

# OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT



## NO. C10 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

### Review History

Date of Update	Reason for Update	Next Update
Autumn 2025	Annual review	Autumn 2026

**Special Educational Needs and Disability Coordinator (SENDCo): Mrs Lucy Chaplen**

**SEN Governor: Mrs Allison Jordan**

### **Introduction**

Owslebury Primary School is a caring, inclusive community that values the individuality, strengths and achievements of every pupil. We believe that children with Special Educational Needs and Disabilities (SEND) should be recognised, supported and nurtured so they can thrive and achieve their full potential. Our staff are committed to ensuring that all pupils can access a broad and balanced curriculum, delivered through high quality adaptive teaching that responds to pupils' varying needs.

We promote an inclusive culture where diversity is respected, barriers to learning are identified early, and personalised support enables pupils to participate fully in school life. Classrooms are organised flexibly, and teaching approaches are adapted to ensure that all pupils, particularly those with SEND, are able to engage, learn and succeed.

We recognise that every child is unique and develops at different rates. A range of factors can influence a pupil's progress, including general ability, specific learning difficulties, communication and interaction needs, social or emotional needs, mental health, physical or sensory needs, age and maturity. At any point in their school life, a pupil may require additional or different provision. When this occurs, we work in partnership with parents, carers, and, where appropriate, external professionals to ensure timely and effective support.

### **Key Roles and Responsibilities**

At Owslebury Primary School, all staff have a responsibility for maximising achievement and opportunities for vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs (Code of Practice 2015). All staff will foster good relationships with SEND pupils and display an understanding and empathy for their particular needs at all times.

Role	Responsibility
Headteacher <b>Mrs Lucy Chaplen</b>	<ul style="list-style-type: none"><li>• The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn</li><li>• The head teacher and the governing body will delegate the day-to-day</li></ul>

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	<p>implementation of this policy to the Inclusion Leader.</p> <ul style="list-style-type: none"> <li>• The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:             <ul style="list-style-type: none"> <li>○ analysis of the whole-school pupil progress tracking system</li> <li>○ maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to the Inclusion leader)</li> <li>○ pupil progress meetings with teachers</li> <li>○ meetings with the Inclusion Leader</li> <li>○ discussions and consultations with pupils and parents</li> </ul> </li> </ul>
<p>Inclusion Leader/ Special Educational Needs Coordinator (SENDCo) <b>Mrs Lucy Chaplen</b></p>	<p>The Inclusion Leader (Also known as SENDCo) has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans. The SENCO is also the Assistant Headteacher and the designated teacher for Looked After Children (LAC).</p> <p>In line with the recommendations in the SEND Code of Practice 2015, the Inclusion leader will oversee the day- to-day operation of this policy in the following ways:</p> <ul style="list-style-type: none"> <li>• Maintenance and analysis of whole-school provision map for vulnerable learners</li> <li>• Identifying on this provision map a staged list of pupils with special educational needs and disabilities – those in receipt of additional SEN support from the schools devolved budget and those in receipt of High Needs top-up funding through an Education Health and Care plans</li> <li>• Supporting setting up of termly reviews of the SEN Individual Support Plans</li> <li>• Monitoring class teacher written SEN Individual Support Plans</li> <li>• Co-ordinating provision for children with special educational needs</li> <li>• Liaising with and advising teachers and support staff</li> <li>• Managing other classroom staff involved in supporting vulnerable learners</li> <li>• Overseeing the records on all children with Special Educational Needs</li> <li>• Contributing to the in-service training of staff</li> <li>• Implementing a programme of the Person-Centred Annual Review for all pupils with an Education Health and Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review</li> <li>• Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support</li> <li>• Overseeing the smooth running of transition arrangements and transfer of information for pupils on the vulnerable learners' provision map</li> <li>• Monitoring the school's system for ensuring that Individual Support Plan, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils</li> <li>• Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)</li> <li>• Meeting at least half termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school leaders will guarantee planning and preparation</li> </ul>

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	<p>time for teachers and Inclusion Leader to ensure that these meetings occur).</p> <ul style="list-style-type: none"> <li>• Report regularly to the headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.</li> <li>• Liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.</li> <li>• Attending area SENCO network cluster meetings and training as appropriate.</li> <li>• Liaising with the school's Inclusion/SEN Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and disabilities (nationally, locally and within school)</li> <li>• Liaising closely with a range of outside agencies to support vulnerable learners.</li> <li>• Ensuring provision aligns with emerging National SEND Standards</li> <li>• Coordinating multi-agency Early Help support</li> <li>• Ensuring staff have up-to-date safeguarding understanding for SEND pupils (KCSIE 2024–25)</li> </ul>
<p>Inclusion/ SEN Governor <b>Mrs Allison Jordan</b></p>	<p>The Inclusion Governor monitors the SEND policy and provision through visits and receiving papers/data. They are informed and trained in matters relating to inclusion. They ensure that inclusion is an integral part of the school improvement (SIP). They have responsibility for liaising between the SENCO and the Governing Body. Duty to monitor inclusivity and outcomes under the SEND &amp; AP Improvement Plan. Oversight of the school's Accessibility Plan (Equality Act 2010).</p>
<p>Class teacher</p>	<p>All teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving support from TAs or specialists." (DfE 2023 SEND/AP guidance)</p> <p>Liaising with the Inclusion leader to agree:</p> <ul style="list-style-type: none"> <li>• Which pupils in the class are vulnerable learners</li> <li>• Which pupils are underachieving and need to have their additional interventions monitored on the whole class provision map – but do not have special educational needs.</li> <li>• Identifying which pupils may need a SEN Support Plan</li> <li>• Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN register. Some of these pupils may require advice/support from an outside professional and, therefore, a referral to address a specific need (this would include pupils with EHC Plans)</li> </ul> <p>Securing good provision and good outcomes for all groups of vulnerable learners by:</p> <ul style="list-style-type: none"> <li>• Writing Individual Learning Plans which include small step SMART targets to address specific gaps in learning</li> <li>• Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge</li> <li>• Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets.</li> <li>• Ensuring effective deployment of resources – including teaching assistant support</li> </ul>

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	- to maximise outcomes for all groups of vulnerable learners.
Support Staff	<p>Increase children’s ability to access learning within the whole class environment, assisting them to overcome any barriers to their learning.</p> <ul style="list-style-type: none"> <li>• Implement interventions under the guidance of the SENDCo, such as Precision Teaching, that support children to achieve their targets.</li> <li>• Help class teachers to annotate learning plans with information about interventions and progress made when they are reviewed termly</li> <li>• Discuss any observations with the Class Teacher and SENDCo.</li> <li>• Liaise with parents and other professionals, where necessary.</li> <li>• Review progress with children.</li> </ul>

In agreeing our staged arrangements, the school has taken into account the following statement:

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”*

**SEN Code of Practice (2015: Para 1.24)**

## Our Main Aims

- To identify barriers to learning and participation as soon as they arise, providing learning contexts and styles that enable every child to access a broad and balanced curriculum.
- To set high expectations for every pupil.
- To ensure that all children are valued equally, regardless of their ability or behaviours.
- To promote positive relationships with parents when their child is in need of Special Educational Need and Disability (SEND) support.
- To involve and engage children in lessons, enabling them to become more independent learners.
- To support the inclusion of children with Special Educational Needs and Disability in mainstream school, through continuing liaison with relevant outside agencies when appropriate.
- To fully integrate all pupils within the school and extend opportunities to participate in all activities within and beyond the school, such as after school clubs, educational visits and residential trips.

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## Definition of SEN and Disability (SEND)

At our school, we use the definition for SEN and for disability from the SEN Code of Practice 2015. This states that:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty 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. Slow progress alone does not indicate SEND. Special educational provision means educational or training provision that is additional to, or different from, that is made generally for others of the same age in a mainstream setting in England. Mental health difficulties can be categorised under SEMH where they present as a barrier to learning.

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

In line with the SEND & AP Improvement Plan (2023–2025), the school is committed to using emerging National SEND Standards to ensure consistency and high-quality provision.

## PROCEDURES RELATED TO THE SPECIAL EDUCATIONAL NEEDS POLICY

### Admission

We welcome any child, regardless of his/her Special Educational Needs, whose parents wish him/her to attend the school, within the constraints of the criteria set out in our admissions policy, and the staffing and relevant resources which we have available for that particular child.

In meeting the SEND of each individual child, the school works together with the pupil and his/her parents. All the teaching staff, supported by the Headteacher, SENCO and Learning Support Staff, support children with Special Educational Needs.

Prior to taking up a place in our school, parents of a child with an Education, Health and Care Plan (EHCP) are invited to discuss provision that can reasonably be made to meet their child’s identified needs. If it is agreed that the school is able to meet the EHCP provisions, the child will be offered a place. If it is not considered possible for the school to meet the identified need and provisions, due to it being:

*“Unsuitable for the young person’s age, ability, aptitude or SEN, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others.” (SEN Code of Practice, 2014)*

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the matter will be discussed with the SEND governor and taken to the Local Authority in order for a decision to be made. The school will make reasonable adjustments as required under the Equality Act 2010 and will work with the Local Authority to ensure timely and appropriate consultation processes for all pupils with an EHCP.

## **Resources**

Owslebury Primary School is a single-site school with four mixed-age classes (Year R, Year 1/2, Year 3/4, and Year 5/6). Entrance to the building is through the main reception area, which has a level tarmac path leading to the doors and is suitable for wheelchair access. The school has one disabled toilet. The school is single-storey with open-plan spaces in EYFS and KS1. Any future alterations to the building will take into account the Disability Discrimination Act.

There are no SEND units within the school. Resources for special educational needs are purchased as appropriate through the school budget and are available to all staff. Specific individual resources are purchased as necessary and may also be used to support other children. The school employs a number of learning support staff to assist children with SEND.

Owslebury Primary uses a range of 1:1 and small group programmes alongside High-Quality Adaptive Teaching to develop the skills and abilities of children with a range of SEND. Teaching approaches incorporate universal strategies, reasonable adjustments, and evidence-based interventions tailored to individual needs.

The school also accesses a range of external agencies to support children with SEND, in line with current Government guidance. These include NHS Integrated Care Boards (ICBs) and Early Help pathways, as well as specialist support where appropriate.

Owslebury Primary follows the Accessibility Plan, which is:

- Updated every three years
- Published on the school website
- Aimed at improving access to the curriculum, the environment, and information formats

The school follows current Government guidance on accessibility and ensures ongoing improvements in line with current expectations.

## **Teaching and Learning**

In order to provide for pupils' SEND, Owslebury Primary implements effective identification, assessment, and intervention strategies from the Reception Year, in line with the school's criteria of need, national guidance, and emerging National SEND Standards.

Teaching at the school focuses on High-Quality Adaptive Teaching, ensuring that lessons are accessible, inclusive, and responsive to individual needs. Staff use universal strategies,

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reasonable adjustments, and evidence-based interventions to support learning and progress for all pupils.

Interventions are carefully planned, time-limited, and monitored for impact, with measurable entry and exit criteria. Staff ensure that pupils and parents are actively involved in planning and reviewing interventions, in line with the SEND Code of Practice (2015) and the school's SEND and Additional Provision Improvement Plan.

Formative assessment, observational insights, and information from parents/carers and external professionals inform teaching strategies. This ensures early identification of needs and consistent support across the school.

## **Planning and Differentiation**

SEND support is primarily delivered by class teachers through High-Quality Adaptive Teaching and carefully differentiated learning activities. The school provides a system for teaching staff to share planning and strategies with support staff, ensuring a consistent and coordinated approach to meeting pupils' needs.

Plans clearly identify National Curriculum objectives and include differentiated opportunities to match the needs of individual pupils with SEND. They incorporate universal strategies, reasonable adjustments, and evidence-based interventions, allowing all pupils to access the curriculum and make measurable progress.

All planning considers input from formative assessments, observational insights, and information from parents/carers and external professionals, ensuring that interventions are timely, targeted, and responsive to pupils' evolving needs.

## **Curriculum Provision and Intervention Strategies**

Our aim is for all children with SEND to be fully integrated within the classroom setting. Learning Support Assistants (LSA) provide additional support throughout the school. This is funded through the school's annual budget. The support timetable is reviewed as necessary, by the SENCO and Headteacher, in line with current pupil needs and the budget. In some cases, additional support may be funded through individual allocations from the Local Education Authority. This funding also covers specific resources, programmes and appropriate staff training.

Under the direction of the class teacher, individual or small groups of pupils may be supported with their class work by LSAs, and in some cases parent helpers or student teachers. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from LSAs or specialist staff.

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At times, in order to support pupils in their learning they may be supported outside of the classroom for short periods of time to pursue individual or small group specific learning programmes. Additional individual support is timetabled for children with specific learning needs or other difficulties. Where the SEND relates to social, emotional or behavioural issues, the school has trained Emotional Literacy Support Assistants (ELSA), who will undertake individual or small group work with identified children.

Other interventions/classroom strategies in place are informed and supported by outside agencies, such as Speech and Language Therapy (SALT) or the Primary Behaviour Service (PBS). In this instance, the SENCO will contact and liaise closely with these agencies in order to support LSAs and class teachers with delivering appropriate programmes. Class teachers will adapt teaching and learning methods and modify their classroom practice in line with outside agency advice, as appropriate.

All specific support programmes are intended to develop specific skills, boost pupils' self-esteem and build confidence to enable them to become independent learners within the classroom.

## Stages of SEN Provision

In accordance with the SEND Code of Practice 2014, children at our school on the SEND register are identified using the Hampshire County Council agreed criteria. As with all pupils, children with SEN are assessed on the evidence of what they know, understand and can do within all areas of the National Curriculum.

Slow progress and low attainment do not necessarily mean that a pupil has SEN, and should not automatically lead to a pupil being recorded as having SEN. In the case that a child is making slow progress or is achieving below age related expectations, the class teacher will identify individuals, or groups, who may need to have their learning tasks differentiated. There may be a different level of outcome expected in relation to the learning objectives set for pupils at this level. The SENCO and Headteacher will be made aware of these children through pupil progress meetings.

In some cases, though, it may be identified, against the Hampshire SEN Support guidance, that a child has a need (difficulty) in one or more of the following areas:

- Cognition and Learning (L)
- Specific learning difficulties (SpLD)
- Social, emotional and mental health difficulties (SEMH)
- Visual impairment (VI)
- Hearing impairment (HI)
- Physical disability (PD)
- Autistic spectrum disorder (ASD)
- Speech, language and communication needs (SCLN)

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Refer to the school's SEN information Report for further information on these categories of need.

## **Identification and Assessment**

Staff at Owslebury Primary School use a wide range of information to establish a clear analysis of a child's needs. This includes:

- Teacher assessment and experience of the child
- Information about progress, attainment, and behaviour
- The development of the child in comparison to their peers
- The views and experience of parents/carers
- The views of the child
- Advice, assessment, and reports from external support services involved with the child and family

## **Early Years Identification**

Prior to entry to Reception, the school holds meetings with parents, teachers, and pre-schools to identify children with SEND. The Early Years Foundation Stage Profile is conducted in the initial term and is used to assess each pupil's development.

## **Key Stage 1 and 2 Identification**

In Years 1–6, teachers make regular assessments of all pupils' needs, tracking progress compared to peers and national Age-Related Expectations (AREs). Monitoring is ongoing with class teachers and the SENCO, and children identified as needing additional support are assessed further using relevant materials or external agency input, depending on the concern.

## **Literacy and Specific Learning Needs**

Children with literacy difficulties are assessed through reading and spelling assessments at interim points throughout the year. Evidence including objectives achieved, reading ages, and spelling scores informs planning and progress tracking. The SENCO may also administer the Dyslexia Screening Test – Junior (DST-J) for children from the age of 6 years 6 months. Class teachers or parents should raise concerns with the SENCO; this screening is not a formal diagnosis.

## **Other Specific Needs**

If a child is identified with a specific difficulty, such as speech and language, or movement/coordination difficulties, the SENCO will carry out internal assessments or liaise with external agencies to determine precise needs. Personalised targets and interventions are then implemented to support the pupil.

## **Complex Needs**

Some pupils have more complex needs due to multiple factors. Each child is treated individually, with parents involved at an early stage. Permission will be sought to involve external agencies such as an Educational Psychologist (EP), the Primary Behaviour Service

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(PBS), or other specialists. Where multiple agencies are involved, an Early Help Hub (EHH) Assessment may be implemented to coordinate support for the child and family.

## **Parental Concerns**

Where parents wish to raise concerns about their child's needs, an initial meeting is held with the class teacher. A record of the discussion is shared with the SENCO, who determines whether further action or assessment is required.

## **Overall Approach**

Owslebury Primary ensures that identification and assessment processes are consistent, evidence-based, and aligned with national guidance and emerging National SEND Standards. Pupils and parents are actively involved throughout, and the SENCO oversees those interventions are time-limited, measurable, and reviewed regularly through the Assess–Plan–Do–Review cycle.

## **SEN Support**

At this Stage, the class teacher or parents will be sufficiently concerned about the pupil's progress to consult with the SENCO. Pupils identified on the school's register as needing SEND support will have targets set, and recorded in an Individual Learning Plan (ILP), which will be put together by the class teacher in liaison with the SENCO. The plan will also outline the adjustments, interventions and support which will be put in place for the pupil. Targets for the pupil will be shared with him/her and with parents/carers. All staff who work with the pupil will be made aware of the plan.

High-quality adaptive teaching, appropriately differentiated for the child, is the first step in responding to possible special educational needs. Some pupils, depending on their identified needs, will have individual or group time with a class teacher and/or LSA. This support may be in class, or can take place through withdrawal from class to eliminate distractions and allow greater focus.

Support/advice and intervention from an outside agency may also be sought for children requiring SEND support. This is designed to ensure that support is focussed on individual need and personal outcomes rather than classification or labels. Outside agency support may include:

- Social Services
- Education Welfare
- Educational Psychologist
- School Nurse
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy

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- Primary Behaviour Service

Other agencies will be contacted and involved as appropriate. Sometimes the professionals from an agency will come into school to work with pupils or advise the teacher, SENCO and LSA. Parents will be informed if any outside agency is involved. In some cases, it may be necessary for the pupil to attend appointments outside of school.

A further Stage is involved when either the school or parents wish to request an assessment by the local authority to assess whether an *Education, Health and Care Plan (EHCP)* is appropriate. The school would only request these for children who have particularly complex SEND and require a significant level of adult 1:1 support. The needs of the majority of pupils with SEND will be met within the school's own resources and without the need for an EHCP.

## **The Assess-Plan-Do-Review Cycle**

Owslebury Primary School implements a Graduated Approach to SEND support, ensuring that all pupils receive the right level of support at the right time. This approach follows the Assess–Plan–Do–Review cycle, in line with the SEND Code of Practice (2015) and the school's SEND and Additional Provision Improvement Plan.

### **Assess**

- Assessment is ongoing and evidence-based, drawing on teacher observation, formative assessments, parental input, pupil voice, and advice from external agencies.
- Early identification of needs is a priority, with pupils monitored from Reception through to Year 6.
- The SENCO ensures that assessments are consistent across the school and aligned with national guidance and emerging National SEND Standards.

### **Plan**

- Following assessment, personalised targets and strategies are agreed and recorded on an Individual Learning Plan (ILP), Individual Behaviour Plan (IBP), or alternative provision mapping.
- Plans clearly outline the support required, strategies to be used, and measurable outcomes, including entry and exit criteria.
- Pupils and parents are actively involved in planning, ensuring meaningful participation and shared understanding of support strategies.

### **Do**

- Interventions are implemented by class teachers and LSAs, with all staff trained and supported to deliver provision effectively.
- High-Quality Adaptive Teaching is the primary approach, supplemented with evidence-based interventions tailored to individual needs.
- Support is delivered in-class or in small groups/1:1 session, depending on need.

### **Review**

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- Provision and progress are reviewed at least three times per year with the SENCO, class teachers, LSAs, and parents.
- Reviews consider the effectiveness of interventions, progress toward targets, and any necessary adjustments to provision.
- Pupil voice is included wherever possible to ensure that the child's perspective informs future planning.
- Where a pupil has made sufficient and sustained progress, they may be removed from the SEND register, but progress is monitored to ensure continued success.

This Graduated Approach ensures that SEND support at Owslebury Primary is systematic, responsive, and evidence-informed, promoting maximum progress and wellbeing for all pupils.

## **Working with External Agencies**

Owslebury Primary School works closely with a range of external agencies to ensure pupils with SEND receive coordinated and effective support. Agencies include:

- NHS Integrated Care Boards (ICBs)
- Speech and Language Therapy (SALT), Occupational Therapy (OT), and Physiotherapy services
- Educational Psychologists (EPs)
- Primary Behaviour Service (PBS) and other specialist SEND services
- Early Help Hub (EHH) for multi-agency support

The school follows updated referral thresholds for services such as CAMHS and engages with Early Help pathways where appropriate. Staff ensure that all referrals and communications comply with statutory guidance, and that support is coordinated to minimise disruption to learning.

## **Mental Health and SEMH**

Owslebury Primary recognises the importance of social, emotional, and mental health (SEMH) in learning and wellbeing.

- The school follows DfE Mental Health and Behaviour in Schools guidance.
- Pupils with SEMH needs may require SEND support even without a formal medical diagnosis.
- Staff use trauma-informed and attachment-aware approaches where appropriate.
- The school works with the NHS Mental Health Support Team (MHST), providing a range of individual and group support, typically delivered through parents rather than directly with children.
- Interventions and support plans are monitored, evidence-based, and reviewed regularly, in line with the Assess–Plan–Do–Review cycle.

## **Safeguarding and SEND**

Children with SEND may be disproportionately vulnerable to safeguarding concerns.

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- Staff are trained to recognise additional indicators of abuse or neglect in children with communication difficulties, disabilities, or SEMH needs.
- Reasonable adjustments are made to ensure pupils can effectively communicate concerns.
- Safeguarding procedures align with KCSIE 2024–2025 guidance.

## **Behaviour and Exclusions**

Behaviour expectations at Owslebury Primary are consistent, fair, and inclusive, following DfE Behaviour in Schools guidance (2022).

- When considering sanctions, including suspension or exclusion, staff consider whether the pupil's SEND has contributed to the behaviour and whether reasonable adjustments have been implemented.
- Individual Behaviour Plans (IBPs) are developed for pupils requiring additional support and are regularly reviewed for effectiveness.
- Additional information can be found in the school's Behaviour Policy.

## **Transitions**

The school ensures smooth transitions by collaborating with:

- Pre-schools and nurseries for Reception intake
- Secondary schools for Year 6 leavers
- External agencies involved in ongoing support

Transition planning is timely, personalised, and informed by emerging National SEND Standards, with clear communication between all parties and inclusion of pupil and parent voice.

**End of Policy**