



# St Lawrence C of E Primary School 2024

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT AND POLICY





# Introduction

At St Lawrence Primary School we recognise that our pupils have various needs and aspirations. We are committed to the inclusion of all pupils by providing a broad and balanced curriculum, made accessible through adaptive teaching approaches. However, the needs of some children require consideration beyond what is given to other pupils. Government Legislation dictates the school's framework (the Special Educational Needs Code of Practice 2014). We are committed to the early identification of special needs and will provide teaching and learning contexts, which enable every child to achieve his or her full potential.





# Aims and objectives

The aims of this Information Report and Policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special education needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to access the school curriculum.
- To ensure that parents can play their part in supporting their child's education.
- To ensure that our children have a voice in this process.





# Parent Information (SEND) local offer

Introduction All Shropshire Local Authority (LA) maintained schools are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The broad 'areas of need' as identified in the Revised Code Of Practice (2014) are:

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







# What is the SEN Information Report?

The LA Local Offer • The Children and Families Bill became statutory in September 2014. From this date, Local Authorities (LA) and schools were required to publish and keep under review information about services they expect to be available for children and young people with special educational needs/disabilities (SEND) aged 0-25. This is the 'SEN Information Report'.

Shropshire Local Offer link: <http://new.shropshire.gov.uk/the-send-local-offer/>

- the Local Offer intends to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

## **The School Local Offer (information Report)**

- This utilises the LA SEN Information Report to meet the needs of SEND pupils as determined by school policy and the provision that the school can provide.





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# Questions

Please find below answers to questions giving more information on the Local Offer from St Lawrence C of E Primary.





# Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Class teacher is Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work and additional support) and informing the Special Education Needs/Disabilities Coordinator (SENCo).
- Writing Pupil Support Plans (PSPs) in consultation with parents, reviewing these with parents at least once every term and planning for the next term.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND







Our school SENCo - Mr Reynolds is responsible for:

- Developing and reviewing the school's SEND policy.
- Coordinating support for children with special educational needs or disabilities (SEND).
- Ensuring that parents and carers are:
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is receiving
  - iii) involved in reviewing their progress
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.





Our Headteacher – Mr Brannen is responsible for:

- The day-to-day management of all aspects of the school, including the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo/Inclusion Manager and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND. The SEND Governor – Mrs Turner Responsible for:
  - Making sure that the necessary support is given to any child who attends the school, who has SEND.

- School contact telephone number 01694 722682
- SENCO email: [mike.reynolds:@st-lawrenceprimary.co.uk](mailto:mike.reynolds:@st-lawrenceprimary.co.uk)





# What are the different types of support available for children with SEND in our school?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work Intervention which may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant (TA).





b) Specialist groups run by outside agencies e.g. Speech and Language therapy, school transition support.

### **SEN Support**

If your child is identified by the SENCo or class teacher as needing some extra specialist support in school from a professional outside the school, this will be referred to as ‘SEN support’ and your child will have a Pupil Support Plan which will help identify and target areas of difficulty.

Outside agency support may be from:

- Local Authority central services such as Sensory Inclusion Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service, Specialist School Outreach Services (Woodlands Outreach, TMBSSS, the Learning Support Advisory Teacher (LSAT) and Spectra.

### **What could happen:**

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child’s particular needs more clearly and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.







### c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This has been provided via a Statement of Special Educational Needs.

Since September 2014 this support has been known as an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Inclusion Service (for pupils with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.





For your child this would mean:

- The school or you can request that Local Authority Services carry out a needs assessment of your child. This is a legal process which sets out the amount of support that will be provided for your child.
  - After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
  - After the reports have all been submitted, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the amount of individual/small group support your child will receive from the Local Authority, how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.





# St Lawrence SEND Hub

At St. Lawrence, we are proud of being an inclusive school, where we can find and nurture the potential in every child.

- Our provision provides specialist support for up to eight primary-aged children who have a range of complex needs in communication and interaction and may have additional co-existing conditions requiring specialist support and interventions. Some of these children may have a diagnosis of autism.
- Children are placed at our specialist provision by the local authority following consultation with the school. Children who are placed in the hub will have an Education, Health and Care Plan. They will access mainstream provision which will be adapted to meet their individual needs and they will be supported by a Hub TA throughout their school day. Individualised, personalised timetables are drawn up by their class teacher in consultation with Hub TAs. We have separate Hub bases which these pupils can access when they need a quieter environment.







# How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you can make an appointment to speak to the Special Education Needs/ Disabilities Coordinator (SENCo), Mr Reynolds.

The school SEND Governor, Mrs Turner can also be contacted for support.

If you have a complaint concerning SEND, please speak to Mr Reynolds, SENCO in the first instance. Mrs Turner, our SEN governor can also be contacted.

The school complaints policy is also available on the school website.







## How will the school let me know if they have any concerns about my child's learning in school?

We recognise the importance of the early identification of special educational needs to ensure pupils are fully supported in their learning.

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan, carry out and review any additional support for your child and draw up a Pupil Support Plan if sufficient progress is not then made.
- Discuss with you any referrals to outside professionals to support your child's learning.





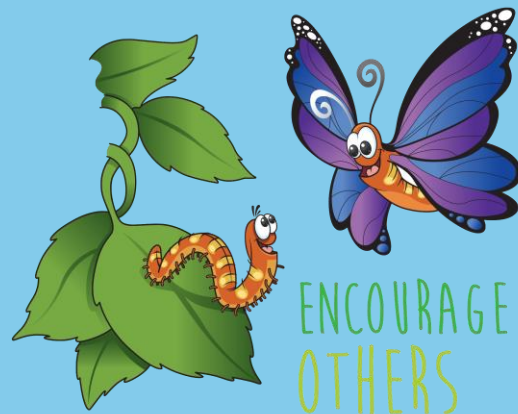
## How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Shropshire LA, includes funding for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

- i) the children getting extra support already
- ii) the children needing extra support
- iii) the children who have been identified as not making as much progress as would be expected and decide what resources/training and support are needed.

Schools identify the needs of their pupils on class provision maps which for SEND pupils identifies all resources and planned support. This is reviewed regularly and changes are made as needed.





# Who else provides services to children with SEND in our school?

## School provision

- Teachers responsible for teaching SEND groups or individuals on a part-time basis
- Teaching Assistants working with small groups or individual children

## Multi-Agency Provision including Local Authority Provision delivered in school

- Specialist School Outreach Services
- Educational Psychology Service
- Spectra Inclusion Support Team
- Parent Partnership Service
- Learning Support Advisory Teacher Information





### Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- 0-25 Emotional, Health and Well-being Service BeeU

### Specialist organisations

Useful websites offering support and advice for teachers and Parents:

- British Dyslexia Association (BDA)
- Down's Syndrome Association (DSA)
- National Autistic Society
- Autism West Midlands







## How are the teachers in our school supported to work with children with a SEND and what training do they have?

The SENCO's job is to support the class teacher in planning for children with SEND.

Mr Reynolds has the following qualifications:

- National SENCO Award (NASENCO)
- Qualified teacher status

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole-school training on SEND issues such as Autistic Spectrum difficulties (ASD), Speech and Language (S&L) and specific Learning Difficulties (SpLd).

Individual teachers and support staff attend training courses run by the Local Authority and outside agencies.





# How will the teaching be adapted for my child with SEND?

At St Lawrence CE school we believe in inclusive practice and all staff will ensure that pupils with SEN are engaged in activities with pupils who do not have SEN. This will be achieved through:

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, ensuring that your child's needs are met.
- Support staff, under the direction of the class teacher, adapting planning to support the needs of your child where necessary to ensure individuals are learning alongside their peers.
- Specific resources and strategies, including teaching assistant support, will be used to support your child within the class.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.





# How will we measure and evaluate the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term in reading, writing and numeracy.
- At the end of each key stage all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Where necessary children will have a Pupil Support Plan. Targets will be set in consultation with parents and progress against these targets will be reviewed termly, evidence for judgements assessed, and a future plan made.
- The progress of children with a statement of SEND/ EHC Plan will be formally reviewed at the Annual Review, with all adults involved with the child's education. Progress towards outcomes will be reviewed and smaller targets which break down the outcomes will be set at the review meeting and incorporated into Pupil Support Plans (PSPs)





The SENCo will also check that your child is making progress within any individual or group that they take part in and a 'Plan, Do, Review' cycle will be established to ensure interventions are effective.

- Regular book scrutinies and lesson observations will be carried out by members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching for all children is high.
- Assessment within the school SIMS programme is used to track the progress of all pupils and is used by the SENCo to monitor the progress of pupils with SEN.



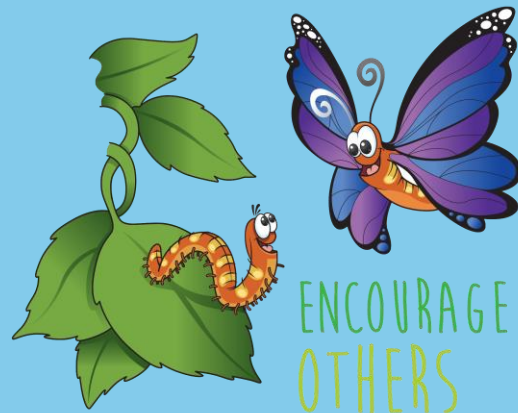




# What provision does the school make for the range of SEND which may be identified?

As a school, we are committed to looking ahead to the range of needs which the school can and may be required to provide for so that all pupils have the same opportunities. While the school has provided a range of interventions and resources for pupils with SEN over the years, we recognise that every child is unique and that one strategy or resource does not necessarily have an impact on all pupils. In respect of this, we will continue to seek the advice of outside professionals and personalise the support where needed. This may involve the purchase of new resources or training for staff. As such, while the following pages set out the school's response and main provision based on what has had the greatest impact on pupils, it is by no means exhaustive. The response is divided into 4 main areas:

- Cognition and Learning difficulties including General/Moderate Learning Difficulties, Specific Learning Difficulty – Dyslexia.
- Specific Learning Difficulty dyscalculia, Down Syndrome. Communication and Interaction including Physical dyspraxia (DCD) Autistic Spectrum Disorder (ASD) /Asperger's Syndrome, speech-language and communication needs.
- Social, Emotional and Behavioural Needs
- Sensory and/or Physical Needs Including visual impairment, hearing impairment and physical and medical conditions





# Cognition and Learning: Specific Learning Difficulty – Dyslexia

The school identifies pupils who are having continued difficulties with accurate and fluent word reading and spelling. A targeted programme of support through continued cycles of 'plan, do review' will be put in place throughout KS1. If difficulties persist, despite continued support, the SENCo, in agreement with parents, may undertake a dyslexia screening with the pupils in KS2 which will assess the level of 'risk'. This gives teachers and parents an indication as to whether or not the pupil may develop dyslexia. Following discussions with the pupil, parents, and SENCo, the school will ensure that:

- The necessary support and provision are in place
- Where necessary, teaching is adapted, differentiated and personalised
- an appropriate level of in-class support is in place
- specific, targeted intervention programmes are employed to support learning Part of the provision may include:
  - 1:1 teaching using specialist dyslexia programmes e.g. Toe by Toe reading and Word Wasp spelling interventions, Beat Dyslexia programme.
  - 1:1 or small group teaching using The Dyscalculia Resource Book and Toolkit
  - Strategic use of a TA (Teaching Assistant).
  - 1:1 reading with school staff, supported with additional reading sessions with adult volunteers.
  - High-quality additional teaching of phonics.
  - Precision teaching to support reading.
  - Phonics Readers sets of reading books to support SpLD difficulties.





# Cognition and Learning: Down's Syndrome

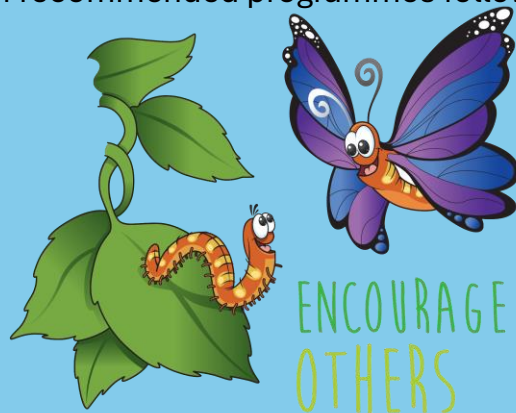
When a pupil with Down's Syndrome is admitted to the school, we follow their Educational Health Care Plan or if this is not in place we would put a Pupil Support Plan in place. Should this not meet the needs of the child then we would work with outside agencies to draw up an EHCP.

The SENCo will ensure that:

- The necessary support and provision is in place
- Teaching is adapted, differentiated and personalised for the child
- There is access to appropriate learning resources
- An appropriate level of support is in place from an additional adult
- The school undertakes training

Part of the provision may include:

- Strategic use of a TA
- Use of visual clues to support learning
- Sit pupil appropriately to support hearing
- Reading/phonics and mathematics programmes to support the learning
- Implementation of recommended programmes following training



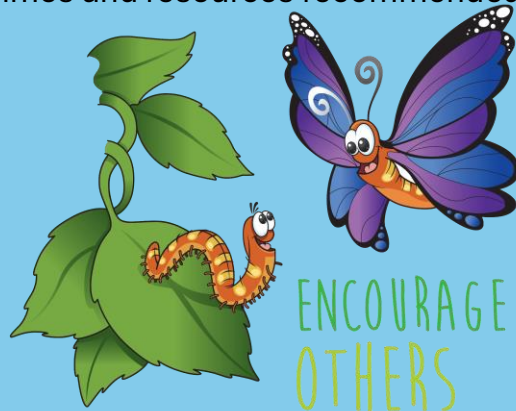




# Communication and Interaction: Dyspraxia (Development Co-ordination Disorder)

The school will identify any pupil having continued difficulties with movement and coordination. The pupil will be identified through their Pupil Support Plan for this. If dyspraxia is suspected, then the SENCo in agreement with the parents will ensure that the child is referred to another healthcare professional (usually an Occupational Therapist) and provide school-based information from the PSP to assist with further support. The SENCo will ensure that:

- The appropriate paperwork is filled in to enlist the support of the appropriate external agencies.
- Advice from the health care professional is carried out
- The necessary support and provision are in place
- Access to appropriate learning resources are available
- An appropriate level of in-class support is in place
- Specific intervention programmes are used to support pupils
- Strategic use of a TA (Teaching Assistant)
- Cool kids programme (Staff are trained in this programme)
- Development programmes for fine and gross motor skills
- Handwriting activities
- Use of a laptop • Use of 'caring cutlery'
- Resources such as wobble cushions, weighted cushions, pencil grips and adapted rulers, (all available in school.)
- Any other programmes and resources recommended by the OT







# Communication and Interaction: Autistic Spectrum Disorder (ASD) /Attention deficit hypoactivity Disorder (ADHD)

The school identify pupils having continued difficulties with communication and demonstrating characteristics associated with ASD. Pupils will have a PSP (Pupil Support Plan) for this. If ASD/ASHD is suspected, then the SENCo may explore such behaviours further by asking parents and staff to complete an ASD Tool Gathering Questionnaire or the ADHD Vanderbilt Rating Scale to provide further insight into possible neurodevelopmental syndromes. Once sufficient evidence is gathered, and in agreement with parents, the SENCO may refer the pupil to a specialist outside agency such as Spectra or the Child Psychology Service. Depending on the outcome of these assessments and the advice given, the school may then refer the pupil to BeeU (formally known as CAMHS) The SENCo will ensure that:

- The appropriate paperwork is completed to enlist the support of the appropriate external agencies
- Advice from the external professionals is carried out
- The necessary support and provision is put in place
- Access to appropriate learning resources are available
- Appropriate level of support is in place from an additional adult
- Access to specific intervention programmes are available
- Measures are put in place to ensure a smooth secondary transition





# Communication and Interaction: Autistic Spectrum Disorder (ASD) /Attention deficit hypoactivity Disorder (ADHD)

Part of the provision may include:

- Strategic use of a TA (Teaching Assistant)
- Use of Social Stories
- Use of a laptop Visual timetables and structured activities
- Support at lunchtime
- Early notification of changes to routine – First & Next visuals
- Any other programmes and resources recommended by external professionals
- Appropriate training for staff
- Communication book with parents/carers

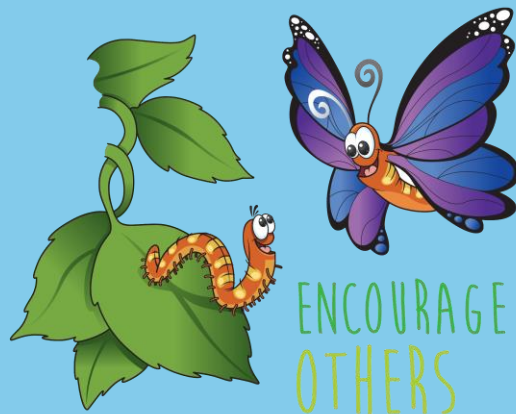




# Communication and Interaction: Speech Language and Communication Needs

The school identifies pupils who are having continued difficulties with either the ability to understand words and sentences, an inability to process and combine sounds to say words, communicate in the right way, understand non-verbal communication or have difficulties in all four areas. Pupils will have a PSP (Pupil Support Plan) drawn up for this. If difficulties continue, then the SENCo in agreement with parents will refer the pupil to a Speech and Language Therapist (SALT) or a specialist Language Teacher (SSLIC Team). This will determine the communication needs of the child. The SENCo will ensure that:

- The appropriate paperwork is filled in to enlist the support external agencies
- Advice from the external professionals is carried out
- The necessary support and provision is in place
- Access to appropriate learning resources is in place
- An appropriate level of in class support is in place Specific intervention programmes are accessed if necessary
- Strategic use of a TA (Teaching Assistant)
- Individual programmes devised by the SALT • Visual timetables
- Specific training for staff
- Any other programmes and resources recommended by external professionals







# Social, Emotional and Behavioural Needs

The school will identify when pupils are having continued difficulties with behaviour or need support to improve their emotional and social development. Intervention from our pastoral team may be implemented.

This may take the form of:

- Targeted intervention to improve self-esteem and attachment issues through the Reach for the Top Programme
- Sessions to help pupils to manage their feelings and emotions.
- Support to help with friendship difficulties
- In addition to the above support, we offer a range of lunchtime clubs to support pupils during this less structured time.
- Several members of staff have received attachment disorder training.

A PSP (Pupil Support Plan) and a record of provision will be drawn up to further support pupils if necessary. If difficulties continue, then the SENCo in agreement with parents will, depending on the reasons for the behaviour, either seek support through an Early Help Assessment, Woodlands Outreach Service, the Educational Psychology Service or Spectra.







# Social, Emotional and Behavioural Needs

The SENCo will ensure that:

- The appropriate paperwork is filled in to enlist the support of the appropriate external agencies
- Advice from the external professionals is carried out
- The necessary support and provision are in place
- Access to appropriate learning resources are in place
- An appropriate level of in-class support is in place
- Strategic use of a TA (Teaching Assistant)
- Individual programmes advised by external professionals
- Social Skills and/or Self Esteem interventions and the intervention of the Pastoral Support team and/or school nurse
- Communication book
- Specific training for staff
- Use of a nurture room for those children who may, at times, need a calm, quiet environment.
- lunchtime support for pupils who require extra guidance and a lunchtime supervisor lead buddy system.

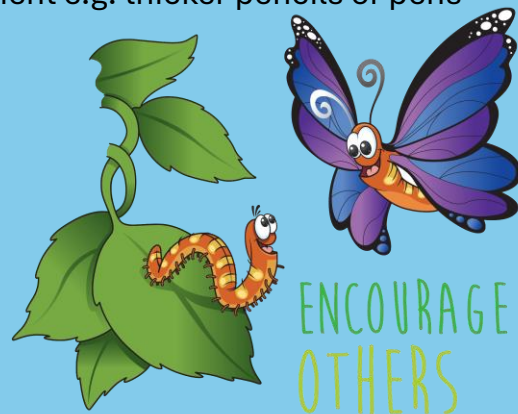




# Sensory Physical and/or Physical Needs Visual impairment.

Visual impairment impacts on all areas of the curriculum and requires specialist advice and support in order for pupils to be fully included. We follow the advice given by a Teacher of the Visually Impaired to help support our visually impaired pupils. If characteristics of visual impairment were identified by the school and were a concern, then in the first instance, the school would recommend that the child should see an Optician or GP who would be able to refer them to a Consultant Ophthalmologist if necessary. A Pupil Support Plan would be put in place. The SENCo will ensure that:

- The appropriate paperwork is filled in to enlist the support of the appropriate external agencies
- Advice from the external professionals is carried out
- The necessary support and provision is in place
- Access to appropriate learning resources are in place
- An appropriate level of in-class support is in place
- Staff training on visual impairment is attended
- Ensuring an uncluttered environment and good levels of contrast
- Seating visually impaired pupils at the front or close to the focal point of the lesson strategic use of a TA • Visually friendly fonts
- Individual programmes devised by a Teacher of the Visually Impaired
- Specialist equipment e.g. thicker pencils or pens





# Sensory and/or Physical Needs Physical and medical needs.

There are a range of physical and medical needs which the school may need to provide for. Consultants, Physiotherapists, Occupational Therapists or the GP will have made the diagnosis of a physical or medical need. The SENCo will ensure that:

- The appropriate paperwork is filled in to enlist the support of the appropriate external agencies
- Advice from the external professionals is carried out
- The necessary support and provision are in place
- Access to appropriate learning resources is in place
- An appropriate level of support is in place
- Strategic use of a TA (Teaching Assistant)
- Individual programmes recommended by outside agencies
- Any other programmes and resources recommended by external professionals to meet their needs including physical adaptations to the schools' layout.
- Staff training as necessary





# Medical Provision

The school nurse is available to offer medical advice to staff and parents.  
We offer the following NHS services on an annual basis:

- EYFS and Year 6 height and weight checks
- EYFS eye screening
- EYFS - Year 6 flu immunisation





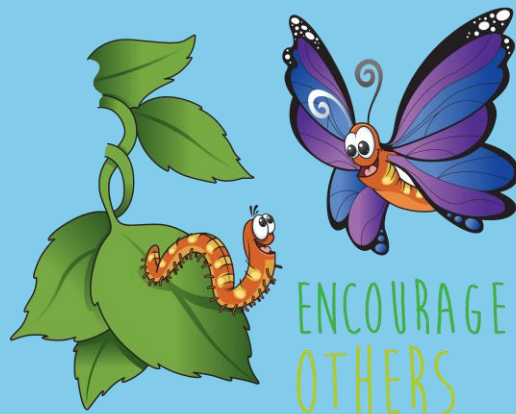


# What support do we have for you as a parent of a child with a SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

- Pupil Support Plans will be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- The school can signpost parents to additional services such as SEND Parenting Courses and their advice line and sleep workshops. Please speak to Mike Reynolds (SENCO) or Zoe Robinson (Family Support Worker)





# How is St Lawrence CE Primary School accessible to children with SEND?

- The building has disabled parking.
- The school is on one level and ramps have been fitted in key entrances to the school.
- There is a disabled toilet and shower.
- The swimming pool has a winch fitted.
- We ensure, wherever possible, that the equipment used is accessible to all children regardless of their needs.
- Extracurricular activities are accessible for children with SEND.
- Accessibility Policy is available to view on our website.
- Enhanced colour contrast on handles and thresholds to aid visual impairment





# How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. Learning Plans and EHCPs will be shared with the new teacher.

In Year 6:

- The SENCO will liaise with staff from the Secondary school and ensure records are passed on at a discussion meeting.
- The SENCo will write a report for all Y6 pupils identified as having special needs which will be sent to the relevant secondary schools.
- Additional transition sessions are built in where deemed necessary.
- Children who have input from BeeU may be invited to additional workshop sessions to help prepare them for the transition.
- Support staff from the secondary school meet with Y6 teachers and pupils during the summer term.

