Hamworthy Primary Schools

Special Educational Needs and Disability (SEND) Policy

Adopted by Governors: September 2025

Review due: September 2026

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, different from or additional to that normally available to pupils of the same age' (2014 SEN Code of Practice)

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Every Child, Every Day, Every Possibility

Our ethos is valued by all of us and the shared belief we all have creates a happy school, where **every child** is valued, **every day**...and where we believe the opportunities we offer should provide our children with **every possibility** of a bright future.

Whole Child, Whole School, Whole Community

Twin Sails Infant School & Nursery and Hamworthy Park Junior School have high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education training.

The staff and governors of Twin Sails Infant School & Nursery and Hamworthy Park Junior School will endeavour to ensure that all SEND pupils reach their full potential, are fully included within the school community and can make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. All teachers are teachers of SEND pupils. Teaching and supporting such pupils is therefore a whole school responsibility, requiring a whole school response.

Meeting the needs of SEND pupils requires collaborative, partnership working between all those involved

- LA, school, parents/carers, pupils, children's services and all other agencies.

Our aims are

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and/or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff providing strategies that help them to support children with special educational needs and disabilities.
- To work in partnership with external agencies to meet the needs of pupils.
- To ensure smooth transitions at each transition stage for pupils.

The Headteacher of Federation, Mrs. Susannah Hill, has overall responsibility for Special Educational Needs and Disability in Twin Sails Infant School & Nursery and Hamworthy Park Junior School. The Headteacher is supported in this role by the Deputy Head of the Federation and Inclusion Lead Mrs. Sara Coulter.

The Special Educational Needs Coordinator (SENDCo) across the Federation is Mr Andrew Pickavance and he can be contacted via the Federated office at office@hamworthyprimaryschools.co.uk or on 01202 672 377.

1. School Ethos to Inclusion of SEND Pupils

Our commitment to pupils with SEND is a priority for all staff. In addition to this SEND policy, further information can be found though the following policies found on the school's website.

- Equalities Policy
- Behaviour Policy
- Relationships and Health Education Policy
- Accessibility Plan
- Disability and Equality Policy
- First Aid Medical Conditions

Universal Provision and Quality First Teaching

At Twin Sails Infant School & Nursery and Hamworthy Park Junior Schools, we strive to be a community in which all can thrive, regardless of race, religion, culture, gender or individual need. We plan for children's needs so that they are included at all levels.

Quality First Teaching is referred to in the SEND Code of Practice as being the first step to responding to learners' needs. For our most vulnerable learners, careful curriculum choices are essential – a fine balance between ensuring that our learners have access to an ambitious, broad and balanced curriculum as well as ensuring that our learners have sufficient opportunities to build key foundational skills to ensure wider access to a broader curriculum, including opportunities for over-learning and repetition.

Quality First Teaching - differentiated for individual children - is the first step in responding to children who have or may have learning needs. We regularly review the quality of teaching for all children, including those at risk of underachievement. Teachers and Teaching Assistants are trained in quality first teaching approaches enabling them to make adjustments as needed to ensure all pupils thrive and make progress.

Reasonable Adjustments

- The learning needs of all children and young people are considered, ensuring support and challenge for learners – with high expectations for all
- Lesson planning, involving everyone working with the children, considers prior learning based on assessment. This includes differentiation and adaption alongside clear success criteria
- Teachers employ a planned range of teaching skills, strategies and approaches to engage all learners
- Teaching considers the use of language ensuring it is matched to the needs and circumstances of the learner
- Teachers provide clear explanations of teaching points and use appropriate questioning to develop understanding and to set challenges

- Teaching is based on clear objectives that are shared with the children and reflected upon; vocabulary is clearly explained; interactive teaching styles are employed that make maximum use of visual and kinaesthetic as well as auditory/verbal learning
- Support staff are deployed appropriately and know how to support learning, adding value to the lessons delivered by the class teacher.

Early Identification

The SEND Code of Practice (2015) defines a child or young person as having a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them, additional to the support normally provided in the classroom and educational setting.

The SEND Code of Practice (2015) outlines four areas of difficulty. It is recognised that children learning with SEND may experience difficulties in more than one area:

➢ Communication and Interaction

➢ Cognition and Learning

➢ Social, Emotional and Mental Health

➢ Sensory and/ or Physical

We always aim to involve individual pupils in planning for and reviewing the provision for their needs alongside their parent/carer, teacher and support staff. This may also include the consultation of and involvement with external agencies and providers of support. As set out in Section 5 of the SEND Code of Practice (2015), we accept the principle that pupils' needs should be identified and met as early as possible. Through collaboration and discussions with parents/carers, feeder schools and external agencies, we work to gain understanding of any SEN provisions already in place to ensure appropriate review of the child's progress.

Types and Categories of SEN:

➢ Specific learning difficulty (SpLD) ▪ Such as dyslexia, dyspraxia, attention deficit-hyperactivity disorder (ADHD), dyscalculia and dysgraphia.

➢ Moderate learning difficulty (MLD) ▪ Attainment is significantly lower than that of their peers and specific programmes are required to aid progress in cognition and learning.

➢ Severe learning difficulty (SLD) ▪ Significant intellectual or cognitive impairments.

➢ Speech, language and communication needs (SLCN)

➢ Social, emotional and mental health (SEMH)

➢ Autistic spectrum disorder/condition (ASD/C)

➢ Visual impairment (VI)

➢ Hearing impairment (HI)

➢ Multisensory impairment (MSI)

- ➢ Physical disability (PD)

Every effort is made at the school to make an early identification of a child who may have special educational needs. The school adopts a graduated response to meeting special educational need in line with the Code of Practice 2014 section 6.

SEND pupils may be identified through their teachers' observations and assessment, standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the pupil's own observations or by external agencies. If there is cause for concern because of these assessments, the child might be offered further support in order to clarify targets.

When a child is identified as having SEND, teachers will seek to remove barriers to learning and put effective special educational provision in place. This support will take the form of a four-part cycle of assess, plan, do and review with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as a 'graduated response.'

Where it is decided that a child does have SEN, the decision is recorded in the school records and the child's parents/carers are informed that special educational provision is being made.

Working with professionals and agencies

The school may request support from other agencies to support a child's needs and to increase progress.

These agencies include: Children's Services, the School Health Service, the Borough's Psychological Service, Hearing Support Service, Visual Support Service, outreach and CAMHS and any other service that may prove useful in supporting staff and children. Parents are consulted before the involvement of any outside agency. Parents are kept fully informed about the advice provided by such agencies.

The consultation with these outside agencies is intended to ensure:

1. early and accurate identification and assessment of special educational needs so that the child / young person's requirements are identified.
2. continuing social and academic progress of children / young people with special educational needs.
3. personal and academic targets are set and met effectively.

Parent Voice

At Twin Sails Infant School & Nursery and Hamworthy Park Junior School we recognise that parents are the experts about their children, and we aim to work together with parents/carers to ensure their child is receiving the most appropriate support enabling them to succeed and thrive.

We work closely with all parents/carers to support all children and to quickly identify any needs. We continually monitor the progress of our children through a wide range of assessment strategies, and when concerns arise, we share these with parents/ carers.

Within the school, we formally record data concerning children's progress and achievement regularly and this is monitored by year teams and the Senior Leadership Team. We share a child's achievements and progress with parents/carers in a variety of ways, including:

- Our 'open door' policy – Class Teachers are keen to talk with parents, at the end of the day or to

make an appointment at a mutually agreeable time
- Parent consultation appointments and consultations with the SENDCo.
- Assess-Plan-Do-Review cycles
- Our review of Individual Education Plans called 'Pupil Passports' - a meeting to discuss progress and targets
- An annual report

These methods give parents/carers a chance to share their child's progress out of school. Sometimes we may involve other professionals who will be working with a child e.g. Speech & Language Therapists, Outreach Support.

If a child has an Education, Health & Care Plan (EHCP), they will also have an Annual Review meeting at least once a year to review previous targets and to plan for the year ahead. This should be attended by parents/carers and all professionals currently involved. Where professionals may not be able to attend, they will submit a report. Where appropriate, a child also attends some of the meeting, and as they mature through Key Stage 2, they may remain for most of the meeting.

These meetings will usually be organised by the school and take place in school. The invite will be managed in a timely manner to ensure parents/ carers can attend. Parents use this opportunity to contribute to a child's EHCP provision. The notes and outcomes from the meeting are formally recorded and are used to shape future provision for the child. Parents will receive copies of all the paperwork within 2 weeks, and a copy is submitted to the Local Authority.

There are many ways that parents/carers can support their child's learning including:

- Reading the curriculum letters sent out each term to see what their child will be learning about, to gain an understanding of what their child is learning and how to support them at home - visits, books, vocabulary, concepts discussions for example.
- Supporting them with their home learning by structuring a time and space for them to complete it at regular times in the week.
- Reading the school newsletter to find out what is coming up and talking to their child about it, to prepare them for future events or a change of routine.
- Reading to or listening to their child read before bedtime each evening.
- Looking at their child's learning targets and finding ways to support practising them at home in real-life scenarios, for example, paying for items in shops and finding change or reading signs when out and about.

Pupil voice

A pupils' voice is paramount to the support and provision a child receives on their learning journey. All children, regardless of need, communication level or age are encouraged to discuss their likes and dislikes, share their future aspirations, wants and needs and celebrate their success. Individual Passports incorporate a child's opinion and targets set are shared with them.

If a child has an EHCP, they will be invited to contribute, in a way they feel comfortable, to their Annual Review meeting.

Pupil participation is about developing a culture in schools where all children and young people have a voice and can play an active role in decisions that affect their learning and wellbeing.

Some ways in which we capture pupil voice in our schools are:

- Asking learners about the progress they think they are making in their classes and interventions.
- Setting targets together.
- Asking learners about their classroom environments to determine what impact it has on their learning
- Asking learners to take you to the resources or places (walking tour) in and out of their classroom(s) that most help them learn.
- Asking learners to discuss the support they receive in school and at home. Can they explain what helps them most?
- Use a map of the school to find out where a child feels safe and secure and spaces where they don't feel as happy, this would then be addressed with adjustments made.

2. **Leadership and Management of SEND**

The SENDCo, along with the Senior Leadership Team (SLT) work with all teachers and support staff to ensure a culture of high expectations is established and maintained, which expects all children with SEND are supported and included in all the opportunities available to other children, so they can achieve well. The SLT regularly review how expertise and resources used to address SEND needs can be used to improve the quality of whole-school provision as part of our approach to school improvement. The quality of teaching for pupils with SEND and the progress made by pupils is a core part of the school's performance management arrangements and approach to professional development for all teaching and support staff.

We follow a distributed leadership model, where the SENDCo together with SLT empower and support teachers and support staff to identify any patterns in the identification of SEND, to make regular assessments, both within the school and in comparison, with national data, and use this to reflect on and reinforce the quality of teaching as per the needs of the pupils.

The Role of the Governing Body

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Twin Sails Infant School & Nursery and Hamworthy Park Junior School's arrangements for supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy, are published. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

The Role of the SENDCo

1. In collaboration with the Executive Headteacher of the Federation and Governing body, the SENDCo will determine the strategic development of the SEND policy and provision at Twin Sails Infant School & Nursery and Hamworthy Park Junior School with the aim of raising the achievement of pupils with SEND needs.
2. Supporting the Inclusion team consisting of teaching assistants, pastoral care workers and specialist teachers who support learning for pupils with SEND
3. Collaborating with the SENDCos in partner schools to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.

4. Liaising with and advising colleagues on all matters relating to SEND.
5. Contributing to the continuing development and training of school staff.
6. Overseeing the review and maintenance of EHCPs and records for all SEND pupils.
7. Overseeing the day-to-day operation of the school's SEND Policy.
8. Co-ordinating provision for SEND pupils.
   - Liaising with parents/carers of SEND pupils in co-operation with teachers, teaching assistants and others as appropriate.
   - Liaising with pupils enables them to understand themselves as learners but also to influence the provision created for them to best meet their needs.
   - Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

Monitoring and evaluation cycle for SEND

Early identification is key. The class teacher informs the parents/carers at the earliest opportunity regarding their concerns and enlists their active help and participation. Parents/carers are also encouraged to approach school if they have any concerns.

The class teacher, SLT and the SENDCo assess and regularly monitor the children's progress in line with existing school practices. This is an on-going process.

The SENDCo works closely with teachers, SLT, parents and the children to plan an appropriate programme of support. This may also include an individual behaviour plan.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school, both academic and social.

The Executive Headteacher of the Federation, Inclusion Lead and SENDCo monitor the progress of all children within the school, including those children with Special Educational Needs using formative data and target tracker. The SENDCo reports regularly to the Headteacher, Inclusion Lead and Governors to inform them about the progress of children with SEND and how resources are being used. The information provided will never name individual children to always maintain confidentiality.

All staff regularly receive training, at least once a half term, by either the SENDCo, SLT or external agencies on specific SEND areas. This follows evidence-based research and practice as identified through the Education Endowment Foundation and recommendations for practice. Through working closely with external agencies and Hamwic Trust, external training providers and experts within the field of SEND are also utilised for effective, quality staff development and training.

The Governor with oversight of the arrangements for SEN and disability is Mr Ian Downer who can be contacted through the main office email and telephone.

3. **The Graduated Response**

The SEND Code of Practice (2015) states that pupils are identified as having SEN if they do not make age-related or adequate progress once all reasonable adjustments, provisions and additional interventions,

alongside quality first, personalised teaching have been made. We strive to provide quality first teaching in every lesson, for all pupils. Class teachers are fully responsible for the learning, development and progress of all pupils in their class, including providing pupils with access to additional provision and support where appropriate. Through following a Graduated Response to SEND, the support for all pupils is categorised into stages. This is reviewed each half term and pupils' provision is assessed and evaluated accordingly. We will regularly monitor and assess all pupils with SEND to ensure that the provision continues to have a positive impact on their attainment and progress. This is done through collaboration with SLT, SENDCo, year teams and support staff.

Stage 1: Universal provision for all

- Part of the Quality First Teaching general provision, along with reasonable adjustments which may include:
- Personalised, short term learning targets based on individual units of work
- Carefully planned adaptions
- Assessment for Learning to identify children in need of further scaffold or support

Stage 2: Early intervention support: (in addition to stage 1):

- Support within class through small groups and individual support which is delivered by class teachers and/or support staff.

Stage 3: Targeted additional support: (in addition to stages 1 and 2):

- Additional group or individual programmes
- Evidence based interventions with pre and post data
- Teacher responsible for early identification and meeting of needs under SENDCo supervision
- Monitoring to consider placement on or off SEND Register

Stage 4: Targeted, intensive additional support (In addition to stages 1, 2 and 3, entry onto SEND Register)

- Multi-professional support is sought and followed
- An Individual Education Plan (known as a Pupil Passport) following a termly ADPR cycle.
- Identified on school SEND Register and provision map
- Evidence gathering of ADPR cycles in consideration of a request for statutory assessment and Education, Health and Care Plan.

Stage 5: Provision over and above stage 4

- Education, Health and Care Plan obtained, provision is monitored and in place
- Annual Reviews monitor progress
- Alternative provision and pathways considered and in place where necessary

Overview of Graduated Response Code of Practice Pg 84-87 (can be found on the school website)

Our staff are responsible and accountable for the development and progress of the children in their class. Each teacher is initially responsible for the identification and assessment of children with SEND, together with the planning of differentiated work which will enable such children to access the National Curriculum and make good progress in their learning. All teachers will keep a copy of SEND Support Plans and Graduated Response Class Lists in their individual SEND File together with other pupil details, which will form part of the termly assessment and learning target review process. These targets will then form a basis for the teacher/parent consultation meetings to enable discussion and review. They will monitor and record progress towards SEND Support Plan targets in discussion with the SENDCo and TA as appropriate.

High quality teaching, adapted for individual children, is the first step in responding to children who have or may have learning needs. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs, a support/monitoring plan will be carried out, and the school will keep a careful record of this to monitor progress.

A copy of the school's Graduated Response can be found at the end of this policy and on the school website.

Education, Health and Care Plans (EHCP)

Where a pupil has significant, severe and sustained needs, and the steps taken by the school do not result in expected progress being made, the school and parents may need to consider requesting an Education, Health and Care Plan. The SENDCo in collaboration with parents, will make a referral to the Local Authority to request an EHC Plan when a pupil has a Special Educational Need which will require significant, specifically targeted, long-term support for the child to make progress. We will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and ensure that all requirements for application have been met through proactive additional SEN Support at an earlier stage. Once an EHCP is obtained and in place, the SENDCo will work closely with class teachers and support staff to ensure the provisions as set out in Section F of the EHCP are in place and support the child to meet the annual steps as set out in the plan as well as proceeding to meet the end of Key Stage targets. Their progress will be reviewed annually in a formal Annual Review meeting to which all parties, including the pupil, parents, local authority and external agencies, are invited to attend. The local authority must complete a review of all EHCPs at a minimum of every twelve months.

4. **Interventions**

Additional intervention programmes may be necessary to ensure the expected progress can be maintained. Across the federation, we use a range of specific, evidence-based intervention programmes and our support staff are highly skilled and experienced in delivering these.

Our intervention offer addresses a broad range of needs and are utilised in line with the Graduated Response to SEND:

Stage 1 Interventions

- Quality First Teaching
- Culture and Ethos – including Trauma Informed school approaches and Mental Health Leaders
- Positive Behaviour Policy and approaches 'Be Brilliant Rules'
- Growth Mindset – 5Rs
- PHSE Curriculum
- Storm Break
- Non-negotiables for an Emotional Friendly Classroom
- 10 SEND non-negotiables for a SEND friendly classroom
- Every adult an emotionally available adult (EAA)
- Well-being, personal development assemblies
- Mental Health Support Team – class workshops – transition and well-being
- AFC Bournemouth well-being and resilience class workshops
- Year group Listening Ear Box
- 'I wish my teacher knew'
- Playground pals EY/KS1 & Peer mediation KS2
- Playground Pals EY/KS1 & Playground buddies KS2
- Pastoral support on the gate every morning welcoming children
- MHST parent workshops

Stage 2 Interventions

- Spirals (EY)
- EEA adult to 'check in' on identified child, with agreed strategy to support child's need
- Brain breaks
- Sensory/Mindfulness/Movement break
- Sensory room
- Little Wandle Keep Up
- Inhouse SaLT support
- Pastoral Year group lessons
- AFC Bournemouth group sessions
- Classroom environment management (position on carpet, at desk)

- Directed use of buddy system/ playground pals
- Transition groups led by Pastoral Team
- Social story to support
- Pre-teach
- Group support in class
- Scaffolding to aid accessibility

Stage 3 Interventions

- Talk About
- Pastoral targeted resilience groups
- 1:1 Therapeutic story/ work / play
- Specific support at playtimes or other specific times of the day i.e. assembly/ lunch
- Family MHST targeted support
- Bespoke Scaffolding
- Enhanced Transition for identified children
- Hamish and Milo
- Think Bricks (Lego)
- Big Ideas KS2
- ELSA
- Precision Teach
- The Ultimate Guide to Phonological Awareness activities
- Little Wandle (Rapid Catch Up -Phase 2-5)
- Sound Linkage
- Nessy
- Speed Up KS2
- Write from the Start KS1
- Sign-Along
- Vocabulary Group
- PEIC -D
- Learn to Move
- Sensory Circuits
- Targeted SaLT support
- Touch Typing programme
- Individualised resources
- OT / Physio programmes
- Vision Support Sessions
- Hearing Support Sessions

Stage 4 Interventions

- Inclusive of all Stage 3 Interventions (longer than a term)
- Little Wandle (1:1 SEND programme)
- Counselling offer
- Referral to Listening Ear
- Involvement from Outside Agencies:
    - CAMHS
    - Occupational therapist
    - Paediatrician referral
    - Safe Schools Community Team
    - Behaviour Support Plan
    - Speech and Language Therapist
    - Outreach
    - Educational Psychologist
    - SEND Assessment – Katie Donlon
    - Vision Support Service
    - Hearing support Service

Stage 5 Interventions

- Provision Section F (EHCP) and outcomes implemented by class teacher
- Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)
- Multi-professional planning including Educational Psychologist
- Alternative provision
- High level CAMHS

5. **Assessment of SEND Pupils**

The SEND Code of Practice (2015) and Graduated Response sets out for stages of action: Assess, Plan, Do, Review (ADPR). The ADPR cycle is completed once a term. Twin Sails Infant School & Nursery and Hamworthy Park Junior Schools regularly monitors and evaluates the quality of provision for all pupils. This is done through lesson observations, work scrutiny, learning walks and termly pupil progress meetings.

On entry to school, all pupils complete baseline assessments in the core areas of learning as well as having targeted assessments where needed to ascertain accurate starting points. From this, teachers monitor the progress made and necessary adjustments are made through discussion with the SENDCo, in line with the Graduated Response to SEND. Key Performance Indicators (KPIs) are used to assess pupil's progress against the National Curriculum. Where a child is working below Age Related Expectation (ARE), they will be assessed

against the appropriate KPI, which in some cases may require working below the Key Stage. If a child is assessed as working Below Key stage (BKS), teachers may use the Pre-Key Stage Standards and Engagement Model to form accurate assessments, to monitor their progress and set appropriate targets for their next stages in learning.

Individual Education Plans (Pupil Passports)

Once a child has been placed onto the school's SEND Register (stage 4 of the Graduated Response to SEND), their progress will be closely monitored through an Individual Education Plan known as a Pupil Passport. Pupil Passports are used to follow the Assess, Plan, Do, Review cycle of assessment. This approach allows for the close tailoring and monitoring of individual targets personalised to the child's learning needs where necessary and considers the views, opinions and aspirations of the child. Targets are co-produced each term with parents/carers, which aim to address and remove barriers to learning through additional provision and intervention.

Parents/carers are kept informed of their child's progress using the Pupil Passports which are discussed during parent consultation meetings.

6. Supporting Pupils with Medical Conditions

Twin Sails Infant School & Nursery and Hamworthy Park Junior School recognise that a medical need is not necessarily a Special Educational Need or Disability and are experienced in supporting children with a variety of requirements. The Deputy Head of the Federation liaises with Health services in ensuring staff are trained for specific medical needs. The Children and Families Act 2014 places a duty on maintained schools and academies to plan to support pupils with medical conditions and individual healthcare plans are used where needed to specify the type and level of support required to meet the medical needs of such pupils. It is important to recognise that some medical conditions do not constitute a SEND need. Pupils at school with medical conditions are supported so that they have full access to all elements of the school curriculum, including school trips and physical education. As part of Quality First Teaching, all teachers make necessary arrangements to help pupils manage any medical conditions and overcome any potential barriers to getting the most from their education. Where a pupil is disabled, the school will comply with its duties under the Equality Act 2010. Where a pupil with medical conditions is identified as also having a SEND need, their provision is planned and delivered in a coordinated way along with their healthcare plan.

7. Admission and Transitions for SEND pupils

Twin Sails Infant School & Hamworthy Park Junior School use the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Twin Sails Infant School & Nursery and Hamworthy Park Junior School make appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Twin Sails Infant School & Nursery and Hamworthy Park Junior School will liaise with the local authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local offer information held on the local authority's website:

https://www.fid.bcpcouncil.gov.uk/send-local-offer

Transition can create an additional challenge for children with Special Educational Needs and Disabilities, so we endeavour to put strategies in place to make transition as smooth as possible for all children.

Children joining in Early Years

When children join us from an Early Years setting, we liaise with the Early Years professionals to gain information to ensure a happy, healthy start to school. For any children with significant additional needs a separate transfer meeting will be held with parents/carers, Early Years providers, any relevant professionals, Reception teaching staff and the SENDCo. In this meeting and through discussions with parents/carers, we plan for the best possible start to a child's school life at the school. Parents and children are invited to induction visits in the summer term, prior to starting.

Mid-year transfer

If a child is joining us from another school, we will talk to the previous school, about how to best meet a child's needs and how to best prepare them for their transition.

Children joining us at the beginning of in Year 3 (the Junior school)

If a child is transferring from Twin Sails Infant School & Nursery due to the SENDCo working across both schools, sharing knowledge and information about children with additional needs is seamless. If a child is on the SEND register, additional visits may be organised for a child to ensure they gain confidence during this transition.

If a child is transferring from another school (not Twin Sails), we liaise with the teaching team and SENDCo in their previous school, to gain insight into a child's achievements and potential needs. For any children with significant additional needs a separate transfer meeting will be held with parents/carers, or any relevant professionals. In this meeting and through discussions with parents/carers, we plan for the best possible start to a child's school life at the school. Parents and children are invited to an induction meeting in the summer term, prior to starting.

Transitioning to another school from us

If a child is moving to another school, we will contact the new school and share relevant information on how best to allow for a smooth transition. For children with Special Educational Needs or Disabilities (SEND), if possible, the SENDCo will speak with the new school to plan for the child's arrival. We will make sure that all records about a child are passed on as soon as possible. Any work needed for transition (for example making a book about both schools), will occur in school before a child leaves. Where possible, visits to the new school will be facilitated.

In the summer term, the Year 6 leader, SENDCo and Pastoral Manager attend a transition meeting with the secondary schools and transfer all information relating to our Year 6 children to the relevant schools. Any children with an EHCP, the new school will be invited to the annual review as part of the enhanced transition.

Moving between year groups

As children move into new year groups, achievement, progress and social information is passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Pupil Passports are shared with the new teacher and work continues on the set targets in September. PSHE work is carried

out in each class about change, and these aim to calm any anxiety related to change. Where appropriate, some parents of children with SEND will have a meeting with new staff to make the transition smooth. Consistent visuals are used across the Federation to reduce anxiety and ensure children are familiar with their new environment.

The children have a session in their new classes before the summer holidays. Where appropriate, additional visits are arranged for children who may need extra support in a new classroom environment. Some children carry out small group work on transition with the pastoral team and they may receive a photo booklet explaining any changes for the new year.

Other areas such as the cloakrooms, toilets and any new doors to be used in or out of school will be visited by the children so that they become more familiar with any new areas to them. Group and individual transition work begins in good time to prepare all children for change.

8. **Accessibility**

Both schools have an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – *(May 2014)*'. We comply with the requirement to support children with disabilities as defined by the Act.

Both Twin Sails Infant School & Nursery and Hamworthy Park Junior Schools are highly accessible. The buildings have wheelchair access to most of the areas. There are disabled toilets and ramps to most areas of the schools.

Adaptions are made to ensure all children can use all the equipment and facilities. The school may receive advice regarding access from a range of agencies including the Children's Therapy Service and Hearing & Vision Support Service. Please see our accessibility plan on our website for more information.

9. **School Trips, School Clubs & Extra Curricular Activities**

Reasonable adjustments will be made to ensure full participation in wider school life is accessible to all children with SEND to ensure equal opportunities are provided and offered. Where necessary, external advice and support may be sought to ensure this is possible. Teachers complete risk assessments ahead of practical lessons when necessary and any extracurricular activities, including trips and residentials to ensure adequate planning and consideration is made, to achieve full participation and engagement. Parents will be consulted where necessary about additional provision regarding trips and residentials to ensure this is a successful and enriching experience.

10. **Local Offers**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the schools. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors, and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website.

This can be found at https://www.fid.bcpcouncil.gov.uk/send-local-offer

The local offer website holds a directory of facilities and resources available from many services within Poole.

11. **Support for Families**

Mrs. Anita Brown, Mrs. Helen Henstridge, Miss Eve Stickland and Mrs. Helen Richards are the pastoral team across the federation. They are there to help families in need of short or long-term, practical or emotional support, particularly when difficulties arise around attendance, parenting and the wellbeing of children. The team have a wealth of knowledge and expertise and our pastoral offer and information on mental health and wellbeing can be found on our school website.

Through working closely with the SENDCo or Pastoral Team, further referrals may be made to external agencies for more targeted support for families to support their child at home. Through working closely with BCP Children's Services, it may also be necessary to refer families to the Children and Families First Service (formally Early Help) for further intervention and support with matters that are adversely affecting a child's development or wellbeing. Further information regarding Children and Families First Service can be found here:

https://www.bcpcouncil.gov.uk/children-young-people-and-families/children-and-young-people-social-care

Our schools work closely with Rebecca Jackson who is an independent play therapist. She works with individual/identified children to support SEMH needs.

The schools also have Mental Health Support in Schools workers who work alongside the SENDCo and Pastoral Team to identify and support young people and families.

SENDIASS support is available for parents to access for advice and support. SENDIASS aims to empower children and young people with special educational needs/disabilities and their parents/carers to make informed decisions about education, health and social care. The service can be self-referred into by parents or the SENDCo can support parents with this and seeking further advice. Further information regarding SENDIASS can be found here: https://sendiass4bcp.org/ .

12. **Monitoring Arrangements**

The SEND Policy, along with the SEND Information Report, is reviewed and updated each year by the SENCo and then ratified Hamwic Trust and the Board of Governors. The Hamwic Trust Standards Officers hold termly reviews which evaluate the practice of all staff, with a focus on monitoring teaching practice including SEND provision. The Local Governing Committee hold half termly review meetings and the SEND Governor visits the school each half term to work with the SLT to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

13. **Dealing with Complaints**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child

has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo.

If a matter is unresolved, it may be dealt with by the Headteacher or evaluated by the Governor with SEND responsibility.

Twin Sails Infant School & Nursery and Hamworthy Park Junior School publish their Complaints Policy on the school website; this information can be found under the Policy section.

Glossary

ADHD	Attention, Deficit, Hyperactivity Disorder
APRR	Assess Plan Do Review
AP	Alternative Provision
AR	Annual Review
ARE	Age Related Expectations
ASD/C	Autistic Spectrum Disorder/Condition
BCP	Bournemouth, Christchurch, Poole
BKS	Below Key Stage
CAMHS	Child, Adult Mental Health Service
EHCP	Educational, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
FFT	Fischer Family Trust
HI	Hearing Impairment
KPI	Key Performance Indicators
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
PSHE	Personal, Social Health Education
PD	Physical Disability
PP	Pupil Passport
QFT	Quality First Teaching
SAT	Standard Assessment Tests
SEMH	Social, Emotional Mental Health Needs
SEND	Special Educational Needs/Disability
SENDCo	Special Educational Needs/Disability coordinator
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Services
SLCN	Speech Language, communication Needs
SLD	Severe Learning Difficulty
SLT	Senior Leadership Team
SPLD	Specific learning difficulty
TA	Teaching Assistant
PD	Physical difficulty
VI	Visual Impairment