early support as detailed above.

Sensory Impairment and Learning Support Service

Pupils who have significant hearing and/or sight impairments, are supported by a specialist from Sensory Consortium. The specialist will make visits to the pupil in school and support school to meet the child's needs. If a pupil has an EHCP, the SENCO can refer a child to Reading's CYPIT where there is a range of provision including Occupational Therapists.

Physical Needs

(see also the access plan)

Risk assessments are carried out for pupils with physical needs which may impact on their movement around school.

Criteria for exiting the SEND register

The SEND register is updated prior to the school census each term, but pupils can be added or taken off, at any time. This register records the child's category of need as detailed in the Code of Practise. We also record children who have been taken off the register.

Supporting pupils and families

Pupil voice

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. The school recognises the value of including pupils in planning provision to meet their needs. Strategies are in place to ensure that pupils are actively involved, at an appropriate level. Pupils with Educational Health and Care Plans (EHCP) are involved in evaluating their provision and their views recorded and presented to the LA at the Annual Review. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

Families

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Parents are empowered to:

- play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To support effective communication, the school:

- uses parents' knowledge and expertise in relation to their child
- focuses on the child's strengths as well as areas of additional need
- recognises the personal and emotional investment of parents
- ensures that parents understand procedures; are aware of how to access support in preparing their contributions and are given documents to be discussed in a timely manner before meetings
- respects differing perspectives and works constructively to come to a consensus.
- respects the differing needs of parents and the barriers they need to cross to support their children
- recognises the need to communicate in ways which best suit parents.

Parents, teachers and the children themselves work together to form a consensus about

- the difficulties the child is having and priorities to be worked on
- the reasons behind these

- the best course of action
- criteria for evaluation

Parents have a responsibility to communicate effectively with professionals to support their children's education. They should:

- communicate regularly with school and alert us to any concerns they have about their child's learning or provision
- fulfil their obligations under home-school agreements which set out expectations of both sides.

The school website contains details of our Policy for Special Educational Needs and the combined Special Educational Needs Information Report and Local Offer, including the arrangements made for children in our school with special educational needs. See also Appendix B of the behaviour Policy. For further information, the combined Special Educational Needs Information Report and Local Offer can also be accessed on the Local Authorities website.

Further support can be obtained from Reading IASS (formerly the Parent Partnership Service) for practical support and impartial information to enable parents to be fully involved in their child's education.

Telephone: 0118 9373421

Email: iass@brighterfuturesforchildren.org.

Admission Arrangements

Pupils identified with low level SEND have the same rights of admission as all other prospective pupils. Pupils with Education Health Care Plans are admitted following LA policy and ensuring that the school can meet their needs under the new Code of Practice. Admission arrangements are outlined in the school brochure and referred to in the Policy for Inclusion and the Equal Opportunities policy. The school meets the requirements of the SEN and Disability Act. It should be noted however that the school is on two floors with large open plan areas. This will have implications for physically disabled pupils (see Access Plan).

Medical Information

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. Medical information is passed on from the receiving school and is updated by parents and professional reports as they arrive. The school database is updated as and when information comes into school. A medical register is kept, updated and distributed by the school secretary. A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However, medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to 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. Discussions between parents and professionals and specialist services are essential to ensure the best outcomes for children (see Medical Policy)

Evaluation of Provision

The SENCO and Head Teacher monitor the movement of children within the SEND system in school and provide staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up One Page Profiles for children. The use of data is crucial to inform provision and promote positive outcomes for pupils.

The school's termly tracking and other data collection will be used to:

- identify and assess pupils
- measure the effectiveness of actions taken by the school in meeting children's individual needs
- measure the progress made by groups of pupils with SEND
- assess the school's effective involvement of parents

Training and Resources

Diana Choudhry is the school's Special Needs Co-ordinator. Katia Major is the school's governor responsible for SEND.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. As a whole school, we have invested in training and/or CPD opportunities to ensure that staff have the maximum impact when supporting pupils in the classroom. The school is structured so that every teacher works alongside a full time Teaching Assistant (TA). We currently have two additional Teaching Assistants who work with pupils with specific literacy difficulties. The Family Worker also coordinates the ELSAs that support children with emotional needs. Flexible additional support is also provided for particular children at particular times if this is required.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Request for Education Health and Care Plans

The majority of children and young people with SEND will have their needs met within local mainstream schools. A small number of children and young people may require an Education Health & Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an Education Health & Care Plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health & social care and, as they get older prepare them for adulthood. EHC assessments are usually requested by the school but can be requested by a parent/carer directly from the local authority. A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEND budget.

The evidence will include:

- Current and previous One Page Profiles
- Records of regular reviews and their outcomes.

- Records of the child's health and medical history where appropriate.
- Attainment and progress in terms of age-related expectations.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

The school is expected to be able to provide 15 hours support for pupils within its own resources (this does not necessarily mean 1:1 support). Only pupils with very high levels of need will be considered. These may be children who will require specialist provision either immediately or at some future stage.

Pupils with EHCPs/Annual Review

In line with LA guidance, if an EHCP has been awarded to a pupil, the school is required to carry out an Annual Review. This will involve all those working with the child and their parents as well as the child themselves. At the review any amendments required are considered and passed on to the LA. The review focuses on achievements as well as any difficulties and is there to ensure that what is in place is effectively addressing the child's needs. If the child is in year 5, consideration will be given to their secondary placement. In year 6, the secondary school will be invited to the review.

Pupils with EHCPs may be supported in a combination of ways. This can include, but not limited to, a smaller than average sized class group for some subjects, working with an adult in a small group or being supported on a one to one basis for example, for a phonics intervention. It may be that the child requires specialist equipment such as a computer. As a school, we actively encourage and promote independence so the majority of learning will take place alongside the children's peers and where appropriate, with adapted work and additional scaffolds to enable children to access and achieve in lessons and make progress.

Support Staff

Support staff are highly skilled and valued members of staff who receive training and development both alongside teachers and separately to meet their individual training needs. They are performance managed by the school's HLTA who is advised by individual teachers and the SENCO.

1:1 Support Staff

Some children with an EHCP may require individual support by an adult to enable them to access the bespoke curriculum which has been tailored to support their individual needs. Not all children with an EHCP require this support. Even with a 1:1 SEN TA, the child will be encouraged to develop independent learning skills, motivation, perseverance and confidence with an aim to withdraw the 1:1 support, when appropriate. The 1:1 SEN TAs are performance managed by the SENCO who is advised by individual teachers.

External support staff

As well as the above, the school may have additional support staff brought in through other services.

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented in the normal classroom setting. The delivery of the interventions recorded in the One Page Profile continues to be the responsibility of the class teacher.

Links with Agencies working on behalf of children

Children's Single Point of Access

The Children's Single Point of Access is a single point of contact for all early help and children's social care services. They can be contacted if it is believed that a child or their family is in need of additional support or if a child is suffering significant harm. The line is open to all practitioners and the general public.

Health

The school nurse can be requested to visit if it is deemed necessary for her to do so.

Social Care

Safeguarding and Child Protection concerns are passed onto the designated person, Diana Choudhry (who is supported by the Child protection team – currently John Dibdin (Head Teacher), Dave Marks (Deputy Head) and Dawn Burton (Pastoral Worker)). Parents can also go directly to Social Care but if school makes a referral they will be advised of this where appropriate.

Attendance Support Workers (ASW)

The ASW visits the school regularly and monitors the punctuality and attendance of pupils. He/she will make home visits to parents if this is appropriate and provides an essential liaison between home and school.

Arrangements for Coordinating Provision

Role of the Governing Body

The Governing Body is required to:

- Provide information to parents about the implementation of the school's policy for pupils with special educational needs through the school website which is available on line.
- have regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In addition to this they will:

- determine general policy in cooperation with the Head and SENCO
- establish appropriate funding and staffing
- monitor the progress of the school in relation to its aims for pupils with SEND
- remain informed about the provision within the school for pupils with SEND
- provide a SEND governor

- ensure that they are kept informed about their statutory responsibilities by attending training and receiving regular updates from the Head/SENCO

Role of the Head teacher

- to take responsibility for the overall management of the SEND policy
- determine general policy in co-operation with the Governing Body
- keep the Governing Body informed
- support the work of the SENCO.

(See also job description of Head teacher)

Role of the SENCO

- Work with the Head Teacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- take responsibility for the day to day operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- evaluate the progress of pupils on the SEND register
- maintain the register and other special needs paperwork
- contribute to in-service training
- will keep fully up to date about special educational needs issues through attendance at training and cluster meetings
- listen to the views of pupils and represent these where necessary

(See also job description of SENCO)

Role of the Educational Psychologist

- to provide advice and support for the SENCO in determining the school's policy and approaches to SEND provision
- to provide training and support for all staff
- to act on referrals made by SENCO
- to liaise effectively with parents, SENCO and class teacher

- to listen to the views of pupils and parents
- to support further referrals where appropriate
- to provide clear reports for parents and teachers

Role of the literacy and numeracy leaders

- to assist the class teacher in providing provision/resources for pupils with SEND.

Role of the Teacher

- to identify pupils with SEND
- to be responsible for the day to day implementation of the pupils' One Page Profile
- to write and review One Page Profiles with the SENCO
- to track progress of pupils
- to plan the support given by the teaching assistant for a specific pupil or group
- to plan appropriate learning objectives
- to adapt teaching strategies to meet the needs of the pupils
- to liaise effectively with TA, SENCO and parents
- to provide information for and attend Annual Reviews
- to keep up to date with current thinking and attend training as required
- to ensure they follow the SEN policy.

Role of the Teaching Assistant

- to work with the teacher for the benefit of the pupil/group of pupils
- to keep the class teacher informed about pupils' progress towards targets in the One Page Profile
- to attend reviews as necessary
- to contribute towards targets in the One Page Profile
- to attend training as necessary
- to ensure they follow the SEN policy.

Links and transition between schools

The school liaises with all local feeder secondary schools in order to ensure a smooth transition. Planning for transition for some pupils may start as early as year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In year 6, the year 7 tutor and/or SENCO visit the school and meet the children. Early transition projects run for the most vulnerable pupils and the school works flexibly to ensure that all children and their parents/ carers feel confident about the move. Records (One Page Profiles, reports, etc.) are passed on in the Summer Term.

When a child transfers to another primary school, special school or unit, records are forwarded as soon as possible to ensure minimum disruption in educational profession and progress. An integration programme is also considered to ensure a smooth transition where this is possible.

Reviewing the policy

The policy is reviewed annually by the SENCO and is then agreed and adopted by the Head Teacher and Governors.

The Complaints Procedures

If a parent is unhappy with the way the school has handled their child's special needs they should:

- discuss with the child's teacher
- discuss with the SENCO
- discuss with the Head teacher
- approach the Governing Body
- contact Reading Borough Council/Brighter Futures for Children

At any stage parents can contact the helpline IASS (formerly Parent Partnership Service). They will offer support and/or act as an intermediary.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services