

Thornhill Primary School SEND Policy



Last updated: 2/11/2024	Next review: November 2025 (annually)
Ratified by:	Date:

School SENCO

Mrs Gemma Clair, Special Educational Needs Coordinator who holds a Postgraduate Certificate in Special Educational Needs Co-ordination (SENCo Accreditation), and is responsible for the strategic leadership of and day to day running of SEND provision in the school.

Compliance

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (January 2015) and has been written with reference in addition to the following guidance and documents:

- Equality Act 2010
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- Safeguarding and Child protection Policy
- Accessibility Plan as required within schools
- Teachers Standards

Aim

Our SEND policy aims to;

Set out how our school will support and make provision for pupils with special educational needs (SEN).

Inclusion Statement

At Thornhill Primary School, our school value of 'together we will grow successful learners, responsible citizens and safe and happy individuals' sits alongside our commitment to provide each child with opportunities and experiences which will enable them to achieve. We want every child to feel included in the life of our school and see the purpose of their attendance. Our inclusive educational experience is driven by the desire for children to have a love of learning and to foster the early stages of their engagement in lifelong learning.

Accessibility – statement

- Wheelchair access** – The main school building is fully accessible with designated disabled parking bay and level access to the front of school. The main school entrance also has level access and all internal doors and corridors are of a suitable width for wheelchair users. Within the main school building there is a full disabled toilet and hygiene room including an accessible shower.

The Early Years area is similarly accessible on level access. The disabled toilet is situated just outside of the early year's unit.

Whilst Years R-3 are all accessible on level access, selected classes from Years 3-6 are situated on the upper floor of the school via stairs with no lift access.

- b. Disabled toilets** - Within the main school building there is a full disabled toilet and hygiene room including an accessible shower.
- c. Lifts/stairs** – At access Years 3-6, we have two sets of stairs with no lift access currently.
- d. Equipment and Facilities** - When specialist equipment or a high level of staffing support is required to support a pupil with special educational need or disability, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will set up an IEP which will be reviewed termly to identify needs / and funding levels required before applying for an EHCP, if required. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment. All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

A Definition of SEND

Children with Special Educational Needs & Disabilities (SEND) all have learning difficulties or disabilities that create barrier which make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. Class teachers are responsible and accountable for the progress and development of the children in their class, even where pupils access SEN support or interventions from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Supporting pupils with Medical Conditions

Definition

Pupils' medical needs may be broadly summarised as being of two types:

- (a) Short-term** - affecting their participation in school activities while they are on a course of medication or following an injury.
- (b) Long-term** - potentially limiting their access to education and requiring extra care and support (deemed special medical needs).

Rationale

The Children and Families Act 2014, Section 100, places a duty on schools to make arrangements for children with medical conditions. Pupils with special medical needs have the same right of admission to school as other children and cannot be refused admission or excluded from school on medical grounds alone. Also, the Equality Act 2010 and the Special Educational Needs Code of Practice 2014 place a duty on schools to promote inclusion for all pupils. All reasonable adjustments will be made in order to facilitate medical needs. Further sources of information and legislation can be found on page 26/27 of the DFE guidance 2015.

However, teachers and other school staff in charge of pupils have a common law duty to act in loco parentis and may need to take swift action in an emergency. This duty also extends to teachers leading activities taking place off the school site.

The prime responsibility for a child's health lies with the parent who is responsible for the child's medication and should supply the school with information.

Sally Bradbeer; Designated Safeguarding Lead is responsible for co coordinating Individual Health Care Plans. Thornhill Primary School takes advice and guidance from the school nursing team and other medical professionals as required.

Thornhill Primary School is welcoming and supportive of pupils with medical conditions.

It provides children with medical conditions with the same opportunities and access to activities (both school based and out-of-school) as other pupils. No child will be denied admission or be prevented from taking up a place in this school because arrangements for their medical condition have not been made.

- We will listen to the views of pupils and parents/carers.
- Pupils and parents/carers feel confident in the care they receive from this school and the level of that care meets their needs.
- All reasonable adjustments will be made in order to facilitate medical needs.
- Staff understand the medical conditions of pupils at this school and that they may be serious, adversely affect a child's quality of life and impact on their ability and confidence.
- All staff understand their duty of care to children and young people and know what to do in the event of an emergency.
- Not all children with the same medical condition will have the same needs; we will focus on the needs of each individual child.
- We recognise our duties as detailed in Section 100 of the Children and Families Act 2014. Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Where this is the case, we will comply with our duties under that Act. Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. For children with SEN, this policy should be read in conjunction with the Special educational needs and disability (SEND) code of practice. We also recognise, however, that some medical conditions do not constitute a SEND need,

Our Principles

At Thornhill Primary School we aim to meet the needs of all children that come into our care regardless of any difficulties they may be experiencing. Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health

- Sensory and/or physical

As an inclusive school, we strive to ensure that any barriers to learning are identified as early as possible and appropriate interventions are implemented in a timely manner in order to meet the individual needs of each child. In admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil's family and the local authority, if necessary, to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies. We endeavour to:

- Achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Provide differentiated learning opportunities for all the children and materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Recognise that Special Educational Needs might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- Focus on individual progress as the main indicator of success.
- Strive to make a clear distinction between underachievement and special educational needs.

School Trips, School Clubs & Extra Curricular Activities

The duty to make reasonable adjustments applies to school trips, clubs and extra-curricular activities. The Equality Act does not override health and safety legislation. We will always carry out a risk assessment before each trip and consider accessibility together with safeguarding the health and safety for all pupils.

A risk assessment is an examination of what has the potential to cause harm, who might be affected and identify what safety measures are needed to reduce risks to an acceptable level. The risk assessment can also consider other elements of the trip for example the type of activities that will be undertaken, mode of transport, the venue and whether the public will be present.

If, for any reason you feel that your child would not benefit from attending a trip or feel that they would become too overwhelmed, then you can discuss alternative arrangements for your child with the class teacher and/or SENCO. These may include your child joining another class for the day or to enjoy some planned activities within a smaller group.

The Graduated Response to SEND

At Thornhill, we employ the Hamwic Education Trust 5-stage graduated response to SEND. These are as follows:

Stage 1 – Universal Provision.

- Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions
- A broad and balanced curriculum within an inclusive classroom

- Personalised learning targets
- Attention paid to different learning styles
- Carefully planned adaptive teaching, including practical, visual, concrete resources
- Modelling by adults within the classroom
- Curriculum assessment of progress to support target setting for pupils
- Assessment for learning and constructive feedback

Stage 2 – Early intervention support. These children will not be placed on the SEN register.

In addition to Stage 1:

- Support within class through small groups and individual support (e.g. cut away, workshops)
- Adaptation of the curriculum to meet individual learning needs
- Tools and resources to support access
- Use Inclusive teaching checklist as a quality assurance tool & evidence of high-quality teaching
- Wave 2 -Teacher/TA led Classroom based interventions from school menu

Stage 3 - Targeted Support: Additional SEN Support. These children will not be placed on the SEN register.

In addition to Stages 1 - 2:

- Investigation of strengths and needs
- Inclusion of parents and child as part of an Assess - Plan – Do – Review cycle of targeted assessment
- Targeted support within class through small groups and working individually with an adult
- Additional group or individual programmes to individual learning needs e.g. alternative methods of recording
- Tools and resources to support access
- Differentiation of the curriculum
- Evidence based interventions delivered individually or in small groups between 8-20 weeks, Outside of the classroom from school menu
- Our children with an ND profile of presenting needs will have in class adjustments planned for and made by class teacher, with support from the school Autism Champion, in the first instance. This will involve following the school flowchart of support. These adjustments will be recorded through an 'Individual Pupil Early Identification of Concerns' sheet and will be co-produced with the child's parents/carers. Support and provision will be reviewed every 6 weeks to ensure it is meeting the child's needs.

Stage 4 - Targeted Intensive Additional Support: These children will be placed on the SEN register (k code).

In addition to Stages 1 – 3:

- Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services, Health colleagues, CAMHS.
- High levels of adult support and modelling to enable access to the curriculum
- Personalised resources e.g. work station if appropriate
- Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention
- Individual Education Plan reviewed at least termly
- Identified on school provision map, reviewed at least termly
- Access to an adapted environment if appropriate
- Individual modifications to the curriculum
- Use of individual provision checklist to evidence impact of provision Pupils will be offered targeted intensive SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e.: they have a special educational need as defined by the SEN Code of Practice 2014.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map and by the SENCo and subject leaders, as appropriate.

Stage 5 – SEN register, EHCP level or application in process.

It may be decided that a very small number of the pupils on the SEN list will require additional High Needs funding from the Local Authority Provision over and above that which would be expected at all other stages because pupil’s needs are exceptional, severe, complex and long term. Child will be on the school SEN register and will have an EHCP or application underway. Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Interim or Annual Person Centred Review of their plan.

- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a short-term target IEP and timetable is created and will be reviewed through an Individual Education Plan (IEP) Review meeting (termly) and targets are set to key staff to work towards with the pupil.
- Personalised provision as identified in EHCP
- Multi-professional planning and coordinated support e.g., E.P. Service, Outreach Services, Health colleagues, CAMHS
- Outcomes broken down in to targets, long term targets broken down into short term, short term targets broken down into Classroom SMART IEP Targets.
- Individual modifications to the curriculum
- Access to an adapted environment if appropriate
- Personalised curriculum if appropriate

- Our school will comply with all local arrangements and procedures when applying for:
 - High Needs Block Funding
 - An Education Health and Care Plan
 - Transport and will ensure that all pre-requisites for application have been met through ambitious and proactive additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process.

Interventions

At Thornhill, we offer a range of interventions to support presenting barriers. The schools' intervention menu is published in our SEN Information report and can be found at <https://www.thornhillsch.net/send/>

Roles and Responsibilities

The head teacher and the governing body have delegated the responsibility for the on-going implementation of this SEND Policy to the Special Educational Needs Leader.

The Special Educational Needs Co-ordinator, Gemma Clair, is responsible for reporting regularly to the headteacher and the governor with responsibility for SEND on the on-going effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Headteacher

- 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
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator
 - 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:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
 - Meetings with individual teachers
 - regular meetings with the SENCO

- discussions and consultations with pupils and parents

Special Educational Needs Co-ordinator (SENCo)

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Co-ordinate provision for children with special educational needs.
- Identifying on this provision mapping software a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Contributing to the in-service training of staff
- Implementing a programme of person centred Annual Reviews for all pupils with an EHCP
- Overseeing the smooth running of transition arrangements and transfer of information for pupils on the vulnerable learners' provision map
- 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
- Attending SENCO network and/or cluster meetings and training as appropriate
- Liaising with the school's Inclusion Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support vulnerable learners
- Liaise with and support parents of children with special educational needs

Class teacher

- Liaising with the SENCO/ Subjects leads to agree
 - Which pupils in the class are vulnerable learners by placing children from their class within the Graduated response to support and intervention.
 - Which pupils are underachieving and need to have additional interventions may need a stage 2 or 3 plan and liaising with subject leads, where appropriate, for support but do not have special educational needs.
 - Which pupils require stage 4 or 5 targeted, intensive support because of special educational needs and need to go on the school's SEN list/register. Some of these pupils may require advice/support from an outside

professional and, therefore, an IEP to address a special educational need (this would include pupils with EHC Plans)

- Securing good provision and good outcomes for all groups of vulnerable learners by:
 - Providing differentiated teaching and learning opportunities.
 - Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely: “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- Contributing to IEP’s for identified children, with the support of the SENCo.

Identification and Assessment

Identification of children with special educational needs is carried in a number of ways. Children are assessed regularly and parents are always informed of any concerns regarding their children. The school also responds to any concerns raised by parents. The SENCo may carry out additional observations or testing when SEN is identified and outside agencies may also be involved to support the process of identification. Individual Education Plans (IEPs) are written and reviewed by the class teacher and SENCo as appropriate.

Children’s needs should be identified and met as early as possible through:

- The analysis of data including transition data, baseline scores, EYFS data and other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements (cycle of assessing, planning, action and review).
- Following up parental concerns
- Following up teachers concerns through the use of our initial SEN concerns sheet
- Tracking individual children’s progress over time
- Liaison with feeder nurseries/pre-schools on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school’s devolved budget or in receipt of High Needs funding
- Undertaking, when necessary, a more in-depth individual assessment carefully chosen to deliver appropriate, useful information on a pupil’s needs. It may include a bilingual assessment where English is not the first language, where appropriate.
- Involving an external agency where it is suspected that a special educational need is significant to help us in our gathering information stage.

Resources

Children with special educational needs are funded in accordance with the SEND LA allocations and guidance and from the main budget where appropriate. TA's are employed to support our school wide SEN provision in a range of capacities including supporting individual children, groups of children and teachers. The school also meets provision for some children according to their Education, Health Care Plans (EHCP).

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school follow the assess, plan, do, review process which will identify needs / and funding levels required before finally applying for an EHCP. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment. All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Curriculum

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Applying Stages 1, 2, 3, 4 or 5 interventions as appropriate
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal for well-matched and researched interventions.
- Bilingual support/access to materials in translation
- Pastoral Support

All children are entitled to access a broad and balanced curriculum and are supported in achieving this through planning, differentiation, carefully selected resources, IEP's and the work of teachers and TA's. IEP's are no longer statutory, however, at Thornhill they are still in place and are used within the classroom to clearly identify strengths, areas of need, resources to reduce barriers and targets, which are bespoke to each child.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the Headteacher, subject leads, SENCO, Key stage leads and other senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis

- scrutiny of planning
- informal feedback from all staff
- pupil interviews to gain views when setting new IEP's targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring SEN support plans and SEN support plan targets, evaluating the impact of SEN support plans on pupils' progress
- attendance records
- regular meetings about pupils' progress between the SENCO, Senior leaders and the head teacher
- regular pastoral meetings between SLT, SENCO, Mental Health Lead and ELSA
- head teacher's report to governors

Name of Governor

Governor visits

Emotional and Social Development

We recognise all our pupils as equal individuals and are committed to developing an inclusive and support learning environment that removes barriers to learning and in which all learners achieve their full potential. Within school we have a range of support networks. These include:

- Pastoral Support: to enable pupils to discuss views and concerns in a non-judgmental environment
- A DSL: to support pupils and parents/carers in and out of school
- Friendship, Social Communication and Social and Emotional groups
- Emotional Literacy Support Assistants delivering bespoke support using the resources from the 'Hamish and Milo' Wellbeing resources
- Nurture group (KS2)
- Mental Health Lead
- Restorative Practice
- The 'My Happy Mind' Programme

Staff Development

The SENCo is responsible for keeping staff updated on issues related to SEN. The SENCo meets regularly with each class teacher to ensure children are receiving appropriate provision. The SENCo may lead staff development on training days or within staff meetings or facilitate support through outside agency support such as Educational Psychology or Speech and Language or outreach support such as the Southampton Inclusion Partnership Outreach Service for SEND, when required.

Pupil Voice

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring, reviewing their progress and addressing their own identified targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets
- Monitor their success at achieving the targets on their IEP

Parent Voice

The school aims to work in partnership with parents and carers and to empower parents to support their children. We do so by:

- Working effectively with all other agencies supporting children and their parents, for example, Re:Minds.
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Supporting parents through involvement with our Pastoral Lead / Pastoral Team / and SENCO
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership (SENDIASS) services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- Sign posting parents to sessions that are relevant to their child's additional needs

- Annual consultation of the School SEN Information Report with parents, to be updated on the website every Summer Term

Dealing with complaints

If you have a complaint about the support we provide for your child in regards to their special educational needs please follow the procedures below in order to raise these:

- a. Meet with class teacher in first instance
- b. Meet with SENDCo
- c. Refer your complaint to the governor with SEND responsibility
- d. Refer to the school complaints procedure/policy. A paper copy can be collected from the school office.

Outside Agencies

We will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). We seek to respond quickly to emerging need and work closely with a wide range of outside agencies including:

- MASH (Multi Agency Safeguarding Hub)
- The Children's Resource Service
- Children and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service (EP)
- Solent NHS Trust
- Speech and Language Therapists (SALT)
- Southampton SEN Team

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with IEP's and Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies. Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. Autism, Visual impairment, etc.). We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCo or Designated Teacher for LAC, but in some cases, it can be another member of staff who we have identified as a key worker.

Support for Families

At Thornhill, we pride ourselves on the support we offer to families in relation to all area of school life and in their wider lives. We offer the following support;

- a. **Family Engagement Worker** – our DSL will support families in accessing the right support such as early help, links to local support groups and forums, understanding and filling in forms, support via phone, email, and face-to-face meetings, etc.
- b. **Signposting to agencies** – our DSL, attendance officer, class teachers and SENCO will signpost to agencies that can support families in a range of ways
- c. **SENDIASS** – will provide confidential individualised support to empower those who seek their assistance, Further information can be found at, <https://www.southamptonsendiass.info/>

Transition

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education by:

- Ensuring early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with EHCP's. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Producing a transition timeline with specific responsibilities identified.
- Supporting pupils in coming to terms with moving on will be carefully planned and will include familiarisation visits and support from our Pastoral Team. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits and supported by the use of social stories.
- Encouraging pupils and parents to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Informing parents of a reliable named contact at the next phase provider with whom the SENCO will liaise
- Standardised resources will be produced and offered to all feeder schools Admission Arrangements No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (please also see Admission policy for the school, as agreed with the Southampton Local Authority).

SEN Information Report

The contact details of all support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 can be seen on the Southampton Local Offer website at: <https://www.southampton.gov.uk/schools-learning/send-local-offer/>

For Thornhill Primary School 'SEN Information Report' please view the school website: <https://www.thornhillsch.net/send/>

