

School SEN detailed information

Reference number: 212-4457-1670 (submitted)

Basic Details

The school

School name*:

Please contact us if your school does not appear in the list.

Your contact details

The email address you use here will be required to access this form at a later date (if you wish to save part way through or update information after submitting). Please ensure that you supply a valid email address. It is recommended that you use a general school email address rather than one directly attached to an individual. Data supplied in this section is not for public display.

Name of person completing this form

First name*:

Last name*:

Role in school*:

Email address*:

Phone number*:

Required to access this form after saving.

How we identify and assess needs

How will you know if my child or young person needs extra help?*

Ensure that you include:

- How do you identify children or young people with SEND?*
- After identification, what would your setting's first steps be?
- Does the setting/school/college have any programmes for early intervention/help?

At St. Luke's, we aim to identify whether a child needs additional provision to support their educational, social, emotional or physical needs as early as possible in order for the correct provision to be given to them from a young age. The class teachers will provide high quality first teaching, adapted activities and make reasonable adjustments to meet the needs of all their pupils. Following this the class teacher and SENCO, working closely together if they have any concerns, will carry out assessments and observations to create an Assess, Plan, Do, Review cycle. This may incorporate additional interventions. Learning will then be monitored carefully and any additional support that is needed will be discussed with both parents and pupils. The SENCO will be consulted in order to provide additional advice or to refer to specialist agencies. Where a child is identified as having SEND, parents will be formally notified and invited to regular meetings to discuss the progress of their child.

What should I do if I think my child or young person needs extra help?

(NB this question may not be relevant to specialist providers and they can leave it out)

Ensure that you include:

- How will I be able to raise any concerns I may have?

If you think that your child needs extra help either academically, socially or emotionally, in the first instance, speak to your child's class teacher. From here the concerns will be reported back to the SENCO, who will then provide advice to the class teacher or organise a meeting with parents. There are also termly SEND clinics, where parents are free to chat to the SENCO about any concerns they may have.

Where can I find the setting/school's SEND policy and other related documents?*

You can find information regarding SEND and the school's SEND policy on our school website or by coming into school.

SEND Policy and other related documents

Please provide links to your SEND Policy and any related documents in the area provided below.*

Documents to provide include SEND policy, Accessibility plan, Assessment Policy, Admission arrangements, Children with health needs who cannot attend school, SEND policy, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy

[Link to all the SEND information for St. Luke's CE Primary School](#)
[Behaviour Policy](#)
[Disability Equality Scheme and Disability Accessibility Plan for Pupils](#)
[Admissions Policy](#)
[Assessment Policy](#)
[Health and Safety Policy](#)
[Safeguarding Policy](#)

Teaching, learning and support

How will you teach and support my child or young person with SEND?*

Ensure that you include:

- How will you support children and young people with SEND with or without an EHC plan?*
- How does the setting/school/college plan the support?
- How and when will I be involved in planning my child or young person's education?*
- Include examples of personalised intervention programmes and any external teaching and learning, eg outreach
- What additional learning support is available?*
- How will teaching approaches be modified to meet my child or young person's needs?*

- All children will receive high quality teaching that is adapted to meet the needs of all individuals in the first instance.
- The quality of teaching is monitored through a variety of processes including: (senior leadership team, SENDCo and external verifiers), on-going assessment of pupil progress, work sampling, scrutiny of planning, meetings with SENDCo/leadership team, pupil and parent feedback.) Reasonable adjustments are part of everyday practice and we ensure that these too are monitored.
- Children with SEND all have specific targets that are developed by the class teacher using a range of assessments. These targets form part of a child's APDR, which is discussed and reviewed with parents at least 3 times during the school year.

Some children will require additional support in the form of a small group or individual support. This will be run by the teacher or teaching assistant, the interventions will be reviewed regularly (at least termly) to ascertain the effectiveness of the provision and to inform future planning.

- Where there are still concerns regarding rates of progress, even after high quality interventions, parents will be informed that the school considers their child may require SEND support, they will be invited into school to discuss next steps in the identification of action to improve outcomes.

SEND support will be recorded on an individual provision map, following the Graduated Response (Assess, Plan, Do, Review) process.

- If progress is still considered to be slow despite the delivery of high-quality interventions, advice may be sought from external agencies, according to pupil need. These could be Speech and Language Therapy, Autism Inclusion Team, Behaviour support or an Educational Psychologist.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to assess for an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHC) being provided.

As part of the adaptive teaching your child may receive one or all of the following:

- work matched to your child's ability
- external support, such as counsellor, SALT
- small group class support
- small group interventions
- 1-1 interventions

Class teachers take into account the needs of all learners and provide additional resources to support learning such as: talking tins, laptops, word mats, adapted font sizes, visual reminders, visual timetables, now and next boards, safe spaces.

How will the curriculum and learning environment be matched to my child or young person's needs?*

Ensure that you include:

- What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning?* (This may include support from external agencies and/or equipment/facilities)
- What additional learning support is available?
- Who will oversee and plan the education programme?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- Where can I find information on the courses, qualifications and subjects that are available within the setting? (N.B. this question can be left out for settings in which it is not applicable (e.g. in mainstream primary schools))

Where a child has been identified as having SEND, the class teacher is then responsible for the progress and support provided to the child; this will be carefully planned and implemented based on the child's needs. During independent learning, additional support staff may be deployed to work alongside an individual or a small group, as well as the class teacher. Children are encouraged to use learning aids, such as vocabulary banks, post its, talking tins as part of regular practice. The class teacher will have more information about the reasonable adjustments that are in place. The SENDCo will work closely alongside class teachers to ensure that the curriculum and learning environment are accessible to children with SEND.

How resources are allocated to meet children or young people's needs?*

Ensure that you include:

- How is your budget for SEND allocated and managed (Budget figures not required) ?
- How would you secure additional funding for a pupil?
- How does your setting further meet need?

The school receives funding to respond to the needs of children with SEND from a number of sources: a proportion of the funds allocated per pupil to the school provide for their education, (the Age Weighted Pupil Unit); The Notional SEND budget and Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most serious and complex needs, the school may apply for and be allocated Additional Educational Needs funding or the child may be eligible for an EHCP (Education, Health Care Plan).

Funding is then used to provide the resources to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants.
- Small group support from teaching assistants e.g. English and Maths support.
- Individual support, such as one to one support during lessons, one to one interventions.
- Bought in support from external agencies
- Continuing professional development for all staff regarding SEND.
- Provision of specialist resources to support the child in class.

How is the decision made about what type and how much support my child or young person will receive?*

Ensure that you include:

- The decision-making process.
- Who will make the decision and on what basis?*
- Who else will be involved?
- How will the parent/carer be involved?*

The first step in the decision making of support is identifying the child's needs.

There are 4 main areas of need: Communication and Interaction, Cognition and Learning, Social and Emotional Mental Health, Sensory and Physical Needs. Through assessments, observations and discussions with the SENDCo, targets will be set following the Graduated Response. Through the decision making process, the Senior Leadership Team will also be involved and crucial in the deployment of additional adults.

If a child with SEND is still making limited or very slow progress, specialists advice is sought and following that there may be a request for an EHCP.

As a parent, you will be involved in all parts of the process. You will be invited to discuss your child's progress three times a year with the class teacher: these meetings coincide with parents' evenings but you can speak to your class teacher or the SENDCo at any time throughout the year.

Your child's class teacher will be available at the end of the school day should you wish to raise a concern. For a more detailed discussion, you are able to request an appointment to see your child's class teacher or the SENDCo by arrangement through the school office.

How will equipment and facilities to support children and young people with SEND be secured?*

Ensure that you include:

- What resources are available?
- What is the process to secure these resources?

The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need. Children with an Education, Health Care Plan (EHCP) will have an allocated number of hours of support to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed.

Other children will also receive support linked to their needs as indicated on their Individual APDR.

Tracking of progress and analysing individual pupil data highlights children who are not making expected progress. Children are given additional and differentiated support and interventions are put in place to support their learning and the impact of that provision measured. The interventions and the impact are recorded in the pupil's APDR. If interventions are not having the expected impact, then the SENDCo may refer to external professionals in discussion with parents to enable further support to be provided.

How will you and I know how my child or young person is doing?*

Ensure that you include:

- How will you assess my child's progress?*
- How often will my child's progress be reviewed, and how will this be done?
- How will I know what progress they should be making?
- What opportunities will there be for me to discuss their progress with the staff, or to be involved in review processes?*
- How will you explain to me how learning is planned?
- What opportunities will there be for regular contact about things that have happened at the setting? (e.g. a home/school book)
- What measures do you take to assist communication with parents and carers with SEND?
- How we work with specialist services to support learning

- Children who are identified as having SEND, will have targets set along with a provision map of support. These will be reviewed during the year and new targets will be set at least three times throughout the year (more as and when needed).

- Parents can talk to the class teacher about their child's progress on appointment. The class teacher reviews the progress of all the children each half term and adapt their teaching accordingly. We hold a termly parents' evening where parents can look at the children's books and meet with the class teacher along with a detailed report at the end of each academic year.

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

- 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.

- Class teachers can be contacted via Class Dojo, but are not expected to reply after 6pm.

- The SENDCo offers regular termly coffee mornings, where you can discuss any concerns or progress.

- We can signpost you to SENDIASS if you feel you need further support with any SEND issues.

- We work closely with specialist services to support learning.

How will you help me to support their learning?*

Ensure that you include:

- How I can help support this at home?
- Do you offer any parent training?

In the first instance, a discussion with the class teacher would be the most beneficial to share strategies to support learning at home. Following this, the SENDCo can offer further suggestions and signpost different websites or organisations.

If external agencies and specialist support services are involved, they may suggest further strategies and resources to help your child. A number of parent workshops are organised over the school year, these are advertised via our newsletter, on our website and social media pages and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?*

Ensure that you include:

- How will my child be kept up-to-date on their progress, and involved in review processes?*

Children are involved with target setting and the intervention process. They have the opportunity to express how they feel they are progressing and what they think they need to do next. This is done alongside the class teacher and support staff to form the child's individual APDR, which follows the Graduated Response.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?*

Ensure that you include:

- How does the setting measure outcomes and the impact of the support provided to children or young people with SEND?
- How will you involve parents and carers in this process?
- How will you involve children and young people in this process?
- Does the setting, school or college use feedback mechanisms or surveys?

We continuously ensure the provision has a positive impact on the outcomes and targets that have been set. We do this in a variety of ways, including:

- Thorough evaluation of interventions and support plan targets.
- Book looks, learning walks.
- SENDCo/SLT/Governor monitoring
- APDRs are reviewed with parents/carers and updated regularly through the year.
- Evaluations, reports with support and guidance from external agencies.

Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?*

Ensure that you include:

- What handover arrangements are offered at the start and end of the school day?
- What support is offered during breaks and lunchtimes?
- What happens during PE lessons, moving between buildings and on school trips?
- What are the settings arrangements for undertaking risk assessments?

Children with identified safety needs will be met at their door in the morning and dismissed directly at the end of the day to the person collecting them. Children with identified needs have additional support at break and lunch with a high ratio of staff on duty.

Regular risk assessments take place to identify hazards and control measures as needed through the school day, these are amended when needed. Risk assessments are updated termly alongside the class teacher.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?*

Ensure that you include:

- What pastoral arrangements are in place to listen to pupils/students with SEND?
- What measures are in place to prevent bullying?
- Where can I find details of policies on bullying?
- How do you help children and young people to make friends?
- Is a mentor or buddy scheme available for my child or young person?
- How do you encourage and measure the development of good self-esteem and confidence?
- Do you offer sibling support?
- Does the setting offer a counselling service or a learning mentor?

There is a strong pastoral support network within the school and all children are encouraged to discuss their wellbeing. Emotional literacy strategies are promoted around the school and children have access to the school counsellor or specific SEMH interventions where appropriate. Mrs Begley is our Parent/ Pupil Support Worker. She is an integral role of our pastoral support. Mrs Begley can be contacted by either coming into school or by phone if you have any concerns regarding your child.

St. Luke's has a warm and friendly atmosphere, where children feel included. At playtimes and dinner times, the school has designated Play Leaders and Buddy Stops for children who may need some support at these times.

The school's behaviour policy is consistent, fair and aims to promote inclusion with clear guidance on rewards and sanctions. Children can receive positive dojos for a variety of different reasons and as a parent you will receive a notification when your child receives either a positive or a negative dojo. The school's bullying policy can be found on the school's website.

Attendance is monitored regularly and concerns are shared with parents as applicable. All staff are regularly trained in Child Protection, Prevent, Peer on Peer abuse and Safeguarding.

How will you manage my child or young person's medicine or personal care needs?*

Ensure that you include:

- How does the setting manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?
- What would the setting do in the case of a medical emergency?
- How does the setting support young people who have to take time off for medical appointments?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Pupils with complex medical needs will be provided with a Care Plan: this is compiled in partnership with parents, medical agencies and school staff. Mrs Begley, who is the Deputy Designated Safeguarding Lead and Parent/ Pupil Support, will keep a copy of the plan and ensure all staff who work with the child are aware of their duties. Individual copies of Health Care Plans are signed by and copies given to relevant staff, e.g. Class Teacher, TA, Lunchtime Supervisors and School Cook. All staff receive epi-pen training, asthma training and diabetes training as appropriate to pupils in their care; this is delivered by the school nurse team.

A central record of pupils' Health Care plans is kept in the main school office, to which all staff have access to.

Where necessary and in agreement with parents/carers, medicines can be administered in school, where a signed medical form is in place to ensure the safety of both child and staff member.

A selection of staff hold qualifications in first aid and paediatric first aid. External advice is sought when needed to ensure care is appropriate.

The SENDCo, Mrs Foy, and Mrs Begley, work closely together to ensure a child who has to attend medical appointments are fully supported.

What support is there for behaviour, avoiding exclusions and increasing attendance?*

Ensure that you include:

- Support from external agencies?
- A link to your behaviour policy.* (add links using the link options at the bottom of the page)

Exclusions are avoided as much as possible and alternative provision is considered a preferable response. The school has a clear behaviour policy and this is supported by all staff in school. Mrs Begley works alongside families to support any attendance issues.

Children may have individualised behaviour plans which will be created with advice and support from other agencies – including Autism Inclusion, behaviour support, CAMHS and Early Years SENCO. Interventions will be put into place to allow children to develop their emotional literacy and progress will be monitored by completion of Strengths and Difficulties questionnaires half termly.

Links to Behaviour policy and external agencies

Please provide a link to your Behaviour policy and links to relevant external agencies sites.

[Link to Behaviour Policy and other related policies.](#)

How do you support children who are looked after by the local authority and have SEND?*

PEP meetings take place termly and these are focused on progress. The Virtual School will offer support as and when needed and also educational psychologist advice. Mrs Foy is also the Designated Teacher for Looked After Children. PEP meetings take into account the child's views as well as input from the class teacher.

Working together

Who is involved in my child's education?*

Ensure that you include:

- Who will be working with my child/young person – include contact details*
- What is the role of my child's class teacher(s)?

Your first point of contact is your child's class teacher. They will know your child the best. They will work alongside the identified teaching assistant to set targets. The school's SENDCo is Mrs K Foy, she works alongside Mrs C Begley, who is the Deputy Designated Safeguarding Lead and Parent/Pupil Support Worker. Their role is to review targets and seek additional advice and support from external agencies as needed. This may include SALT, Educational Psychologist, Autism Inclusion, occupation therapy, CAMHS, behaviour support, SEND and Inclusion Hub etc. Any referral to an outside agency will be discussed with you and the reasons behind the referral prior to the referral being sent off.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?*

At the beginning of the school year, the SENDCo meets with all class teachers to discuss the needs of the children. Each class teacher and their support staff are required to go through EHCP documentations and reports to ensure they understand what provision must be delivered. This information is then reported back to the SENDCo. The SENDCo carries out lesson drop ins and pupil voice interviews to check provision is carried out correctly. All files are located in a secure shared area that staff have access to at all times. For transition, all teachers meet together and share strategies for any children with SEND and provide other relevant information. When SEND information and children's needs change staff are updated when needed.

What expertise do you have in relation to SEND?*

Ensure that you include:

- What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?
- Does the setting have any areas of expertise with specialist staff, and what are their qualifications?
- What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?
- Does the setting have any formal accreditations, charter marks or awards?
- Does the setting provide disability awareness training?

The SENDCo has achieved the National SENCO Award and the staff all receive training from SEND services (as needed). Staff are updated of any changes through staff meetings when relevant. If a child attends school with a specific need then training will be arranged to support provision and understanding of that need (if needed).

Based on the needs of the children, St. Luke's identifies staff members who have received professional training to enable them to support children with additional needs, including medical needs, appropriately. We also invite the school nurse and other agencies into school to support with training when needed.

All staff have received training in regards to Dyspraxia, EHCP compliance, Lego Therapy and Emotion Coaching. Staff are encouraged to discuss any training needs with the SENDCo or SLT who will then organise CPD.

Staff are regularly updated on the SEND Code of Practice and any changes in relation to SEND services and how support is accessed by the school.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?*

Ensure that you include:

- How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND?
- Which health or therapy services can children/young people access on the setting/school/college premises?

St. Luke's works closely with the following agencies where appropriate:

- Education Psychologist
- SEND and Inclusion Hub
- Inclusion Officer
- Advisory Teachers
- Behaviour Support Team
- Autism Inclusion Team
- Speech and Language Therapy
- Occupational Therapy
- Glow
- Hearing and Visual Impairment Service
- CAMHS (Child and Adolescent Mental Health Service)
- Family Support
- Education Welfare Officers
- Physical and Disability Support Service
- SENDIASS (Special Educational Needs and Disability Information and Support Service)

Who would be my first point of contact if I want to discuss something?*

Ensure that you include:

- Who can I talk to if I am worried and how do I contact them?

The first point of contact if you have any worries or concerns is your child's class teacher. Following this, the class teacher will speak to the SENDCo- Mrs. Foy.

Who is the SEN Coordinator and how can I contact them?*

Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support

Mrs K Foy,

k.siebertsz@st-lukes-silverdale.staffs.sch.uk

01782 973865

What roles do your governors have and what does the SEN governor do?*

Note: must include information around looked after children

The SEND Governor, Mr A Sutcliffe, has an active role in school. He works alongside the SENDCo and both have regular meetings to discuss the day to day running of SEND. Mr Sutcliffe compiles a report termly and shares this with the rest of the Governor Body.

How will my child or young person be supported to have a voice in the setting?*

Ensure that you include:

- How will my child/young person be able to contribute his or her views?
- How will the setting support my child/young person to do this?
- How do you support children and young people with SEND/LDD in making their aspirations known?
- Do you have any student focus groups, councils or forums within the setting?

Your child will have an active role in their education and are involved in target setting and review meetings. As a school, St. Luke's encourages all children to be involved in their learning and to participate in pupil voice discussions.

Each class has a suggestion box, which is shared during School Council meetings half termly.

What opportunities are there for parents to become involved in the setting and/or to become governors?*

Governor vacancies are advertised in the newsletter to all parents when they become available.

Parents are encouraged to volunteer in school life and again opportunities will be posted on the school's newsletter.

What help and support is available for my family through the setting?*

Ensure that you include:

- Do you offer help with completing forms and paperwork or travel plans?
- Who normally provides this help and how can they access this?

Mrs Begley is available to support any Early Help referrals and can signpost you to different outside agencies. If you need to speak to Mrs Begley, contact the school's office on 01782 973865 and select Option 1.
Mrs Foy is also available to direct you to any SEND organisation that you may require.

Inclusion and accessibility

How will my child or young person be included in activities outside the classroom, including trips?*

Ensure that you include:

- What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?
- Do you offer holiday and/or before and after school/college provision? If yes, please give details
- What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How will you help my child or young person to be included?
- How do you involve parent carers in planning activities and trips?

All provisions, including before and after school clubs, can be accessed by all children regardless of need. If your child is subject to a risk assessment, then a meeting to discuss what this looks like will be arranged.
Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities.
However, if it is deemed that an intensive level of 1:1 support is required a parent/carer/volunteer may be asked to accompany the child during the activity.

Provide details of the physical accessibility of the setting?*

Provide details of the following (this question relates to options available on the search form)

- Wheelchair accessibility of the setting.
- Details regarding accessible toilets and changing facilities
- Facilities for parking (including drop off/ pick up points and student parking where applicable)

St. Luke's is fully accessible to wheelchair users. The school offers a stair lift and fully accessible toilets. There is a designated parking space on the school car park next to the school's entrance.

How accessible is the setting's environment?*

Ensure that you include:

- How has the environment been adapted to support children with sensory needs?
- How are SEND students supported to access those facilities available to all students?

Any children with sensory needs have a plan in place to support their needs and reasonable adjustments are made. All staff are made aware of these needs.

Links to accessibility Plan

Where available, please provide a link to your accessibility plan

[Accessibility Policy](#)

What forms of communication does the setting use to ensure inclusivity?*

Ensure that you include:

- How do you communicate with those whose first language is not English (including parent/carers)?
- Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?

Where necessary the school will involve the Minority Ethnic Achievement Service (MEAS) to support the child and family. They will provide a report for staff which will offer guidance and advice. A support package can be purchased by the school, which will provide, if required, interpreting at meetings or translation of letters, documents or reports for EAL families.

Joining and moving on

Who should I contact about my child or young person joining your setting?*

Ensure that you include (add links using the link options at the bottom of the page):

- Where can I find information on entry criteria? (colleges/post 16)
- Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)

Please contact the school's office on 01782 973865 or email office@st-lukes-silverdale.staffs.sch.uk

Links to information

Please provide links to pages in your website or external sites where the parent can obtain this information.

[Admissions section of the school website](#)

How can parents arrange a visit to your setting?*

Ensure that you include:

- What is involved?
- Do you offer Open Days?

If you wish to visit the school, please call 01872 973865 and speak to Mrs Carpenter.
The visit will consist of a tour of the school, meeting staff, seeing pupils learning and a discussion with the headteacher, Mrs S Ray.
Alternatively, the school's Facebook page provides information about the school and provides a virtual tour.

How will you prepare and support my child or young person to join your setting and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)*

Ensure that you include (as applies to your setting):

- What preparation will there be before my child or young person joins you?
- Will you liaise with the child or young person's previous education setting to share information?
- How will he or she be prepared to move onto the next stage?
- What information will be provided to his or her new setting, school, or college?
- How will you support the new setting, school, or college to prepare for my child or young person?
- What work experience opportunities do you offer?
- Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?
- Do you teach life skills and/or independent travel training?
- How will you support independent living and participating in society?

- Do you use job coaches or careers advisors?

A number of strategies are in place to enable effective pupil transition. These include:

- Discussions between the previous or receiving setting prior to the pupil joining/leaving.
- Attendance at transition sessions where pupils spend some time at the new school.
- Additional visits are arranged for vulnerable pupils or those with a high level of need.
- Staff are always willing to meet with parents prior to their child joining the school; this may be the class teacher, SENDCo or a member of the Leadership Team.
- For pupils transferring to local high schools, SENDCo and/or key staff (e.g. Y6 teachers) will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCo, outside agency representatives, parents/carers and where appropriate the pupil.

Additional information

What other support services are there who might help me and my family?*

Ensure that you include (add links using the link options at the bottom of the page):

- Who can I contact for further information and how? (SENDIASS etc.)

If you require further information about what services are available, please contact either Mrs. Foy or Mrs. Begley.

Links to other support

Please provide links to relevant websites which contain additional support information.

[SENDIASS](#)
[CAMHS North Staffordshire](#)
[Staffordshire's SEND Local Offer](#)
[Beam, local charity that helps to support people whose life is affected by a learning disability.](#)
[Support for parents](#)

When was the above information updated, and when will it be reviewed?*

NOTE: Must be updated annually. Include last updated date in long form (to avoid any confusion)

Information is reviewed at least annually. This information was last reviewed 20th November 2023. The next review will be May 2024.

What can I do if I am not happy with a decision or what is happening?*

Ensure that you include:

- How can parents give feedback to the setting?
- What is the setting complaints policy?*

Any problem or concern should be raised promptly with the class teacher. If your concern is more serious, you may prefer to make an appointment to discuss it with the headteacher or a member of the school's leadership team.

Links to complaints policy

Where available, please provide a link to your settings complaints policy.

[Complaints Policy](#)

Links to any other relevant sites

Please provide any links to any other pages in your website or any external site which you feel may be beneficial to the parent when making their school choice.

[A short tour of the school.](#)

Confirmation and Declaration

Please ensure that you have completed the form fully. Click on the 'Submit' button at the bottom of the page to submit this form. Once submitted you cannot alter any of the details on the page.

- ☒ I confirm that all details provided are accurate to the best of my knowledge. I have checked the form and provided all relevant information