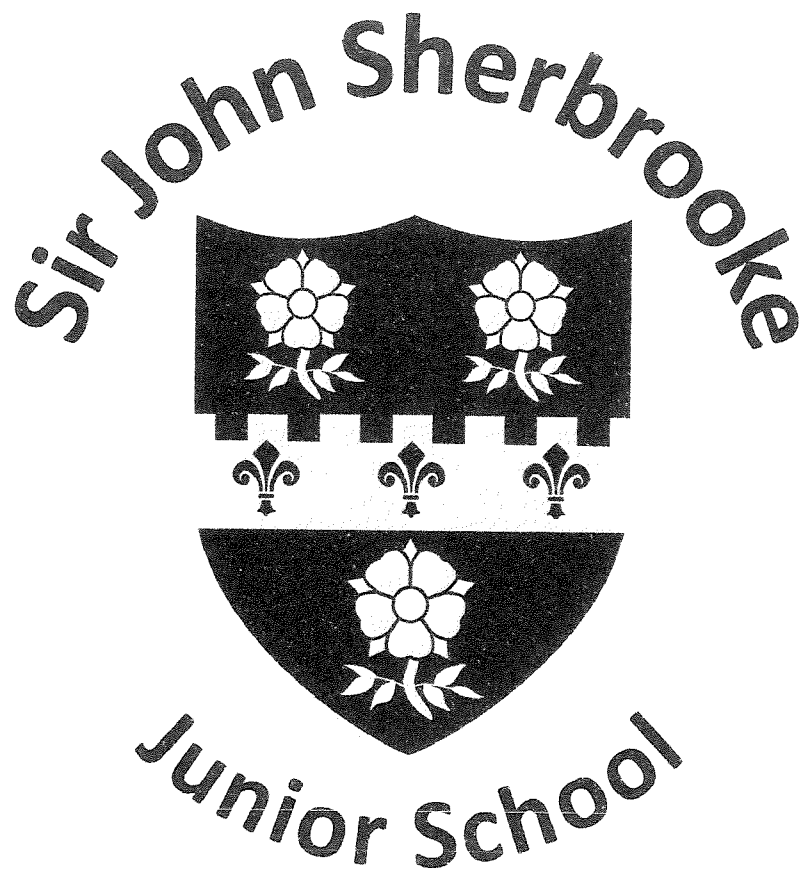




SEND Policy 2024-2025

Reviewed and updated: September 2024

Next review: September 2025

Signed: 

(SEND Governor)

Date: 14/11/24

Signed:

(Head Teacher)

Date:

Signed: 

Laura Marlor (SENCo)

Date: 10.09.24

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Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND 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 or disability 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the SEND Code of Practice can be found on the Department for Education's website:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. www.nottinghamshire.SENDlocaloffer.org.uk

Mission statement

Sir John Sherbrooke Junior School is part of the Aspire Academy Trust since April 2017. We are a 'Take Care' organisation; we know the things we value and what we stand for. We encourage the profound personal development of all our pupils and encourage them to care for themselves, their world, and their work. We want the children to aspire to be the best they can be. The school has a warm, nurturing ethos where all children are valued equally. We ensure that all pupils have access to a broad and balanced curriculum with the National Curriculum forming the basis of this. Planning is differentiated to the individual's needs and ability. SEND pupils take as full a part as possible in all school activities, and where necessary, additional or different help from that given to other children of the same age may be provided. We endeavour to identify pupils requiring SEND provision as early as possible. Their needs may be lifelong or for a specific period during their school career. Parental involvement is key to success.

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following documents:

- Special Educational Needs and Disabilities: Code of Practice (Department for Education, 2014)
- Supporting Pupils at School with Medical Conditions (Department for Education, 2015)
- Keeping Children Safe in Education (Department for Education, 2024)
- Working Together to Safeguard Children (Department for Education, 2023)
- School Admissions Code (Department for Education, 2021)
- Equality Act (2010)

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To create a learning environment that meets the special educational needs of each child.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career and provide the appropriate support.
- To identify the roles and responsibilities of staff and outside agencies in providing for children's special educational needs.
- To communicate effectively with parents and involve them fully in supporting their child's education.
- To ensure an environment that values children's strengths, develops the child's potential and ensures the provision of basic skills for adult life.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and curriculum leader and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents/carers** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information (annually) on the provisions for pupils within the school, and the effectiveness of the SEND policy and the school's SEND work. At Sir John Sherbrooke, we have parents' evening appointments in Autumn and Spring term and SEND reviews in the Summer term.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the Pupil Parliament.
- **Work as a family of schools** in the best interest of pupils with SEND across the family.
- **Work within the Gedling Primary Behaviour Partnership** to provide the most appropriate support for children with challenging behaviour.

2. Roles and Responsibilities

- The person responsible for overseeing the provision for children with SEND is Laura Marlor (SENCo) with support from Rebecca Mee (Acting Head Teacher).
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Laura Marlor (SENCo) with support from Rebecca Mee (Acting Head Teacher). They also monitor the progress of children with additional learning needs.
- Catherine Jackson is the HLTA who monitors children with medical needs.
- Ruth Cumberland (emotional well-being therapeutic teacher) supports the emotional and behavioural development of pupils.
- Paula Ramsden is the Emotional Literacy Support Assistant (ELSA) who provides emotional and social skills support to pupils.

3. Arrangements for coordinating SEND provision

The SENCo holds details of all SEND Support records. Each class teacher has a SEND file which contains provision information, targets and review information for individual pupils. They also have access to an electronic SEND file containing documents to support the graduated response.

All teaching staff can access:

- The Sir John Sherbrooke Junior School SEND Policy;
- A copy of the full SEND Register used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set, copies of provision maps and outcomes from progress and review meetings;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on Scholar Pack on individual pupils and their special needs and requirements;
- Information on progress and attainment for all SEND pupils on the school's assessment system;
- Information on current legislation and SEND provision on staffroom notice boards;
- Information available through Nottinghamshire's SEND Local Offer - www.nottinghamshire.sendlocaloffer.org.uk.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

Aspire MAT admissions arrangements apply through Nottinghamshire County Council admissions. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

5. Specialist SEND provision

11.4% of pupils have SEND at Sir John Sherbrooke (as of September 2024).

We have 8 Teaching Assistants / Care Assistants who specialise in SEND provision and support.

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

6. Facilities for pupils with SEND

The school has some specialist SEND facilities in place. These include (list no exhaustive):

1. Wheelchair access
2. A disabled toilet and shower facilities
3. A designated disabled parking bay. This allows safe access to the school to taxis and parents/carers bringing pupils to school
4. Children requiring specialist equipment due to an impairment will be assessed in order to gain the support that they require by the appropriate agency
5. A sensory room
6. Visual timetables displayed in classrooms where needed
7. Laptop and tablet provision for children with SEND
8. A library of SEN teaching and resources including coloured over lays and pencil grips
9. Specialist programmes for intervention

7. Allocation of resources for pupils with SEND

Resources allocated to pupils with additional needs come from three different sources.

Place Funding: Resources directly placed into the school budget to support the majority of pupils who face moderate barriers to their learning. This funding is used for curriculum support and some small group teaching and support.

AFN (Additional Family Needs): Resources devolved to the Family of Schools by the LA. (The Family of Schools comprises of a secondary school and its feeder primary schools). These resources are intended to support individual pupils with more complex needs. Decisions on the allocations of these resources are made by the Family of Schools and are based on the level of individual pupils' needs.

HLN (High Level Needs): Resources allocated to named pupils with exceptionally complex and enduring SEND by the LA, to meet the needs of individual pupils in a mainstream school. Individual applications are sent to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The resources are allocated by the senior Leadership Team (SLT) to provide appropriate provision across the school to meet the needs of pupils with SEND and specific support for those with AFN and HLN funding. Outcomes from Progress Meetings are also used to inform provision. Other funding sources which will also be allocated by the SLT could be Pupil Premium and resources from Inclusive Technology Services.

8. Identification of pupils needs

Identification

Special Educational Needs and provision can be considered as falling under four broad areas:

1. Communication and interaction needs.
2. Cognition and learning needs.
3. Social, emotional and mental health needs.
4. Sensory, medical and/or physical needs.

Many children have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child and their situation at the earliest opportunity to make an accurate assessment of their needs.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling **significantly** outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as **possibly** having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SLT and/or SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Progress Meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, and requires support which is '**additional to or different from**' Quality First Teaching provision, parents/carers will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

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

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

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

The following assessment tools are available and used regularly by class teachers and the SENCo, alongside usual classroom assessments, to support the identification of SEND and the graduated approach:

- BSquared Progression Steps
- AET Progression Framework – C+I
- Boxall Profile – SEMH
- Sensory Checklist
- Dyslexia Screener (GL Assessment)

Plan

Planning will involve consultation between the teacher, SENCo and parents/ carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching partners and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SLT and SENCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/

carers. The class teacher, in conjunction with the SLT and SENCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/ carers and the pupil.

Parents/ carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. This will usually take place during termly SEND meetings.

Referral for an Education, Health and Care Plan

It is usually expected that the following will apply before a referral for an Education, Health and Care Plan (EHCP) is made:

1. The child or young person has severe and/or complex long-term needs that affect everyday life and functioning.
2. The child/young person requires provision and resources that are not normally available.
3. Intensive help and support is required from more than one agency.
4. There is evidence of a graduated response from the school and other agencies involved in supporting the child/ young person.
5. Despite high of support, the child/young person is making limited or no progress.

If the above applies then the child may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a statutory assessment may be taken at a progress review.

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

- Parents/ Carers
- Teachers
- SENCo
- Care Team
- Social Care
- Health professionals

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

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.SENDlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting Ask Us (formally the Parent Partnership Service) on:

0800 121 7772 : <https://askusnotts.org.uk/support/parents-and-carers>

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/ carers will be involved developing and producing the plan.
- b. Parents/ carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/ carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

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

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SLT and SENCo will consult with the child's parents/ carers for other flexible arrangements to be made.

Whole school provision includes:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SLT in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.
- The curriculum is reviewed annually by the Head Teacher and Subject Leaders with input from the SENCo.

10. Inclusion of pupils with SEND

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the curriculum leader together with the SLT and SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, The Family Service, Integrated Children's Disability Service, Gedling Area Partnership (GAP) and the Multi-Agency Safeguarding Hub.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/ carers and pupils throughout the year. This takes place in termly SEND review meetings and parents' evenings. Intervention programmes are monitored at least every 12 weeks; the outcomes are used to inform next steps. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCo, Head Teacher and SEND governor and information is gathered from different sources.

We continually review and report on the effectiveness of the policy. This includes:

- The numbers of children identified and their progress and attainment
- Liaison with other educational establishments and agencies
- Details of the staff's continual professional development
- Our priorities for the year
- All staff's awareness of pupils with SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

Where parents/ carers have concerns about our school's SEND provision, an appointment can be made to speak to the Head Teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/ carers are welcome to submit their complaint formally. They will be handled in line with the school's complaints policy (a copy of the school's complain procedure can be found under '[Aspire MAT Policies](#)' on the school's website).

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, visit [Notts Help Yourself Disagreements and Complaints](#).

13. In service training (CPD)

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.

The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train **all** our staff on SEND issues and we have funding available to support this professional development. The SLT ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

Course Event/Title	Delivered By	Date	Details
Girls with Autism (teachers)	Online	April 2023	Giving teachers an insight into girls with autism who are more commonly overlooked.
Child on child abuse training (teachers)	Online	April 2023	Refresher training.
Safeguarding update course (all staff)	Online	April 2023	Safeguarding refresher.
BSquared Progression Steps training (all staff)	Online	April 2023	Training for assessment for any pupils working 2 years below ARE.
Down Syndrome Training (1 TA)	In person	June 2023	To support a child with Down Syndrome.
CRB Training (all staff)	In person	Sept 2023	Manual handling.
First aid course (all staff)	In person	Sept 2023	First aid refresher.
Safe Manual Handling	Notts Physical Disability team	Sept 2023	To support a child who needs support with equipment.
Prevent Refresher Course (all staff)	Online	30/09/23	New ways to report radicalisation and what to look for.
Breakwell Cycle Training (all staff)	Nottinghamshire County Council, Gedling Area Partnership.	3/10/23	Whole school CPD for coping with volatile behaviour.
Building Relational School Attachment and Trauma Informed (Deputy and 1TA)	In person	Nov 2023	To support children with attachment needs.
Little Wandle Phonics Training (all staff)	Kelly Beanland in school	22.04.24	Whole school CPD for implementation of new phonics scheme.
Reducing Parental Conflict (all staff)	Nottinghamshire safeguarding children partnership	11 May 2024	E-Learning.
ELSA training (1 TA)	In person	June 2024	Training to become an ELSA.
Safeguarding update (all staff)	In person	Sept 2024	To look at updates in KCSIE.
SEND Code of Practice update (all staff)	In person	Sept 2024	To remind staff of what is required. Recap the graduated response.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SLT and/or SENCo, who will then inform the child's parents.

Termly Springboard meetings are held where requests for involvement with pupils from the Educational Psychologist Service (EPS) and Schools and Family Specialist Services (SFSS) including the Communication and Interaction Team, the Cognition and Learning Team and the Sensory Impairment team can be made. Following referrals and discussion, if the request for support is successful, the appropriate specialist will come into school and work with staff and pupils to ensure that strategies are in place to meet the pupil's needs.

The following services will be involved as and when is necessary:

- Social Care
- School Health – School Nurse
- Healthy Families Team
- Community Paediatrician
- Schools, Families and Specialist Services (for Cognition and Learning, Communication and Interaction, Sensory, Medical and Physical, Behavioural and Emotional, including anxiety-related)
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Educational Psychology Service
- Inclusive Technologies Team
- Early Help
- Mental Health Support Team (MHST)
- Children and Adolescent Mental Health Service (CAMHS)
- Gedling Area Partnership (GAP)
- The Neurodevelopmental Assessment Pathway:
<https://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-children-and-families-alliance/the-neurodevelopmental-assessment-pathway-and-support-guidance>
- Physical Disability Support Service

Parents/carers are part of the discussion around referring for additional support from other agencies and are kept informed about the outcomes of that involvement.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings when appropriate throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/ carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

15. Working in partnerships with parents/ carers

Sir John Sherbrooke believes that a close working relationship with parents/ carers is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- b) Continuing social and academic progress of children with SEND.
- c) Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents/ carers is necessary, this will be arranged based on the individual pupil's needs. The SLT or SENCo may also signpost parents/ carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents/ carers and the pupil will always be consulted with regards to future provision. Parents/ carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school is part of the Aspire Multi-Academy Trust (from April 2017) and a member of Colonel Frank Seely Family of Schools; our SENCo works closely with the family SENCo and the other SENCos in the family. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

From Key Stage 1 to Key Stage 2:

- The Head Teacher liaises closely with the Head Teacher at Infant school to pass on information about specific children with SEND. If the needs are complex then the SENCo will attend any review meetings.
- If appropriate, extra familiarisation visits in addition to usual transition arrangements will be made for children with SEND.
- Prior to transfer, Sir John Sherbrooke will receive the SEND register for that cohort, detail of outside agency involvement, any programmes of work, examples of successful methods/approaches and all confidential files including each child's individual records. This information will be held by the SENCo and shared with the class teacher.

From Key Stage 2 to Key Stage 3:

- SENCo from Secondary School, meet with the SENCo at Sir John Sherbrooke to discuss any pupils with SEND needs that will be transferring up to them.
- Transition events and extra visits are planned between the schools including a Year 6 transition parents' evening.
- Information and details of outside agency involvement are passed onto the appropriate staff member at Secondary School.
- Secondary School may come in to carry out additional work with SEND pupils to support transition.

17. Publishing information

The school will publish details of the SEND Information Report on the website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.