



John Emmerson Batty

Special Educational Needs and Disability (SEND) Policy 2020

Achieve ... Believe ... Challenge

Contents

Aims.....	2
The role of the SEND Co-ordinator.....	2
Identification, assessment and provision for pupils with SEND	2
Levels of identification of SEND need.....	3
Termly Pupil Review Meetings.....	3
Children with Education Health Care Plans.....	4
Monitoring	4
Intervention strategies to support children with SEND.....	4
External Support Agencies.....	5
Supporting pupils with medical conditions.....	5
Supporting pupils with disabilities.....	5
English as an additional language (EAL).....	6
Training.....	6
Partnership with parents / carers	6
Arrangements for considering complaints about SEND provision within school.....	6
Policy Review	6
SEND Information Report (The Local Offer)	7
Education Health Care Plan Pathway.....	16

Aims

As outlined in the *SEND Code of Practice, January - 2015*;

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives”

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision (namely provision different from or additional to that normally available to pupils of the same age); that is within the four broad areas of need. These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulty
- sensory and or physical need

At John Emmerson Batty Primary School our objectives are:

1. To identify and provide support for pupils who have SEND and additional needs
2. To work within the guidance provided in the SEND Code of Practice January 2015
3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
4. To create a support structure to enable individuals to achieve

At John Emmerson Batty Primary School the needs of our pupils are monitored by a team of people, which includes the Head Teacher, SENDCo, SEND Governor, all teaching staff and teaching / support assistants.

The role of the SEND Co-ordinator

The Special Educational Needs and Disabilities Co-ordinator for John Emmerson Batty Primary School is Mrs Jayne Hogg, (NASENCO qualification held). The SENDCo is also a member of the Senior Leadership Team (SLT).

The SENDCo will:

- Work in conjunction with staff to identify and monitor children who have SEND
- Be updated about the progress of SEND children from each year, following termly review meetings
- Oversee the SEND records of all children on the SEND register
- Arrange for assessment (where appropriate), and ensure permission is requested from parents / carers
- Liaise with external agencies e.g. Educational Psychologist, Specialist Teaching Service
- Work with Head Teacher, SLT and SEND Governor, to evaluate information and inform them of any issues

Identification, assessment and provision for pupils with SEND

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about a child's performance in relation to national expectations. These judgements will be discussed during termly progress review meetings (with teaching staff / Head Teacher) and Pupil Progress Meetings, where conversations with parents / carers and pupils will inform Individual SEND Support Plans.

We also identify SEND needs through:

- information directly given by parents / carers

- data gathered from in-school assessments
- recommendations from other professionals; e.g. Health and Social Care

There should not be an assumption that all children progress at the same rate, therefore a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not judged to be adequate for that individual, it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Levels of identification of SEND need

<i>Level</i>	<i>Triggers</i>	<i>Process</i>
Monitor	If a child has been identified by the Class teacher and year group team as failing to make progress they will monitor the child (assess – plan – do – review cycle).	<ul style="list-style-type: none"> • Areas of difficulty will be established • <i>Discussions with parents / carers</i> • Some strategies and differentiation of the curriculum will be initiated • Wave 1 interventions (quality first inclusive teaching)
Discussions will be held at Termly Pupil Progress (Standards Review) meetings.		
SEN Support	After a period of monitoring, If a child: <ul style="list-style-type: none"> • continues to make little or no progress over a longer period, • is working at curriculum levels substantially below that expected of a child of a similar age • has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service • has on-going communication or interaction difficulties which cause substantial barriers to learning. 	<ul style="list-style-type: none"> • Specific targeted support will be initiated • Booster Group (English / Mathematics) • Further assessments may be arranged • Referral to outside agencies e.g. Educational Psychologist • Wave 2 interventions (additional provision / small group intervention)
Following targeted teaching approaches, in discussion with parents / carers, children may be placed on the SEND register. Discussions will be held at Termly Pupil Progress (Standards Review) in-school meetings; and with parents / carers during Individual SEND Support Planning conversations.		
EHCP	If a child: <ul style="list-style-type: none"> • continues to make little or no progress in relation to specific targets, • continues to work at curriculum levels substantially below that expectations • requires specialist equipment or regular specialist support 	<ul style="list-style-type: none"> • Plan and track targets • Work with support services • Work with parents / carers
It may be decided, through discussions with parents / carers, consultations with the SEND team @ Redcar and Cleveland Council, recommendations from external specialists or from multi-agency meetings that the child's needs are such that they cannot be met through regular methods and there is a need to apply for an EHCP.		

Termly Pupil Review Meetings

Each term, a meeting is held with every year group team to discuss the progress of children, where those identified as having additional needs, or those children not making expected progress are discussed in detail. From these discussions, individuals and groups of children will be targeted for specific interventions to help raise their attainment. (See Intervention Strategies.) Discussions are shared on progress and any continuing concerns so the SENDCo can offer advice and support. Meetings are also held between parents / carers and their child's class teacher to detail the interventions that their child is having in school (SEND Support Planning conversations) and additional meetings are held with the SENDCo to discuss progress (where necessary), to see if additional support is to be implemented. Assessments

are also carried out throughout the year, which informs these meetings and identifies targets to be put in place for individuals.

Individual SEND Support Plan conversations) are put in place for children with specific additional needs, such as:

- Physical aids / interventions
- Visual / Hearing impairments
- Behaviour contracts
- ASD / ADHD
- Medical needs

Targets are reviewed and evaluated and progress monitored. If a child is seen to be making progress in line with peers, they will continue to receive support where needed, but discussions will take place with the class teacher and parents / carers, as to whether or not they need to remain on the SEND register.

The detail contained within the above plans will vary in view of individual pupils' needs. Where the need is deemed more significant in relation to securing pupil progress, then a more detailed SEND Support Plan will be provided in conjunction with the views of the parents or carers.

Children with Education Health Care Plans

Where the SENDCo makes a referral for EHCP to the LA, the child will have demonstrated significant cause for concern. Parents / carers will have been consulted as part of an on-going dialogue. The school must present evidence that it has provided the first £6,000 of SEN Support for each child from the school's budget. The EHCP Pathway will be followed and schools will carry out the recommendations that are agreed to. [For detailed information re the EHCP process, stages and timings see Appendix 2: EHCP Pathway.]

Monitoring

The SENDCo evaluates the school's SEND provision as part of the School Improvement Plan. Regular meetings are held between the SENDCo, Head Teacher and teaching staff. The designated Governor, Mrs Lesley Webster, is kept informed about SEND developments, through reports at governors' meetings and on visits with the school SENDCo. The SENDCo is given half-day release each week and will spend some of the time monitoring teachers' SEND Support Planning content, to ensure needs are being met in relation to targets and progress.

Intervention strategies to support children with SEND

In upper KS2, school organisation allows for each phase to have a 'team around the child' with a class teacher, access to a teaching assistant and reduced class sizes for literacy and mathematics lessons. Work is differentiated and groups are supported at the appropriate levels to provide specific, targeted interventions. As highlighted below, there are numerous strategies that are used throughout the school. There is also flexibility to provide support across year groups, if it would benefit an individual child or group.

Quality First Teaching:

- Daily in-class support with TA
- Small group mathematics and English support
- Additional Learning Support (ALS)
- 1:1 tuition / reading support
- BLAST

- Read Write Inc – targeted phonics
- Numeracy Interventions
Wave 2 / 3 Interventions:
- Access to Booster Classes
- SENDCo support
- 1:1 TA support
- Additional Learning Support (ALS)
- Additional 1:1 tuition / support (outside school hours)

External Support Agencies

When children require additional support the SENDCo may also seek advice from other professionals. These may include (but are not limited to);

- Educational Psychologist
- Specialist Teaching Service
- SEN Support Team
- Speech and Language Therapy Service
- CAMHs (Children and Adults Mental Health Service)
- Outreach support from other schools in the Schools Teaching Alliance
- Counselling / Support Services
- School Nurse
- Hearing / Visual Services
- Physiotherapy
- Occupational Therapy

These external services might advise teachers about targets and recommendations in addition to providing specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents / carers will be kept informed of the support that is provided.

Supporting pupils with medical conditions

John Emmerson Batty Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education; although, a medical condition does not necessarily signify that a child automatically has SEND. We implement the statutory guidance in relation to provision for pupils with medical conditions. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Supporting pupils with disabilities

Not all children with disabilities have SEN. Many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheelchair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the curriculum and assessment arrangements. Facilities currently in school are; electric / sensor doors at school entrance, full disabled toilet facilities and hand rails near the stairs.

English as an additional language (EAL)

Children with limited English do not necessarily have SEND. If a child is experiencing difficulties which appear to be more than language based, then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

Training

The SENDCo will keep staff updated regarding any changes concerning SEND issues and will encourage personal development in this field. As part of the Galileo Multi Academy Trust, John Emmerson Batty continues to be part of the SEND Network, having access to training and support from other schools within the MAT and termly meetings with Redcar and Cleveland's SEND Team.

Partnership with Parents / Carers

The school will endeavour to:

- Provide clear and accurate information about the child's SEND and the purpose of any assessment, targets or intervention
- Ensure that parents / carers have the opportunity to talk with SENDCo, Class Teachers, Support Assistants and other professionals, so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Outline provision in the Local Offer [Appendix 1]
- Request permission from parents / carers before involving outside agencies for additional advice or assessments

Arrangements for considering complaints about SEND provision within school

Initially, complaints should be discussed with the class teacher. Depending on the outcome of the meeting the SENDCo should be informed or Head Teacher. Formal complaints should be made through the school's complaints policy. If no agreement can be arrived at, the parent can then approach the school's named governor with responsibility for the monitoring of the school's SEND policy. They would also be given the name of the LEA identified / nominated person who has been trained to help them deal with their problem, or the parent support service SEND IASS (SEND Independent Advice Service). It is hoped, that matters can be dealt with within the school domain.

Policy Review

Policy will be reviewed bi-annually and discussed with SLT and Governors.

Signed on Behalf of Governors: 

Date of Approval: 2nd Dec 2020

John Emmerson Batty

Primary School



Special Education Needs and Disability Information Report

Date of report:	October 2020
Date approved by Local School Board (LSB)	2nd Dec 2020
Review Date:	2nd Dec 2021
Signed on behalf of the LSB	

1.0 Context

John E. Batty Primary School is a slightly smaller than average primary school. The proportion of pupils who have special educational needs and/or disabilities (10.6%) is broadly in line with the national average (Latest IDSR) . Children that are disadvantaged or have SEND have been recognised by Ofsted as making good progress:

".....disadvantaged pupils made more progress than other pupils in the school and the few pupils who have special educational needs and/or disabilities made good progress. As a result, gaps in attainment between different groups of pupils are narrowing." (Ofsted Oct 2017)

At John E. Batty Primary School our values reflect our commitment to a school where there are high expectations of everyone. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued working in partnership with parents and carers. . We work hard to ensure there are no 'invisible' children in our friendly school community, recognising and celebrating everyone's uniqueness and success. Everyone in our school is important and included and our children tell us they feel safe and happy in school. We provide high quality learning opportunities so that each child achieves all that they are able to. We recognise learning in all its forms and are committed to nurturing lifelong learners through improving the children's confidence and self-esteem.

2.0 Key Staff

- Head Teacher: Mr Martin Kitchen
- Deputy Head Teacher: Mrs Julie Norris
- SENCO: Mrs Jayne Hogg

3.0 Guidance following in creating this document:

- SEND Code of Practice 0-25 Years Section 6
- Special Educational Needs and Disability Regulations 2014, regulation 51 Schedule 1.
- Section 69 of the Children and Families Act 2014 and reference to the Accessibility Plan, which complies with paragraph 3 of Schedule 10 to the Equality Act 2010.

4.0 Identification of needs

How does the school identify children with special educational needs and /or disability?

- Liaison with previous school or pre-school setting.
- Concerns raised by the teacher: for example changes in behaviour or issues around self-esteem that are becoming a barrier to a child's learning and having a negative impact on wellbeing.
- Concerns raised by a parent/carer.
- The identification of the individual needs of children is completed when monitoring the progress and development of all pupils.
- Where pupils are falling behind or making inadequate progress given their age and starting point, they are given extra support. At this early stage, teachers may suspect that a pupil has Special Educational Needs and/or Disabilities (SEND).
- Evidence is gathered in a variety of ways. Nursery staff, when carrying out home visits, are able to assess children informally and begin to implement a programme of support if needed. The Early Years Foundation Stage (EYFS) staff also carry out assessments to identify where children are compared to age expectations.
- If it is thought that children are making inadequate progress in any of the four areas of SEND: Communication and Interaction, Cognition and Learning, Social, Mental, Emotional Health or that they have Sensory and/or Physical and Medical needs, teachers speak to the SENDCO to relay their concerns. The SENDCO then investigates this further.
- Liaison with external agencies such as speech and language therapy service, or occupational therapist for example, parent/carer permission is always sought before an outside professional is invited into school to work with a child.
- The benefits of early identification are widely recognised, identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

How do we involve parents in planning for those needs?

- We work in partnership with parents. If parents/carers have any concerns regarding their child's progress or well-being initially, they are invited to talk to the class teacher.
- The SENDCO, Mrs Jayne Hogg can also be contacted with any concerns by phone or by face-to-face appointment if preferred.
- If, despite quality-first teaching, concerns remain over the child's current rates of progress, the SENDCO will be consulted and a decision will be made between the class teacher, SENDCO and parent/carer as to the type and level of intervention required.
- Parental consent to register children on the SEND register is sought at the earliest possible stage.
- An Individual Support Plan is then drawn up detailing the extra support that the child will receive and the impact school expects this support to have on that child. This is shared and agreed with the parents/carers and pupils. Staff have regular meetings with parents to discuss interventions and progress. This is done formally during Structured Conversation meetings where the plans are reviewed.
- This is also done informally through face to face meetings or phone calls
- Parents'/carers' comments and suggestions are always taken into account.
- If required, the SENDCO will liaise with external professionals for further advice and specialist assessment. This is always discussed with the parents and agreed upon. The special educational needs of the great majority of children should be met effectively within mainstream settings.
- In a very small number of cases, the Local Authority will need to make an Education Health Care Assessment and then consider whether or not to issue an Education Health and Care Plan (EHCP).

5. Support

Who in the school will support my child and how will this be monitored and evaluated?

The first principle of the New Code of Practice is that all teaching staff have a responsibility to deliver quality first teaching using the graduated approach. This means that, if and when, teaching assistants are being used to support a specific need, the class teacher remains ultimately responsible for planning the work and monitoring the effectiveness of the intervention.

- The impact of interventions are monitored and provision adjusted according to need. This is completed by the class teacher in consultation with the Key Stage Leader and SENDCo.
- Lessons are observed and books scrutinised by the Head Teacher, Senior Leadership Team and other staff to ensure that effective practice for all children is being delivered by all staff.
- The Headteacher and Senior Leadership Team oversee the progress of all children including those identified as having a special educational needs and/or disabilities.
- The Headteacher ensures the SENDCo and class teacher are meeting the needs of those children with SEND. The Local School Board is updated on matters relating to SEND and changes in legislation in regard to SEND.

How are the decisions made about the type and amount of provision a young person will need?

- Where it is determined that a child does have Special Educational Needs, parents will be consulted, advised and a joint decision will be made to add the child to the SEND register.
- The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put into place and so remove any barriers to learning. This support consists of a four part process: Assess, Plan, Do, Review.
- When identified as having SEND, strategies to support these children are compiled into a Individual Support Plan. This plan sets out short term, achievable targets for that child, the teaching strategies employed and if and how any extra support is going to be deployed.
- The ISP is devised and shared with the parents/carers and reviewed termly. Working in partnership with our parents is of utmost importance to school.
- Individual assessments of each child are carried out at John E. Batty Primary School at the earliest opportunity to make an accurate assessment of individual needs. Making provision and reviewing how effective it is in securing progress, can itself be part of the effective assessment of need, informing the next steps in the graduated approach.
- Interventions are judged for their effectiveness for the individual and provide further information about the precise nature of the needs. Any necessary additional or different provision identified by review is provided in a prompt manner. Young people, children and their parents are an essential part of this process.
- As deemed necessary, outside agencies may be involved with observing/assessing a child. This is discussed and agreed upon by the parent prior to involvement and coordinated by the SENDCo.

- The professional involved (be it a specialist in education, health or social care) then compiles a report which is sent both to home and school. School then has a duty of care to implement any recommendations that have been suggested. Examples of such recommendations range from purchasing specific equipment such as pencil grips and sloping boards, implementing behaviour strategies unique to that particular child and - if necessary - the child pursuing some of their education at other educational institutes for short periods of time.
- Progress is tracked within school and the progress of children on the SEND register is monitored closely to ensure that they are making their own small steps of progression.

6.0 Curriculum

How will the curriculum be matched to the needs of the young person?

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.
- School uses its best endeavours to ensure provision is made for young people who need something additional or different to what is provided for the majority.
- It is the responsibility of all teachers at John E. Batty to use different styles and strategies to ensure lessons and homework are accessible for all children.
- Children are taught in different groupings according to age, subject or support required, which ensure all needs are met. Teaching assistants are part of lessons and work with all children regardless of need.
- John E. Batty prides itself on ensuring varied levels of differentiation within the curriculum to cater for all needs across a range.
- If appropriate during lessons and assessments, laptops are provided, extra time is allowed and scribes are used to support pupils with specific needs.
- John E. Batty nurtures the whole child and ensures that the child's physical and emotional needs and well-being is also catered for.
- At John E. Batty we provide therapeutic support, for those who require it, through referrals to outside agencies for specialist emotional support as required.
- The school acts to support families in making contact and signposting other agencies that can provide appropriate support.
- At John E. Batty, working in partnership with our parents is a fundamental part of our family school.

7. Accessibility

How accessible is the school environment?

John E. Batty Primary School is an old building (1930) with a significant extension a built relatively recently (2000).

- The building is accessible to children with physical disability apart from two small rooms on the second level which are only accessible by narrow stairs.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND
- Disabled toilet facilities are available in the building.
- Any equipment is accessible to all children.

8. Parental Involvement

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

- At John E. Batty, working in partnership with parents is a fundamental part of our ethos.
- We provide two reports a year and parent consultation events where child's progress and attainment is discussed. We also hold termly drop in sessions. Staff are on the school playground both before and after school. Appointments can be made to speak to the class teacher.
- At the beginning of each academic year, Welcome Meetings with parents, carers and children are held. School has an open-door policy and the Head Teacher, Martin Kitchen, always makes himself available to parents / carers either face to face or

remotely. These meetings cover the areas of learning and national curriculum expectations and detail expected standards. Curriculum Grids are also sent home explaining the areas of learning for that term.

- Drop in parent /carer sessions and workshops (e.g. reading, phonics, and e-safety) are delivered by staff, to support with home learning.
- John E. Batty Primary School has a homework policy which enables parents to see and support their child's learning.
- In Foundation Stage we invite all parents and carers to stay for the first 10 minutes to complete learning task with their children. In this way parents and carers get a good understanding of school expectations and positive home school relationships are developed.
- Some children may have a specific book in which home and school communication can be relayed should this be necessary.
- Where remote / blended learning is required, all children have their own email and TEAMS account which allows easy communication between home and the class teacher.
- If you have further concerns, the SENDCO is always available to meet with you and discuss any concerns or worries.

9 Overall Well Being

What support will there be for the young person's well-being?

- John E. Batty Primary School is an inclusive school which welcomes and celebrates diversity and promotes British Values.
- The ethos of the school and the excellent relationships between staff, pupils and parents/carers ensures that every child's wellbeing is at the forefront of every decision made by the staff.
- Children are regularly encouraged to share their thoughts and feelings in class and assemblies.
- Every class teacher is responsible for making provision for the social and emotional needs of the children in their class.
- School is proud to have been credited with Enhanced Healthy Schools Award.
- Pupil voice is a high priority at John E. Batty. School Council meets to discuss any ideas/concerns that children have, with representatives feeding back to classes. School Council is led by the Head Teacher – Martin Kitchen.

- We have strong links with the school nurse and other agencies that can offer therapeutic support.
- Attendance is monitored closely with phone calls home made home to ensure children are safe. We work closely with our EWO and have a dedicated person to manage this aspect.
- Where behaviour is an issue, the school makes every attempt to avoid exclusions and involves various agencies to support a child with behavioural difficulties. Where necessary the school also works closely with Redcar and Cleveland Pupil Inclusion Officer as necessary.
- The school acts to support families in making contact with other agencies who can provide a range of support.
- The school has a policy regarding administration and management of medicines. A designated member of the team has responsibility for overseeing the administration and management of medicines.
- All support staff hold first aid qualifications; these are updated regularly.
- Specific staff members have also recently received training regarding medical conditions appropriate to the pupils within the school.

10. Specialist Services

What specialist services and expertise are available at or are accessed by the school?

- All staff at John E. Batty Primary School are trained in all aspects of safeguarding and child protection.
- The environment is designed to support children with individual needs e.g. visual timetables, individual work areas etc. as appropriate.
- We have some staff trained in the use of basic sign language.

As a school we work closely with various external agencies to support individual children's needs. These include:

- Speech and Language therapists
- Occupational Therapy Service
- Physiotherapists
- The Specialist Teaching Service (Learning, Behaviour and Autistic Spectrum)
- Educational Psychologists

- Children and Adolescent Mental Health Service (CAMHS)
- The LINK (Therapeutic support)
- Emerging from Violence and Abuse (EVA)
- Early Help Team
- Attendance and Welfare Service
- Social Care
- School Nursing Service
- LA Resource and Support Panel
- Early Bird Courses (autism support)

11. Staff Training

What training are the staff supporting children and young people with SEND had or are having?

- The Head teacher and SENDCo are trained in SEND issues.
- The SENDCo has attained the National Award for Special Educational Needs Coordination (NASENCO).
- All staff are trained in Safeguarding/Child Protection procedures and Practices.
- All staff have received training on principles of The New Code of Practice. The four key areas of need and an introduction to the LA SEND ranges.
- Staff have received Achievement for All Structured Conversation Training.
- Specific staff have been trained in supporting children with Autism, Asthma Diabetes, Epilepsy, use of a stoma pouch and use of Epi-pens.
- Some members of staff have attended the Team Teach training to support pupils experiencing a crisis.
- The SENDCo disseminates to all staff SEND updates regarding local and national issues.
- SENDCo has attended LA (Local Authority) training on current SEND issues
- The SENDCo attends LA led Central Cluster meetings and Galileo Trust SENCO network meetings.

12. Activities Outside of School

How will the young person be included in activities outside of the classroom including school trips?

- All extra-curricular activities are discussed as necessary with parents/carers to ensure an inclusive ethos.
- All school trips are risk assessed and this includes looking at the activities against the needs of the children
- All children are included in school trips. Reasonable modifications will be made as necessary in consultation with parents and carers. In some circumstances, with mutual agreement, Parents/carers are invited along to support their child if they wish to do so.
- When risk assessments raise a concern for a child's safety or wellbeing, parents will be consulted and an agreed way forward will be planned to ensure the child is included.

10. Transition

How will the school prepare and support the young person in joining the school and how will it support the transition to the next stage of education?

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 joining our school at the normal intake time:

- We will arrange home visits and or welcome meetings so that you can discuss your child's needs give the children time to get to know the staff.
- Where your child has specific needs, the teaching staff will liaise with the SENCO to identify what support they will need during transitioning in to school.

If your child is joining our school in the middle of an academic year then:

- You and your child will be invited to meet with the Head Teacher. During this meeting you can discuss your child's needs.
- Following the meeting with the Head Teacher, if specific needs have been identified, these will be discussed with the SENCO and further support requirements identified and implemented as appropriate in consultation with yourself.

If your child is moving to another school:

- We will contact the school SENDCO 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. All structured conversations will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.
- Pupil Progress meetings ensure that all information is passed on to relevant adults.

In Year 6:

- The Y6 teaching team and SENDCO if necessary will discuss the specific needs of your child with the SENDCO of their secondary school
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

11. SEND Resources

How are the school's resources allocated and matched to the young person's special educational needs?

- The school budget, received from the ESFA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the Local School Board, on the basis of needs in the school.
- The Head Teacher, Senior Team (Including SENDCO) discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

And decide what resources and support is needed.

Where additional funding is secured for individual children through the allocation of funds by the LA SEN Resource Panel, this is used directly to support the individual child in question. For example this may be to provide enhanced staffing ratios to enable the child in question to receive greater adult intervention.

All resources and support are reviewed regularly and changes made as needed.

12. Further Information

- Our contact details are as follows:
Headteacher: Martin Kitchen
John E. Batty Primary School,
Walnut Grove,
Redcar
TS10 3PG
- School office – Tel: 01642 484318
- Parents and carers can discuss any concerns relating to SEND with the SENCO, Mrs Jayne Hogg via the office contact details above.
- SEND Support Services Redcar and Cleveland – 01642 304561
- SEND Local Offer
People's Information Network Redcar and Cleveland
<http://www.peoplesinfolnet.org.uk/kb5/redcar/directory/localoffer.page>

Education Health Care Plan Pathway

