



Thomas A Becket Junior School

Special Educational Needs and Disabilities Regulation Report/Policy

2026-27

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

Our school is a mainstream, inclusive setting where every child is valued. We are committed to identifying and meeting individual needs, supporting pupils' development at the earliest opportunity and to provide appropriate support to enable every pupil to access learning, develop their strengths and become confident, resilient and an independent learner.

We recognise that children may have a wide range of needs and that these needs can change over time. Our approach is therefore based on understanding each child as an individual and working closely with pupils, parents and carers, school staff and where appropriate, external professionals. We aim to ensure that pupils with SEND are fully included in the life of the school and are able to participate in learning and wider school experiences alongside their peers.

Provision is made across the four broad areas of special educational need identified within the SEND Code of Practice:

- Cognition and Learning
- Sensory and Physical
- Communication and Interaction
- Social, Emotional and Mental Health

We recognise that some pupils may have needs across more than one of these areas and that individual children may require different levels and types of support at different stages of their education. Our provision is therefore responsive and child-centred, with support planned according to identified need rather than diagnosis alone.

Our aim is for every child to make progress from their individual starting point, develop their strengths and interests, celebrate their achievements and develop the skills and confidence needed for a successful transition to secondary education and beyond.

Leadership and expertise

The Deputy Headteacher for Inclusion has extensive experience in the field of SEND, having worked as a SENCo in a variety of schools and as part of the West Sussex County Council Special Needs Support Service. Our SENDCo also brings valuable expertise in Early Years and Key Stage 1 provision. Together, the SEND team has a wealth of training, knowledge and practical experience in assessing and identifying needs, planning

and implementing targeted provision, monitoring progress and evaluating the impact of interventions. This expertise supports our commitment to ensuring that pupils with SEND receive appropriate, effective and inclusive provision throughout their time at our school.

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

Our school is committed to identifying special educational needs and disabilities (SEND) at the earliest appropriate opportunity so that pupils can receive the support they need to make progress and achieve their potential.

We use a range of assessment information to monitor the progress and attainment of pupils with SEND. National benchmarks and appropriate school-based assessments are used to evaluate individual progress. Our expectation is that pupils with SEND make at least the same level of progress as their peers, while recognising that progress should also be considered in relation to each pupil's individual starting point, needs and circumstances.

For pupils joining the school in Year 3, progress is reviewed on a termly basis. Assessment information is used alongside teacher observations, classroom performance and other relevant evidence to identify pupils who may require additional support. Parents and carers are kept informed of their child's progress and outcomes through consultation meetings and written reports.

Identification of SEND

For most pupils, SEND will have been identified prior to joining our school in Year 3. Relevant records and information are transferred from the pupil's previous school to support continuity of provision and enable staff to understand the pupil's individual needs.

During the autumn term, the Deputy Headteacher for Inclusion (DHT for Inclusion) and SENDCo meet with each class teacher to review the school's SEND register. These meetings provide an opportunity to discuss pupils already identified as having SEND, review existing provision and consider whether any additional pupils may require further assessment or support.

Assessment and identification are ongoing processes. A pupil may be identified as having SEND at any stage of their education if concerns arise regarding their progress, attainment, communication, learning, behaviour, emotional wellbeing, sensory or physical needs.

Assessment Information used

A range of assessment methods and sources of information are used to help identify and understand pupils' individual needs. These may include:

- Fisher Family Trust (FFT) reading assessment
- High Frequency Word (HW) reading check
- Independent writing task

- Assessments from outside agencies. e.g. CAMHS, SALT, CDC.
- Teacher assessments, observations and classroom evidence
- Information provided by parents, carers and previous schools

Working with Parents and Carers

We recognise that parents and carers have an important role in identifying and understanding their child's strengths and areas of difficulty. We encourage parents and carers to share any concerns or information that may help us to understand and support their child.

Where school staff feel that a child may have SEND, parents or carers will be invited to meet with a member of the Inclusion Team and the class teacher. The purpose of the meeting is to discuss the child's strengths and needs, share assessment information and agree appropriate strategies and support.

Equally, if a parent or carer has concerns that their child may have SEND, they are encouraged to contact the school office to arrange a meeting or email send@thomasabecketjunior.org.uk

Through this collaborative approach, we aim to ensure that identification of SEND is timely, evidence-informed and focused on securing the right support for each individual pupil.

3. Information about the school policy for making provision for children with SEND whether or not they have EHC Plans.

How the school evaluates effectiveness of its provision for such pupils;

The DHT for Inclusion/SENDCo/SLT meets with each year group at data capture points across the year to look at the impact of interventions and Learning Support Assistant (LSA) support on groups of children including those identified as SEN Support and pupils with an Education Health Care Plan (EHCP).

Monitoring and Impact of interventions

LSAs who deliver specific interventions monitor the progress and response of pupils within their intervention groups. Information about the impact of interventions is shared with and discussed with the DHT for Inclusion/SENDCo.

This information helps the school to determine whether an intervention should be continued, adapted, increased, reduced or replaced. The aim is to ensure that additional support is purposeful, evidence-informed and has a positive impact on pupil outcomes.

Individual Plans and Target Reviews

Pupils with an EHCP have a Pupil Learning Plan (PLP) containing targets linked to the outcomes identified within their EHC Plan.

Pupils receiving support through SEN Support also have a PLP, which identifies appropriate targets and strategies to support their individual needs. Pupils with social, emotional and mental health (SEMH) needs may

also have a Therapeutic Support Plan (TSP) or risk assessment (RA) Where a pupil has needs across both areas, they may have both a PLP and a TSP.

PLPs and TSPs are reviewed twice a year. The DHT for Inclusion/SENDCo meets with each class teacher to review the progress of individual pupils and consider the effectiveness of the strategies and support currently in place. At this point it will be discussed whether a referral to an external agency may be appropriate.

Governors Oversight

The school's SEND Governor provides strategic oversight of SEND provision and meets with the DHT for Inclusion/ SENDCo twice each term, including as part of the school's pupil welfare meetings. The Governing Body receives a report on SEND provision and its impact at each full governing body meeting. This provides governors with regular information about the progress of pupils with SEND, the effectiveness of provision and any key developments or areas requiring further improvement.

Through this combination of assessment, intervention monitoring, individual target reviews, staff collaboration, leadership oversight and governor scrutiny, the school evaluates the effectiveness of its SEND provision and uses the findings to continually improve the support available to pupils.

The school's arrangement for assessing and reviewing the progress of children with SEND;

Our school has established systems for regularly assessing, monitoring and reviewing the progress of pupils with special educational needs and disabilities (SEND). Assessment information is used to identify individual needs, monitor progress towards targets and outcomes, evaluate the effectiveness of provision and determine whether further support or intervention is required.

Individual Target Setting and Review

The DHT for Inclusion/SENDCo meets with each class teacher in September and February to review pupils on the SEND Register and discuss their Pupil Learning Plans (PLPs).

PLPs include individual targets and/or outcomes that pupils are working towards, together with the provision and strategies required to support them in achieving these targets. Before these meetings, class teachers discuss the proposed targets with pupils, ensuring that pupils have an opportunity to contribute to the identification of targets and outcomes that are important to them.

During the meetings, the DHT for Inclusion/SENDCo and class teacher review the pupil's progress, consider the effectiveness of current provision and identify any changes or additional support that may be required.

Identification and review of SEND is an ongoing process. At any point during the academic year, class teachers can raise concerns about a pupil's progress, learning or development and discuss whether further assessment or consideration for placement on the SEND Register is appropriate.

Assessment and Pupil Progress

Formal assessment points take place each term and provide tracking information about pupils' attainment and

progress. This information is used to identify pupils who may not be making expected progress and to ensure that appropriate action is taken.

Following the three annual data capture points, pupil progress meetings take place within each year team. These meetings provide an opportunity to discuss pupils with SEND who may not be on track to meet their targets or expected outcomes and to consider whether additional or alternative intervention may be appropriate.

Assessment information also enables the DHT for Inclusion/SENDCo to evaluate the impact of interventions and additional provision. Where progress is limited, the school considers whether provision should be adapted, increased or changed and, where appropriate, whether further assessment or advice from an external professional is required.

Weekly inclusion Meetings

The Inclusion Team, which includes the DHT, SENDCo, the Social, Social, Emotional and Mental Health Assistants (SEMHA), Inclusion teacher and the SEND Administrator all meet on a weekly basis. Teachers can refer pupils who they have specific concerns about related to progress, learning and emotional well-being or who may need additional assessments. These pupils are discussed and a course of action is planned and reviewed in order that these pupils make progress, this is shared with parents.

The school's approach to teaching pupils with SEND;

Our school is committed to providing high-quality, inclusive teaching that enables all pupils, including those with special educational needs and disabilities (SEND), to participate fully in learning and achieve their potential.

Teachers and Learning Support Assistants (LSAs) work closely together to understand and respond to the individual needs of pupils. Staff share information about pupils' strengths, needs, targets and appropriate strategies so that support is consistent across the school. Our approach is focused on maximising learning opportunities, developing independence and enabling pupils to make progress from their individual starting points.

Inclusive and Differentiated Teaching

We provide a differentiated curriculum to ensure that learning is accessible and appropriately challenging for all pupils. Teachers adapt the content, resources, teaching approaches, pace and level of support according to individual needs.

Pupils with SEND have Pupil Learning Plans (PLPs) containing specific targets and/or outcomes. Relevant staff are aware of these targets and use them to inform classroom practice and the support provided.

Adaptations may include:

- differentiated tasks and learning outcomes
- additional modelling and explanation
- visual supports and prompts

- adapted resources and recording methods
- additional processing time
- structured opportunities for repetition and consolidation
- scaffolding to support independence
- targeted adult support where appropriate.

Role of the LSA

LSAs are deployed flexibly according to the needs of pupils and the requirements of the curriculum. They may provide:

- individual support
- support within small groups
- targeted support for pupils with SEND
- support during specific interventions or
- additional classroom support, allowing the class teacher to work directly with individual pupils or small groups.

The deployment of LSAs is regularly reviewed to ensure that adult support is targeted effectively and does not create unnecessary dependency. Where appropriate, support is designed to develop pupils' confidence, independence and ability to access learning without adult assistance.

Targeted Intervention

A range of targeted intervention programmes is available for pupils who require additional support beyond quality-first classroom teaching. Interventions are selected according to identified need and may include support with areas such as:

- phonics and early reading (Literacy Circle)
- literacy and numeracy support
- gross and fine motor skills (e.g. Jump Ahead and handwriting group)
- communication and language (e.g. Friendship circle or Lego Therapy)
- social and emotional development
- other identified areas of need.

The progress of pupils receiving interventions is monitored and the impact of provision is evaluated regularly. Interventions may be adapted, continued, increased or discontinued depending on their effectiveness and the changing needs of the pupil.

Maths

Mathematics teaching is organised into ability groups, with learning within each group differentiated to meet the individual needs of pupils. This enables teachers to pitch learning appropriately while providing suitable challenge and support.

Additional LSA support is provided where appropriate, with greater levels of support available within groups where pupils have identified additional needs. Support is targeted towards helping pupils access the learning, develop their understanding and increasingly work independently.

Literacy

Literacy forms part of the school's thematic approach to learning. Within these sessions, teachers adapt learning and resources to ensure that pupils with SEND can access the curriculum and demonstrate their knowledge and skills.

Teachers consider the individual needs of pupils when planning lessons and may provide additional scaffolding, adapted resources, alternative recording methods or targeted adult support. The aim is to maintain high expectations while ensuring that pupils are provided with the appropriate support and reasonable adjustments needed to participate successfully.

Overall Approach

Our approach is based on the principle that pupils with SEND should be included in the life of the school and should have access to a broad, balanced and ambitious curriculum. We seek to remove barriers to learning through appropriate differentiation, reasonable adjustments, targeted intervention and effective use of adult support.

The effectiveness of these approaches is monitored through assessment, pupil progress reviews and the review of individual PLP targets. Provision is adapted as pupils' needs develop, with the overall aim of enabling every pupil to become an increasingly confident, resilient and independent learner.

How the school adapts the curriculum and learning environment for children with SEND;

We recognise that high-quality, inclusive teaching, alongside a creative and appropriately differentiated curriculum, has a significant impact on the progress and achievement of pupils with special educational needs and disabilities (SEND).

Our approach is to provide effective learning opportunities for all pupils by:

- setting appropriate and challenging learning objectives
- responding to pupils' diverse learning needs
- adapting teaching, resources and activities where appropriate
- identifying and reducing barriers to learning
- providing reasonable adjustments to enable pupils to access the curriculum and school environment
- promoting pupils' independence, confidence and participation in school life

Where a pupil experiences significant difficulty accessing aspects of the mainstream curriculum, a modified curriculum may be provided where appropriate. Any modification is considered in relation to the individual pupil's needs, strengths and longer-term outcomes and is reviewed regularly to ensure that it remains appropriate.

Adaptions of Learning Environments

We recognise that the physical and sensory environment can have a significant impact on a pupil's ability to access learning and regulate effectively.

A sensory trail is available across the school to support pupils who benefit from sensory movement and regulation activities. This provides opportunities for pupils to regulate, prepare themselves for learning and develop strategies that support their engagement within the classroom.

We also consider individual environmental needs and make reasonable adjustments wherever appropriate. For pupils with more complex needs, additional adaptations or specialist equipment may be required.

Examples may include:

- for a pupil with a visual impairment, access to specialist equipment such as a CCTV magnifier or an individual laptop with appropriate accessibility features
- for a pupil with a hearing impairment, access to an acoustically adapted classroom or other appropriate hearing-support technology
- adaptations to classroom layouts, seating and positioning to maximise access to teaching and resources
- visual prompts, timetables and other environmental supports
- consideration of lighting, noise and sensory stimulation for pupils with sensory processing needs
- access to specialist equipment or resources recommended by relevant professionals

Where specialist advice is provided by external agencies, we work with these professionals to implement appropriate recommendations and ensure that reasonable adjustments are made to support the pupil's access to learning.

Individualised Support

The adaptations made for pupils with SEND are informed by their individual needs, assessment information and, where appropriate, their Pupil Learning Plan (PLP), Education, Health and Care Plan (EHCP) and advice from external professionals.

The school regularly reviews the effectiveness of adaptations and makes changes as pupils' needs develop. Our aim is to remove barriers wherever possible so that pupils with SEND can participate fully in learning, develop their independence and achieve their potential alongside their peers.

Additional support for learning that is available to children with special educational needs;

Our school recognises that every pupil with special educational needs and disabilities (SEND) has individual strengths and needs. The type and level of additional support provided is therefore determined on an individual basis, taking into account the pupil's identified needs, progress, targets and outcomes.

Where appropriate, support is discussed and agreed in partnership with parents and carers. The provision available to each pupil is outlined in their PLP and shared with parents and carers during the autumn term meeting. If there are significant changes to a pupil's provision during the academic year, parents and carers will

be informed and involved in discussions about the changes.

Individualised Additional Support

Additional support may include a combination of:

- targeted individual or small-group teaching
- Learning Support Assistant (LSA) support
- specific intervention programmes
- support with literacy, numeracy, phonics or other areas of learning
- support for communication and interaction
- support for social, emotional and mental health needs
- sensory or physical adaptations
- specialist equipment and resources
- advice and support from external professionals where appropriate

As pupils' needs vary considerably, we aim to be flexible in how support is provided. Provision is regularly reviewed to ensure that it remains appropriate and has a positive impact on the pupil's progress and wellbeing.

Regular meetings take place to discuss pupils' progress and provision. These meetings involve relevant school staff working with the pupil and, where appropriate, external agencies and professionals. Information from these discussions is used to review and adapt support as required.

Funding for SEND Provision

Funding for SEND Provision is monitored regularly to ensure that resources are allocated effectively, in line with the school's Inclusion Strategy. This strategy ensures that all funding directly supports high-quality teaching, targeted interventions, and accessible learning environments tailored to individual student needs.

The school's SEND budget is reviewed annually and the school allocates additional resources where necessary to ensure that pupils with SEND can access appropriate support and provision.

Pupil Premium funding is also used appropriately to support eligible pupils, including pupils with SEND, where this is identified as an effective way of removing barriers to learning and supporting progress and outcomes.

Access Arrangements for Year 6

In Year 6, when pupils undertake the National Curriculum Tests (commonly known as SATs) in English and Mathematics, pupils with SEND are considered for appropriate access arrangements where they meet the relevant criteria.

The criteria and arrangements are reviewed annually in line with the current national guidance. Depending on individual need and eligibility, arrangements may include:

- additional time
- a reader

- a scribe
- other permitted adjustments.

Access arrangements are considered on an individual basis and are intended to enable eligible pupils to demonstrate their knowledge and understanding without being disadvantaged by their identified needs.

Overall, our aim is to ensure that additional support is needs-led, proportionate and purposeful, enabling pupils with SEND to access learning, develop independence and make the best possible progress.

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

We are committed to including all children in all aspects of school life including educational trips. Where there are concerns around safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to enable the child to engage in the activity.

Parents/carers would be consulted and involved in this process.

Support is available for improving the emotional and social development of children with special educational needs;

Our school recognises that emotional wellbeing and positive social development are important foundations for successful learning. We provide a range of support to help pupils with special educational needs and disabilities (SEND) develop confidence, resilience, positive relationships and strategies for managing their emotions and behaviour.

Pastoral Support

The pastoral team around the child consists of the class teacher, Learning Support Assistants, Social, Emotional and Mental Health Assistants, Year Leaders, SENDCO, DHT for Inclusion and the Senior Leadership team. All play their role in supporting the child's emotional well-being. The class teacher/LSAs work with children in class to address most of the emotional health needs a child experiences, aspects covered in these groups include social skills, self-esteem, transition to high school etc.

Targeted SEMH support

The SEMHAs provide more targeted support for pupils with identified social, emotional and mental health needs. This may include individual sessions for pupils experiencing more complex circumstances that are affecting their emotional wellbeing or ability to engage with learning.

Support may be offered in response to circumstances such as divorce or separation, bereavement or other significant changes or difficulties in a child's life. The aim is to help pupils understand and manage their emotions, develop appropriate coping strategies and reduce barriers to learning.

Pupils with more specific behavioural or emotional needs may have a Therapeutic Support Plan (TSP)/risk

assessment. This provides staff with clear and consistent strategies for supporting the individual pupil and responding to their needs. TSPs are reviewed regularly and updated when circumstances or needs change, with parents and carers involved in the process.

Play Therapy and External Mental Health Support

As a school we have commissioned play therapy for children with more complex needs which provides a safe and secure environment for children to explore their feelings and their past. We are a Thought-Full school and have 2 Educational Mental Health Practitioners who are able to support children 1:1 if a successful referral is made. Where a pupil's needs require support beyond that available within school, we work with parents and carers and relevant external agencies to identify appropriate additional support.

Supporting Pupils Medical needs

We recognise that some pupils with SEND may also have medical needs that require support during the school day. A number of members of staff are first-aid trained.

A designated member of staff has responsibility for overseeing individual healthcare plans and care plans for specific pupils and for coordinating the administration of medication in school in accordance with the school's procedures and relevant parental/medical guidance.

Attendance and Emotional Wellbeing

Good attendance is crucial in order for children to make progress. The school works closely with parents/carers to address attendance issues.

The SLT, Inclusion Team and teachers monitor attendance carefully and will contact and arrange meetings with families when appropriate.

4. Name and contact details of the SEND coordinator.

Mrs Sandie Saunders, the Deputy Headteacher for Inclusion or Kristie Lyne the school SENDCo can be contacted through the school office- 01903 206127/01903 202268 or by email send@thomasabecketjunior.org.uk

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

Individual teachers/learning support assistants are provided with specific training relevant to their role within the school and related to SEND. We have 3 trained Youth Mental Health First Aiders to support mental health.

Some whole staff training is provided on:

- Attachment Disorder
- Behaviour Management

- Attention Deficit Hyperactivity Disorder
- Understanding Autism
- Positive Handling
- Speech and Language
- Dyslexia
- Phonics
- Handwriting/Handskills
- Sensory Processing
- Anxiety
- Mental Health concerns
- Lego Therapy
- Selective mutism

We can access a range of outside agency support through a referral and consultation process, these include: Educational Psychologist (one meeting per year only to discuss pupils), Speech and Language Therapist, Occupational Therapist, Child and Adolescent Mental Health Service, School Nurse Team, Autism and Social Communication Team (ASCT) and the Learning Behaviour Advisory Team (LBAT). We have commissioned the services of a play to provide professional support for some of our children with more complex needs. Private sessions are available. If you would like more information about this then please email send@thomasabecketjunior.org.uk

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

We have an Accessibility Plan in place and make reasonable adjustments to improve accessibility in order to meet individual needs. We have disabled toilets, changing facilities and a lift in one part of the building to enable access to the first floor. Where access is more difficult, we use portable ramps. Any pupil or adult who requires extra support to move around the building has a Personal Emergency Evacuation Plan in place to ensure that they can leave the building safely during an emergency.

Adaptations have been made to the auditory and visual environment to ensure that the building is accessible; these are made on an individual needs basis following advice from the Sensory Support Team when an environmental audit has taken place.

We have access to interpreter services to ensure inclusion for any parents whose first language is not English and also provide an interpreter for any hearing-impaired parents/carers.

The school has a disabled parking bay at the front of the building and in the rear car park.

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

Parents and carers are central to the planning and review process. Formal meetings are offered across the

year with the DHT for Inclusion/SENDCo and class teacher to review Pupil Learning Plans (PLPs) and Therapeutic Support Plans (TSPs)/ risk assessments. These meetings evaluate the effectiveness of provision and progress towards agreed targets. For pupils with an Education, Health and Care Plan (EHCP), parents are invited to attend the statutory Annual Review.

Progress is also reported during parent consultation meetings in the autumn and spring terms and through the end of year report in the summer term. Parents may request additional meetings with the class teacher, DHT for Inclusion, or SENDCo at any time of the year.

Where appropriate, tailored communication methods, such as regular email updates, are established to strengthen the home/school partnership. Additional transition meetings are also arranged to support children moving between classes or into new settings.

We are committed to working in close partnership with parents and carers, recognising the important role they play in their child's education. Opportunities for parental involvement include volunteering in school, supporting educational visits, joining the Friends of the School or serving as a Parent Governor. Parent feedback is gathered annually through school questionnaires and Parent View.

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

The school values the voice of the child. As part of our monitoring processes, we actively seek the views of pupils with SEND about the support they receive and what helps them learn best. Pupils are directly involved in setting and reviewing their PLP and TSP targets, ensuring they understand their goals and are part of the decision-making process. Parents and carers are encouraged to share these plans with their child, reinforcing a sense of shared responsibility and collaboration between home and school.

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

If a parent/carer is concerned about their child, they need to contact the school immediately. They can either contact their child's class teacher, DHT, SENDCo or the Headteacher. We aim to resolve any concerns quickly by working together to find a solution, however if a parent wishes to make a formal complaint the Complaints Policy is available on the school website.

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 children with special educational needs and supporting the families of such children.

We use every opportunity to involve any other outside agency to support the children and their families. We make requests for support to the Integrated Front Door (IFD) when appropriate and work with the family to fulfil any aspects of the plans that are put in place for the child and family, this includes aspects of any Early Help Plans, Child Protection or Child in Need Plans. The school has a meeting with the Dedicated Schools Team each half term to review progress of Early Help Plans and discuss attendance for those children who the school are concerned about. The school also meets with the Learning & Behaviour Team (LBAT) and the Autism and Social Communication Team (ASCT), each term to discuss pupils, receive advice and agree on which pupils may benefit from a referral. The school also has access to one meeting per year with the educational psychologist.

11. The contact details of support services for the parents of children with special educational needs.

If a parent/carer is worried about their child's progress and thinks that their child may have SEND they need to discuss this with their child's class teacher. Following this discussion, they may need to meet with the Deputy Headteacher for Inclusion, (Mrs Sandie Saunders). An appointment can be made at the school office or by telephoning directly.

Advice and information on special educational needs

The West Sussex SEND Information and Advice and Support Service provide impartial advice and information to parents and carers of children who have special educational needs (SEN). send.ias@westsussex.gov.uk .
Phone number: 033022 228555

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

Our transition arrangements, both within our school and between schools, are highly effective. When a child with SEND joins us, the DHT/SENDCo and class teacher consult with the parents or carers, as well as the SEND team at the child's previous school, to discuss the child's individual needs. Where appropriate, the adults who will be supporting or working with the child may visit the previous school to observe the child in their current setting, allowing them to discuss strategies for optimal support. Additional visits can also be arranged to help the child become familiar with their new environment.

A similarly thorough process is followed for children transferring to secondary schools in Year 6. The DHT/SENDCo and class teacher meet with staff at the receiving school to discuss each pupil's needs. For more vulnerable children, a bespoke programme is implemented, including extra visits and the creation of a transition booklet, ensuring the child becomes as familiar as possible with their new school environment.

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

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the West Sussex Local Offer site at: westsussex.local-offer.org

14. Additional Information.

Admission arrangements:

The school follows the principle set out in the 'School Admissions Code' that came into force in September 2021, which makes it clear that all children and young people whose EHC plan names the school must be admitted.

The admission of pupils with SEND but without EHC plans is handled in the same way as for all other pupils. Admission authorities must ensure that their arrangements will not disadvantage unfairly, or discriminate against a child with a disability or special educational needs.

Other relevant policies:

This report needs to be read in conjunction with the following school policies available either on the school website or as a paper copy by request:

- Equality Policy
- Inclusion Policy
- Medicine Policy
- Anti-Bullying Policy
- Good Behaviour Policy

Equality for children with SEND

The above policies are in place to ensure that children with SEND are not treated less favourably than children without SEND. To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child which includes recognition of a range of educational, wellbeing and material outcomes.

Accessibility

Our school's accessibility plan is available on the school website and outlines adaptations made to the building to meet particular needs and enhance learning.