Summerville Primary School

SEND Policy

Date	September 2025
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Designated Governor	Catherine Garratt
Chair of Governors	Gail McNally
Head Teacher	Leanne Straker

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A definition of SEN

The Special Educational Needs and Disability Code of Practice (0-25) 2014 states that:

'A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or post 16 institutions'.

The SEND Code of Practice: 0-25 years (2015)

A definition of disability

'A disability is defined as a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal or day to day activities.'

Inclusion Statement

At Summerville we nurture the individual as part of the community. We are committed to giving all of our children every opportunity to achieve their full potential. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Areas of SEN

The SEN Code of Practice 0-25 years (2015) sets out four key areas of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These difficulties can be in isolation or be complex – having needs in two or more of the above areas.

This policy aims to address the needs of these pupils.

Although there are acknowledged links (in some circumstances) with pupils who have English as an additional language (EAL), this is a separate area of provision and is accordingly addresses through a separate policy. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

At Summerville Primary School we assess individual progress so that we know precisely where children are in their learning development. To ensure we maximise progress of pupils with SEN we:

- Place high importance on parental involvement around children's needs
- Set challenging, yet achievable targets that stretch children's leaning. We record these in individual education plans (IEP's).
- Track progress of pupils and discuss this and progress in relation to targets set, within the context of termly pupil progress meetings.
- Monitor and review provision that is additional and different to the main class teaching half termly.

In practical situations in everyday settings, the best early years settings, schools and colleges do what is necessary to enable children and young people to achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or a young person or special educational provision for a child or young person with SEN.

(The SEND Code of Practice 0-25 years 2015)

Our School in Context

Our school is set in an area which is one of high economic disadvantage, this is reflected in the higher than national number of pupils eligible for free school meals. Within the school there are a significant number of children from ethnic minority backgrounds and there is also a very high number of children leaving or joining the school during the school year.

The number of children currently on the school SEN list is significantly above the National average. The severity of need is high and as a school we continually seek advice from outside agencies as swiftly as possible to enable us to meet children's needs. To meet these needs the school pays for half a day of weekly Educational Psychologist time.

The Governing Body

The governing body at Summerville Primary School aim to ensure that the needs of students are met and that the provision made for pupils with SEND, both with and without educational health and care plans, are adequate and secure. The governor with responsibility for SEN, Catherine Garratt works closely with the head teacher and SENDCo to review provision and together with the head teacher and SENDCo ensure that an SEN information report is published annually. This includes ensuring that children's medical conditions and or physical impairments are properly understood, in consultation with health and social care professionals, pupils and parents so that they are effectively supported to ensure full access to education, including school trips and physical education.

The Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEND.

- Collaborating with the SENDCo to decide the action required to assist the pupil to progress.
- Working with the SENDCo to collect all available information on the pupil.
- In collaboration with the SENDCo, develop Individual Education / Learning Plans for SEND pupils.
- Working with SEND pupils on a daily basis to deliver the Individual Education / Learning Plan targets within differentiated planning.
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEND policy.

Special Educational Needs and Disability Co-ordinator (SENDCo)

- Provision for SEND in our school is a matter for the school as a whole. Though class teachers are responsible for the progress of all children in their class including children with SEND, governing body, head teacher, SENDCo's and all other members of staff have important day to day responsibilities teaching SEND children.
- The whole school SENDCo is Ms Jo Forman.

The SENDCo's responsibilities are:

- Overseeing the day to day operation of school's SEN policy.
- Coordinating provision for children with special educational needs in line with the SLT (senior leadership team).
- Liaising with /advising other staff and supporting staff with assessments, referral and provision.
- Organising/ providing in service training of staff around all aspects of SEN.
- Coordinating the work of Salford Learning support and Learning support assistants (LSAs) working with children who have educational, health and care plans (EHCPs) and LSAs delivering support to children who are recognised as having SEND needs and who receive support within the school.
- Overseeing the records of all children with special educational needs.
- Liaising with outside agencies, including educational psychology, clinical psychology, Learning Support, Health services including school nurses, health visitors, paediatricians, physiotherapists, CAMH's, speech therapy and occupational health. This also includes family support, the LA consultation team for SEND and voluntary bodies.
- Ongoing assessment of children with SEND.
- Liaising with parents.

Admission Arrangements

- Pupils with SEN and/or a disability are admitted to Summerville Primary School according to the same criteria as other pupils, provided that admission is compatible with:
- The provision of efficient education for the children with whom he or she will be educated.
- The efficient use of resources.
- The head teacher, deputy head teacher, assistant head teacher and SENDCo work together to ensure successful integration of pupils with special educational needs.

- Where a child has SEN and/or a disability which will significantly impact their ability to access educational opportunities to the extent of their physical aspects of peers, a meeting is planned to discuss the child's needs and consider what adaptations to the curriculum and/or the classroom are needed.

Medical needs

If a child has SEN and a medical condition or significant medical needs, a meeting is planned with parents, school staff and health care professionals, to ensure school properly understands the child's medical condition so that the child's medical needs can be met. An Individual Medical Care plan will be completed and reviewed regularly. School will ensure sufficient and suitable training for staff to achieve the necessary level of competency to support the child's needs.

* see Medical Needs policy

Administering Medicines

We follow the school's Administering Medicines policy for any pupil requiring temporary or long term medication. Details of long term medications will be included in the child's Individual Care Plan and separate administering medication forms will be completed by the parent at the school office where medications will be stored (as appropriate)

Special Facilities

At Summerville we are committed to the integration and inclusion of pupils with a wide range of needs, and their involvement in the whole life of the school, in line with our Equal Opportunities Policy. We are committed to making all reasonable adjustments in anticipation of any children we may admit. We have an accessible toilet providing adequate space for a wheel chair. This also has accessible lighting controls, handrails, low access sink and dryer to enable children to be as independent as possible. Movable toilet step and personal hygiene resources are available as needed. We also have showering facilities. School can be accessed by steps at the front entrance and a ramp is available to the side of the school.

*Please see the school's accessibility plan and the school's health and safety plan

Additional Resources

Additional resources are kept in the SENDCo's office or in the nurture base and are available for children/ teachers. In addition, the school has recordable devices, timers, sensory toys, lap tops and iPads for use by pupils within the classrooms. The school works closely with Salford Learning Support Service. We make use of the LSS SEND equipment loan service to provide additional ICT resources, as and when needed to help children with severe and complex Needs.

Identification, Assessment and Provision for All Pupils with SEND

Early Identification

At Summerville, we believe that all children are entitled to have their needs identified, assessed and addressed at the earliest possible stage.

If the school is aware that a child has SEND before they enter school, every effort is made to liaise with prior settings, other agencies and most importantly the parents as early as possible. This enables school to develop an Individual Learning Plan; we aim to provide additional support where necessary and practicable.

If a child is identified as having SEND during their time being educated at Summerville, the school will endeavour to:

- Use information from the child's school/nursery to provide starting points for the development of an appropriate curriculum for the child.
- Identify the child's strengths and note any areas for early action to support them within the class.
- Use school assessment material to allow the child to demonstrate what they know, can do and understand, as well as to identify any learning difficulties.
- Ensure that observations and ongoing assessments provide regular feedback to teachers and parents about the child's achievements and experiences and that these are used as the basis for planning the next steps in learning.
- Listen and respond to parents'/carers' concerns and value and respond to any information that parents and children share with us.
- Involve parents in a joint home / school approach to meeting the child's needs.

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction (C and I).
- Cognition (Cog).
- Social Emotional and Mental Health difficulties (SEMH).
- Sensory and/or Physical. (S/P).

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress;

- Disability.
- Attendance and punctuality.
- Health, welfare, home life.
- English as an additional language (EAL).
- Being in receipt of the Pupil Premium. (PP).
- Being a Looked After Child (CLA).

The SENDCo, alongside class teachers, will use a number of indicators of special educational needs:

- The analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments.
- The following up of teacher concerns.
- The following up of parental concerns.
- Tracking individual pupil progress over time.
- Information from previous schools on transfer.
- Information from other services.

The SENDCo maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each term when an analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

Graduated Response to Learning Difficulties

We aim to offer a graduated response to additional needs following an assess, plan, do, review cycle. Parental input and support are important to ensure that the individual child has the best opportunities for success. Close liaison between parents and school will ensure that everyone involved in the individual child's education are able to offer the most appropriate learning opportunities for the child through a holistic approach.

The aim for every child is for them to make adequate progress no matter what their starting point is or the complexities of their needs.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches but betters the child's previous rate of progress.
- Ensures access to the full curriculum.

Children with Social, Emotional and Mental Health Difficulties

At Summerville Primary School, we work hard to ensure that our behaviour system is fair, however we do realise that some children can present with challenging behaviour for a variety of reasons.

We strive to quickly identify children who have difficulties with social emotional and mental health which can impact on their behaviour. The school completes Boxall profiles for every child in school to identify difficulties at the earliest point so that appropriate support can be provided.

Children who are displaying behavioural difficulties are initially supported through positive praise / reward charts to highlight positive choices they make on a day to day basis/ hour by hour basis. School liaises with parents and record the child as having additional needs. We believe that with early intervention and firm consistent boundaries children can achieve. Individual targets may be set through an individual plan which focuses on supporting the child to achieve small steps in behaviour and improvement. All behaviour plans that are written are underpinned by the values, aims, rights and responsibilities that form this policy. We recognise that whilst the aim is to follow the systems for all children, it may be necessary to consider how these systems and routines can be adapted for children with SEND on an individual basis.

Place 2Be

At Summerville Primary School, children with emotional, social and mental health difficulties can have access to play therapy with our Place2Be service (please be aware that we only have 4 spaces at a time).

PINS Project

Staff have engaged with the Partnership in Inclusion and Neurodiversity in Schools Project (PINS) to develop their understanding of Neurodiversity and how to support children who are Neurodiverse.

Emotionally Friendly School

All staff have undertaken a significant amount of attachment training and, as a school, we are working towards becoming an Emotionally Friendly School.

CONCERNS ABOUT A PUPIL

Initially a class teacher, other member of staff, parent or outside agency may express concern about an individual child. At this point a referral form is passed to the SENDCo who is informed of the reasons for concern. After discussion with the school SENDCo the class teacher approaches parents about the concerns raised. Parents of the child concerned are asked for their opinions and if they have any additional information to offer. At this point, the child is recorded as cause for concern and additional targets are set for the child, within the classroom setting, adapting learning activities and making use of adapted resources as needed. Children will often be included in a small support group to undertake interventions focusing on specific targets alongside other children with similar needs. It is the class teacher's responsibility to keep records of any additional interventions undertaken to support the child.

If the concern is around the child's behaviour, a behaviour log on CPOMS (online secure behaviour records) will be completed giving details of any significant incidents. The SENDCo and senior leaders have access to these records. The child will continue to be monitored.

NEXT STEP

If the child makes good progress, the class teacher and SENDCo may decide to remove them from the cause for concern school list.

For some children it is necessary to gain additional advice and support from professional outside of school. This advice and support will be implemented within school, wherever possible to impact progress.

Where additional support is in place from an outside agency the child is placed on the schools SEND list. It is the responsibility of the child's class teacher (supported by the SENDCo as needed) to meet with parents to ensure they understand the concerns and that their thoughts and opinions are taken into account. When a child is recorded as SEND, details relating to their needs will be recorded on the school 'SIMS' system.

SPECIAL EDUCATIONAL NEEDS

For many children with SEND an Individual Learning Plan (IEP) is written taking into account the strategies and targets suggested by outside agencies. It the responsibility of the class teacher to share these targets with parents and pupils. This plan will be reviewed on a half termly basis.

Children may continue to receive small group support, both within the classroom and outside the classroom when appropriate. Withdrawn support, either 1:1 or in a small group, may take place for short periods. Interventions may be offered for literacy, maths, speech and language, social interaction and emotional and behavioural support. Often children require highly targeted 1:1 teaching to implement strategies and individual learning programmes suggested by outside agencies such as speech therapy or Occupational Therapy.

As previously, the responsibility for overall progress remains with the class teacher and it is their responsibility to continue to adapt learning within the classroom to meet the child's needs, in addition to withdrawn support. The class teacher and LSA will work closely together to try to meet the child's needs. Withdrawal sessions will be carefully monitored to try and ensure that the child does not miss out on important or enjoyable aspects of the curriculum. The practitioner working with the child will keep clear records of the intervention and share outcomes of sessions with the class teacher through brief discussion. More comprehensive assessments may be undertaken towards the end of an intervention to show details of progress. Parents will be kept informed of the details of their child's support and progress made. Their contributions to support at home and opinions with regard to progress will be sought informally by the class teacher.

NEXT STEP

The purpose of supporting and monitoring a child's additional needs is to ensure that they fulfil their individual potential. It may be necessary for school to seek further support from outside agencies in assessing and meeting a child's individual needs. This is usually because a more specialised opinion is needed in creating the best learning opportunities for a child or because the child may have a condition or disability that has as yet gone undiagnosed. Referrals may simply result in expert advice, more detailed assessments and/or more in depth support. Depending on the child's needs they may be referred to one of the following agencies:

- Educational Psychology.
- Children and Adolescent Mental Health Services (CAMHS).
- Speech and Language Therapy.
- Health Team, including school Nurses and health visitors (if child is under 5 yrs).
- Consultant Community Paediatrician.
- Salford Learning Support Service. Cognition and Learning including Speech Language and Communication Needs, dyslexia, dyscalculia, Moderate Learning Difficulties, Irlen syndrome and physical disabilities, Autistic Spectrum Conditions, Hearing Impairment, Visual Impairment.
- Physiotherapy and Occupational Therapy team.
- Pupil partnership Centre.

In all circumstances parental views will be sought and, as a school, we aim to deal sensitively when sharing our thoughts with parents whilst remaining honest about our concerns. In addition, it may be that a parent asks school to support a referral to an outside agency or an

outside agency requests that school make an additional referral for a child. Referrals will be prioritised on a needs basis and school will take the lead in prioritising these as we have the overall picture of the needs levels in school. This does not take away from parental choice and parents continue to be free to seek referrals though medical channels.

When a child is receiving additional input from an outside agency it is vital that information is shared between parents, school and the outside agency. This will ensure that all concerned can work together to meet the child's needs. When this includes liaison with medical staff and medical appointments such as CAMHS, the parent MUST take the lead in ensuring the class teacher/SENDCo has timely up to date information. It is really helpful for parents of children with outside agency involvement to bring in health letters, assessments and reports regarding their child so that information can easily be shared more consistently and easily.

REFERRAL FOR AN EDUCATION HEALTH AND CARE PLAN

It may be necessary, for a small percentage of pupils, to request an education, health and care plan (EHCP). This is necessary when a child's needs are severe and complex. An education health and care plan can be requested by parents, school or other professionals working with the child or young person, such as medical staff. We aim that children will start school with EHCP's already in place. However, there will be circumstances where a request will need to be made once a child has started formal education and their difficulties become more apparent. Where school does not support the need for an EHCP, parents are free to make a parental referral and can seek support from Salford Information and Advice Service (SIASS).

https://www.salford.gov.uk/schools-and-learning/info-for-parents.

EHCP referrals are now made through the EHCP Hub which allows parents and schools to make referrals and offers immediate access to progress through the EHCP assessment process. Including access to reports from school, outside agencies and the family.

Should a request be made for an education health can care plan, parents will be supported in completing 'My Story.' This gives detailed information about their child including their needs and gives parents and the child the opportunity to tell their story once rather than needing to repeat it many times to different professionals.

If school feel that it is appropriate to make an EHCP request the school will involve the Educational Psychologist if this has not already taken place. The SENDCo will then complete the appropriate form with support for the child's class teacher. This will then be forwarded to the Local Authority together with the child's My Story. The school will provide detailed advice about the child and will attach all appropriate assessments, reports and information regarding the child including information from outside agencies who have been involved with the child.

The LA may decide when looking at all the evidence that there is no need for assessment and that the child's SEN needs can be met within the school with continued targeted support and adaptation. If 'No to assess' is decided by the LA, the school will have a period of at least 6 months prior to requesting and EHCP again if this then felt necessary.

If the LA consider the child's needs warrant an assessment, support in school will continue as before whilst the assessment process, involving all outside agencies who are involved with the child, takes place.

NEXT STEP

If an EHCP is awarded, it will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP.
- Established through parental/pupil consultation.
- Set out in IEPs.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support where specified.

REVIEWS OF THE EHCP

EHCPs must be reviewed annually (bi-annually if under 5). These are Child Centred Reviews. The SENDCo will organise these reviews and invite:

- The pupil's parent.
- The pupil if appropriate.
- The relevant teacher.
- A representative of the SEN Inclusion and Assessment Team (if appropriate).
- Parent will be offered access to SIASS, who provide additional support for Parents who are moving through the EHCP process with their child.
- The Educational Psychologist (if appropriate).
- Any other person the SENDCo or parent/carer considers appropriate – This may be any other professionals currently supporting the child.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- If appropriate to set new objectives for the coming year.

At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

Separate guidance is available in leaflets from the local authority and at https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/education-health-and-care-plans/

PARTNERSHIP WITH PARENTS/CARERS

Parents have a vital role in the identification of and support for SEND pupils. Every effort is made to work in partnership with parents at every stage. The SENDCo is happy to meet with parents on request to discuss their child's SEND.

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

- Keeping parents and carers informed and giving support if necessary/requested.
- Working effectively with all other agencies supporting children and their parents/carers.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate access arrangements.
- 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.
- 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 the child.
- Making parents and carers aware of the Parent Partnership services (if necessary).
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child (if applicable).

INVOLVEMENT OF PUPILS

- We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning).
- Self-review their progress and set new targets.
- In addition, pupils who are identified as having SEND are invited to participate in Action Plan reviews and setting of individual targets

COMPLAINTS

If you want to complain about your child's SEN support, you should do so whilst your child still attends the school. This includes complaints regarding the education your child receives that is required by your child's EHCP. Please speak to our SENDCo Jo Forman about your complaint. If you do not feel your complaint has been resolved, you should follow our school's complaint's procedure.

CONFIDENTIALITY AND DATA PROTECTION

All information SEND information relating to children, including Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it.

EHC plans will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child. *see our Data Protection and confidentiality policy for more information. If you have any questions about this policy please contact the SENDCo or head teacher.

SEN SUPPORT PROVISION

The head teacher decides the placement of SEN support staff in consultation with the school leadership team. During the year, SEN support staffs timetables may be altered to best meet the needs of the children with SEND. Though we appreciate that change is difficult for some children and we aim to minimise any unnecessary changes in staffing, unfortunately it is sometimes unavoidable. The SENDCo is available to support SEN support staff as necessary, as are the class teachers and curriculum leaders including the Head teacher, Leanne Straker, Deputy Head teacher, Joanne Bryden and Assistant Head teacher: Cath Tierney.

STAFFING AND PARTNERSHIPS WITH BODIES BEYOND THE SCHOOL.

Together with the senior leadership team, the SENDCo is responsible for ensuring that staff are provided with training around SEND matters at staff meetings as appropriate.

OUTSIDE AGENCIES

The school receives support and advice from Salford Children's Services (Local Authority.) Visits from Senior Educational Psychologist take place half a day a week. At the beginning of each half term, the SENDCo and Educational Psychologist discuss pupils and prioritise for the half term.

At Summerville, we also have good links with Speech and Language therapists, the school nursing team and health visitor team, paediatricians, a generic consultant from the learning support service, a CAMHS practitioner linked to the CAMHS school pilot and the Primary Inclusion Team based at Alderbrook. There are also further links with other health and social service professionals.

The school also uses the Family Assessment Framework FAF- (previously referred to as a CAF) a Team around the Child model (TAC) to support families and children who wish to engage in additional support. This gives the school a holistic view of the child and their family, therefore enabling school to request appropriate support from relevant services both within school and from agencies out of the school setting. The services school may access through this are the Health Team, Salford Families, FAF Team, Children's Services, Drug and Alcohol Rehabilitation Team, Gaddam Centre, Salix Homes and other housing associations, Triple P Parenting Support and Webster Stratton.

School follows the Child Protection Policy with regards to safeguarding and protection of all children. It states, "The school recognises that it has a specific duty to safeguard and protect children from abuse as defined in the children's Act 2004 and the Education Act 2002. The overall intention and purpose behind the school's child protection policy is underpinned by the fundamental principle of the Children's Act 1989:

"The welfare of the child is paramount"

Dept. for Schools, Families and Children's Services (DCFS; 1989)

Transition

The school recognises the importance of close contact with other schools as pupils start school or move between the stages of education or move home either within or outside the authority. In the Early Years, The SENDCo makes links with parents of children with SEND, previous educational settings and outside agencies involved with the child at the earliest opportunity, to ensure that good transition can take place and the child's needs can be met. The SENDCo will also make every attempt with the SENDCo at a child's new school to discuss SEN records prior to a child moving from or to the school. SEN records are sent on to the appropriate school at the earliest opportunity along with other school records. As well as annual reviews, a formal transition review will be held for children with an EHCP in year 5 or 6 and the high school that they are interested in attending will also be invited. At Summerville we have built close links with local high schools and ensure that appropriate additional transition plans are put in place to support children with SEND as required.

Government Documentation related to this policy:

The SEND Code of Practice: 0-25 years (2015)

Working Together to Safeguard children (2013)

The children's Act 1989 Guidance and Regulation Volume 2 (Care Planning Placement and Case Review)

Equality Act (2010 Advice for schools

Reasonable Adjustments for Disabled Pupils (2012)

Supporting Pupils at School with Medical Conditions (2014)

The mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)