

Chinley Primary School

Policy for

Special Educational Needs.



This policy has been written and conforms to the requirements set out in schedule 1 of the statutory Instrument 2506 (1999) which sets out 17 prescribed elements under three headings. The policy has been written to be fully compliant with the 2015 Special Educational Needs and Disability Code of Practice.

Section 1

Guiding principles and objectives.

Definitions:

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- 1) have a significantly greater difficulty in learning than the majority of children of the same age; or
- 2) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority
- 3) are under five and fall within the definition at 1) or 2) above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- i. for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area
- ii. for a child under two, educational provision of any kind.

(Education act 1996 section 312 and reference to Education Act 2011)

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Principles.

- A child with DSEN (Disability and/or Special Educational Needs) should have their needs met
- The views of the pupil should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with DSEN should be offered full access to a broad, balanced and relevant education, including an appropriate creative and engaging curriculum.

Objectives.

- Chinley Primary School will manage resources to ensure all children's needs are met
- A pupil's special educational needs will be identified early
- All those responsible for or involved in DSEN provision take into account the views and wishes of the child
- The school and parents will work in partnership to identify and meet individual needs
- Provision and progress will be monitored regularly
- The school will involve outside agencies when appropriate
- EHCPs (Education and Health Care Plans) will be reviewed annually in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

The effectiveness and appropriateness of the policy will be continuously monitored by the SENCO (Special educational Needs Co-ordinator) in conjunction with the DSEN representative from the Governing Body. The use of resources, identification, programme planning, IEP (Individual Education Plan) effectiveness and quality, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and reviewed regularly.

In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and developments.

The SENCO at Chinley Primary School is Mrs. Jan Glover. She will provide a ready form of reference as the person responsible for coordinating the day-to-day provision for pupils with DSEN at this school; communicating her role to all new-to-school parents prior to their child joining the school.

The DSEN representative from the Governing Body of Chinley Primary school is Mrs. Jeanette Leston-Jones. They will continuously monitor both the policy and provision for DSEN at this school.

The role of the SENCO at Chinley Primary School includes:

- Strategic development of the DSEN policy/provision (with Head teacher and Governing Body)
- Day to day responsibility for policy and provision
- Ensuring that within a shared class responsibility for writing IEPs/IBPs (Individual Behaviour Plans) and targets and sharing these with parents is delegated as fairly as possible to one or both teachers.

- Professional guidance to teachers
- Ensuring that termly IEP review meetings with pupil and parents are conducted outside of parent's evenings
- Developing effective ways to overcome barriers to learning
- Sustaining effective teaching through analysis/assessment of needs / monitoring quality of teaching and standards and by target setting
- Collaborating with curriculum teams
- Managing outside agencies
- Overseeing records and record keeping
- Liaising with parents
- Contributing to continuing professional development for all staff.

SENCO costs will be set against core budget not DSEN and their work will be supported by ICT management systems. The SENCO will be a member of the SMT (Senior Management Team).

Admission of pupils with DSEN.

There are no separate admission arrangements for pupils with DSEN who do not have an EHC Plan. They will follow the SAMG (Schools Admission Model) of admissions and our own Chinley school admissions policy, as do all our pupils.

Chinley Primary School has no specialised units or specialist teachers for DSEN. All members of staff have had training on how to create and execute a child-friendly IEP (see appendix 3). Not all members of staff have made face to face contact with the Educational Psychologist and so contact with them for further information or training to help provide for the pupils with DSEN in their care is via the school SENCo.

Facilities for pupils with DSEN at the school.

Chinley Primary School has external doors to all but one of the classrooms. There is ramped access to the school hall and the school has two accessible toilet facilities. There is a non-fiction library and group/individual learning space located on the second floor which are not accessible by anyone in a wheelchair. However there is a fiction library with easy access on the ground floor. The school is built on many levels with three seven-tread stairs joining some areas, making movement around the whole school for a wheelchair bound pupil difficult. The refurbishment of school and replacement of two 'mobile' classrooms with brick built and accessible classrooms enhances and future-proofs the access for wheelchair users both staff and pupils.

A statement of intent with regard to the Code of Practice for Schools and the Equality Act 2010 : Part 1:25 is inserted here.

The Governors and staff at Chinley Primary School will comply with the 'law on disability discrimination knowing that it is different from the rest of the Equality Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.'

'Provision for disabled pupils is closely connected with the regime for children with special educational needs. They will take every reasonable step to

ensure that a disabled pupil or prospective pupil is not treated less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification and will also take reasonable steps to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with their non-disabled peers without justification. ‘

Section 2:

Chinley Primary School's policies for the identification, assessment and provision for all pupils with special educational needs.

DSEN funding.

DSEN provision is largely funded from the schools overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Additional funding is provided annually by the Educational Authority on the basis of data submitted to them for their audit of DSEN arrangements via the bi-annual census.

Range of actions and/or provision.

Appropriate arrangements will be determined for each individual pupil but may include one or more of:

- Assessment and planning
- Grouping for teaching purposes
- Human resources
- Curriculum and other teaching methods
- Relocation of year groups/classes to ensure accessibility is optimum for wheelchair users and other less mobile pupils.

Identification, assessment, monitoring and review procedures adopted by the school, reflecting the Code of Practice.

In line with the 2015 Code of practice the following graduated response will be made to pupils who have DSEN.

Wave 1: *(prior to any involvement of the SENCO, class teachers will be expected to have undertaken the following actions.)*

- Used existing and handover information as a starting point
- Highlighted areas of skills to be supported and developed in class
- Used baseline assessment to identify what the child knows, understands and can do and ascertain gaps in their knowledge, skills and understanding.
- Ensured ongoing observation/assessment provides feedback and informs next steps
- Involved parents
- Involved the child
- Not automatically assumed the difficulties are within the child
- Used National Curriculum programmes of study, effective class management, school ethos, the learning environment and curriculum arrangements to support the child.
- Differentiated their language, activities and expectations accordingly.
- Kept robust records to be used within class and then handed to next teacher at the end of the summer term
- Used NFER summative assessments and Teacher knowledge to monitor children who are not making or predicted to make ARE (Age Related expectations) at the end of the academic year or end of key Stage.

- Collated their own and purchased assessments and arrangements made to identify those children not making sufficient progress...Only at this point is the SENCo is consulted.

Wave 2:

- The trigger here is concern, underpinned by collated evidence from Wave 1 above, that despite differentiation and other arrangements, the pupil makes little or no progress due to underachievement, behaviour, sensory/physical or communication/interaction difficulties.
- Now the class teacher, SENCo and TA (Teaching and Learning Assistant) discuss concerns, look at collected and collated evidence/results and decide on a future plan.
- With agreement the SENCo takes the lead in organising further assessments.
- Once assessments have been made the class teacher, SENCo and TA look at new information gained from assessments and organise the planning of future support.
- Interventions may include different materials, groupings, adults delivering interventions this may/may not mean extra time allocated to the class for the child.
- SENCo contacts Educational Psychology team or other agencies to discuss the child and their plan
- If an IEP is needed it needs to conform to agreed format and layout of Chinley Primary School IEP agreed at Staff Meeting; it needs to be SMART i.e. 3-4 targets, written in collaboration with child and (if possible) parents, show teaching strategies, provision, review dates and exit criteria (see appendix 3)
- If an IEP is needed it should only record what is additional and should be reviewed termly, in addition to and not instead of parents evenings, in a process that is not unduly formal. Monitoring of the progress of the child and any progress towards IEP targets will be monitored continuously by the class teacher, TA, SENCo and SMT at pupil progress meetings

Wave 3:

- Considered when pupils do not make appropriate progress and involves experts advising on new IEP targets, specialist assessment, advice on new strategies, and additional (external) support.
- Triggers are taken from a range of: - little or no progress over time, National Curriculum levels predicted to be or actually below age related expectations over three or more terms. Or serious behavioural /physical /sensory
- /communication /interaction difficulties
- External agencies will be contacted and existing records made available to them
- SENCo, class teacher, TA, external agency representatives meet/speak to consider and draw up a range of approaches/materials including ICT
- The IEP is reviewed and links are made to pupils' assessed difficulties and external agency involvement
- Likelihood that application for EHCNA will be made here by the SENCo **Individual Education Plans: (appendix 3)**
- As indicated above arrangements which are **additional to or different from** that which is normally available will be recorded on the child's IEP which will achieve the following:
 - Raise the progress and/or achievement of pupils with DSEN
 - Be seen as a working document
 - Use the format designed by Chinley School Staff

- Detail provision which is **additional to** or **different from** that generally available to all pupils
 - Detail targets which are **additional to** or **different from** those for most pupils
 - Be jargon free
 - Be comprehensible to all staff and parents
 - Be distributed to all staff as necessary
 - Promote effective planning
 - Help pupils monitor their own progress
 - Result in good planning and interventions by staff
 - Result in the achievement of specified learning goals for pupils with DSEN
- They will focus on:
 - Up to four key individual and measurable SMART targets to meet individual needs
 - Targets should relate to key areas in communication, literacy, mathematics, behaviour and physical skills
 - Strengths and successes should underpin targets and strategies
- They will consist of:
 - Short term targets (10-12 weeks maximum) set for or with the pupil in agreement with their parents/carers
 - Teaching strategies to be used
 - Provision to be put in place
 - Intervention to be delivered and by whom and how often
 - Small steps to success, achievable within the time allocated
 - Date for review of plan
 - Success and/or exit criteria
 - Outcomes (recorded when IEP is reviewed)
- When reviewed the following will be considered:
 - Progress made
 - Parents and pupils views
 - Effectiveness of the intervention and the method of delivery
 - Any specific access issues that impact upon progress
 - Any updated information and advice
 - Future action, including changes to targets and strategies
- As part of the process 'progress' will be defined as:
 - Closing the attainment gap between the child and their peers
 - Preventing the attainment gap growing wider
 - Being similar to that of peers starting from the same attainment baseline, but less than that of the majority of their peers
 - Matching or bettering the pupil's previous rate of progress
 - Ensuring access to the full curriculum
 - Demonstrating improvement in self-help, social or personal skills
 - Demonstrating improvements in the pupil's behaviour
- Reviews of pupils with Education and Health Care Plans will be carried out in accordance with advice from Children and Young Adults Service-inclusion. The Lead SEND Officer, Educational Psychologist, parents, child and school staff as well as any other involved

agencies will be required to provide reports prior to the review meeting. The SENCo, will collate the reports and publish to all interested parties prior to the review. The child's thoughts and aspirations will be heard where possible and the meeting will decide the forward plan for all agencies in ensuring that child's continued good progress (see appendix 4)

Where children do not make sufficient progress, despite the school, class teacher, TA and SENCo making purposeful and relevant interventions, it may be appropriate to ask the L.A (Local Authority) to carry out a statutory assessment of the child's needs. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable amount of time without success and that the alternatives have been tried, again, for a reasonable amount of time. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including all results, any resources or special arrangements put in place. In preparing a request the school will need to inform and involve the parents, pupil and any outside agencies paying close attention to Chapter 9 of the code of Practice. (See appendix 1) The parent's permission will need to be obtained and recorded in writing for such an assessment to take place.

Arrangements for providing access by pupils with special educational needs to a broad and balanced curriculum (including the National Curriculum).

Differentiation of the curriculum.

Planning for differentiation will involve some or all of the following:

- Ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation
- Using multi-sensory approaches to give pupils the opportunity to learn effectively in a way suited to their abilities and strengths.
- Helping pupils overcome learning difficulties e.g. frequent spoken instructions for children with reading difficulties
- Including work recorded in different formats.
- Employing active learning strategies giving pupils first-hand experiences
- Matching demands to levels of attainment
- Providing a range of activities to ensure participation
- Providing similar work for a group but allowing different outcomes
- Using a clearly defined step by step approach promoting development of concepts and skills
- Using jargon free, unambiguous language starting from the child's own language, introducing words as needed
- Explaining new words regularly to ensure understanding and use
- Allowing sufficient repetition to consolidate skills
- Allowing time for reflection
- Ensuring that the pace of the lesson takes account of the differences between individuals
 - Using ICT as a medium for delivering information and interventions.
- Using alternative methods of recording the child's efforts and achievements e.g. talk tins, videos, scribing, photographs, post-it notes and jottings.

Options for differentiation

Presentation

- Simplifying verbal instructions
- Demonstration
- Writing down and leaving instructions up after saying them
- Reading aloud key text/instructions before child reads them
- Putting up a glossary of word meanings for difficult vocabulary
- Simplifying written work cards and texts
- Supplementing information in books with tapes, video, pictures, charts, diagrams

Approach to learning

- Choosing more motivating activities by linking tasks to children's interests
- Dividing longer pieces of classroom work into shorter tasks each with its own endpoint
- Increasing the use of active learning approaches – brainstorming, drama, role play, card sorts, making posters, display, group problem solving
- Providing opportunities for repetition and reinforcement- same activity presented in a different way, reviewing earlier learning regularly
- Use of pre-teach and post-session mentoring in small groups.

Response

- Using alternatives to written recording, oral presentation, video, tape, dictation to TA, drama, picture-diagram, flow chart, PC-aided recording
- Providing prompt sheets for writing, questions to answer, key words for each section, sentences or paragraphs to put in correct order
- Cloze procedure
- Cooperative writing, groups or pairs

Implementation of the National Curriculum statement on Inclusion

The statement sets out the following principles:

'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them

- track their progress towards these goals • keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs.' (SEND Code of Practice 2015 section 1.24 7 1.25)

a) Setting suitable learning challenges

- Choosing knowledge, skills and understanding from previous key stages so that individuals can make progress and show what they can achieve, focussing on key aspects where there are time constraints
- Identifying any gaps in pupil's learning and making arrangements to deal with them
- Providing a much greater degree of differentiation in planning work to fit in with the programmes of study
- Where pupil's attainments are significantly low, teachers will have to demonstrate that they have planned sufficiently challenging work within each subject
- Deployment of TA to support pre and post session to overlearn new concepts and ideas ready to move forward with the rest of the group/class.

b) Responding to pupil's diverse learning needs

- Teachers will have to demonstrate that they have set high expectations and provided opportunities for all pupils to achieve
- Teachers need to demonstrate that they are aware that pupil's bring to school different experiences, interests and strengths and that consideration of these have been reflected in their planning
- Teachers should provide evidence that they have planned their approaches to teaching and learning so that pupils can take part in lessons fully and effectively
- Teachers should demonstrate that they have taken specific action to respond to pupil's diverse needs by
 - 1) creating effective learning environments
 - 2) securing their motivation and concentration
 - 3) providing equality of opportunity through teaching approaches
 - 4) using appropriate assessment approaches
 - 5) setting targets for learning

c) Overcoming potential 'Barriers to Learning' and assessment

This section deals specifically with children with special educational needs

- Curriculum planning and assessment should show that account has been taken of the type and extent of difficulty that is experienced by the child

- Where appropriate there needs to be evidence that pupils have access to specialist equipment, teaching approaches or alternatives or adapted activities, as advised by external specialists
- Teachers should demonstrate that they have taken specific action to provide access to learning by
 - 1) providing for pupils who need help with communication, language and literacy
 - 2) planning to develop pupil's understanding through the use of all available senses and experiences
 - 3) planning for pupil's full participation in learning and in physical and practical activities
 - 4) helping pupils to manage their behaviour, to take part in learning effectively and safely
 - 5) helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

The inclusive practices of the school.

Chinley Primary School will ensure, in line with the principle of inclusion that;

- All pupils are achieving as much as they can, deriving maximum benefit according to their individual needs
- If certain groups or individuals are not achieving as much as they can then they find out why this is
- Teachers are aware of the differences between groups and individuals in terms of teaching, learning and curricular access and can state clearly the action they will take
- The action taken will be monitored carefully by SENCo and SLT to ensure all pupils are included in all aspects of the school
- There is a PSHE/RSE (Personal Social Health and Education/ Relationships and sex Educational) scheme of work with specific topics and targets to promote racial harmony and to address racism, sexism and other forms of discrimination

Teachers should therefore;

- Be aware of the experiences of different groups and incorporate this in their planning.
- They should be clear about what they want different groups to learn.
- Learning targets and tasks should be adapted and modified to match lesson objectives, and learning should regularly be checked against these targets
- When working with pupils with learning difficulties they should use appropriate language, make sure reading materials are pitched at an appropriate level, and that tasks are modified or ICT is used to enable pupils to communicate what they want to say in writing
- When working with all pupils they should ensure that the work provides positive images of different cultures
- Challenge stereotypes and stereotypical activities
- Show respect to pupils by using culturally sensitive language and be aware of cultural differences
- Show that they don't condone racism bullying
- Notice and act upon spoken or physical tensions between groups or individuals
- Make clear when a behaviour is inappropriate without subjecting pupils to shame, guilt, loss of dignity or unfair comparison
- Work with regard to and comply with the Equality Act 2014 at all times

- Be aware of and ready to report on current safeguarding challenges and issues such as Female Genital Mutilation, radicalisation, harassment etc

How the governing body evaluate the success of the education which is provided at Chinley Primary School to pupils with special educational needs.

As stated in Section 1 the school will continuously monitor and evaluate the working of the DSEN policy gathering information on the following aspects;

- Number of pupils with DSEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils receive and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact of training and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupils progress
- The success of involvement of outside agencies
- The success of liaison with other schools

In conjunction with Children And Young Adults staff, this data will then be used to evaluate how successful the policy has been using locally developed descriptors of excellent / very good / good / and average practice to enable judgements to be made on the success of the policy and to set an agenda for further developments

Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

Complaints about any aspect of the DSEN policy will be dealt with in the same way as any other complaint against the school.

Section 3:

Information about the school's staffing policies and partnership with bodies beyond the school

Any arrangements made by the governing body relating to CPD (Continuing Professional Development) for staff in relation to DSEN

The professional development of all staff involved in meeting the needs of pupils with special educational needs is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Internal CPD
- Professional development sessions and one-off sessions on relevant subjects provided by staff members from the LA with specialist skills and knowledge.

- Courses bought in and attended by members of staff which are tailored specifically to the needs of the school and reflect the needs and priorities of the school
- Attendance at courses organised by Derbyshire LEA.
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCo
- Local cluster group meetings of SENCos via Peak Edge Group of Schools
- Training in moving and handling from the teachers of Physically Impaired team at DCC
- Training in medicating and acting upon seizures happening in school from the community nurse
- Engagement with and advice taken from all professionals dealing with childhood cancer
- Seeking advice and training from local authority professionals in physiotherapies, speech and language therapies, behaviour support and management techniques, Children and Adults Mental Health Support, Independent Pathways Team managers and teachers, the Virtual Schools of various localities along with e-training arranged via many tributaries.

The use made of teachers and facilities from outside the school including links with support services for SEN

The main source of outside agency support is the LEA Special Educational Needs advisors. This could be in the form of the Ed Psych attached to the school and our Local Inclusion Officer or Health professionals such as the speech therapists, physiotherapists etc. The SENCO and class teachers meet the Educational Psychologist annually to discuss individual cases and school needs.

The role played by parents of pupils with special educational needs

All parents of pupils with special educational needs will be treated as partners.

They should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the DSEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision
- Attend any meetings involving the planning of provision for their child
- Attend meetings which reflect on the efforts and achievements of their child
- Send written reports to any meetings outlined above which they cannot attend.

To make communications effective professionals should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the child's strengths as well as areas of additional need
- Recognise the emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints

- Respect the differing needs parents themselves may have, such as a disability, or communication or linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings
- Explain fully all intended changes to a child's programme of study and the role of all adults working with that child.

Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil

To participate in decision making children need information and support so they can work towards

- Understanding the importance of the information
- Expressing their feelings
- Participating in discussions
- Indicating choices

Adults need to

- Give information and support
- Provide an appropriate and supportive environment
- Learn how to listen to children

Children should be enabled / encouraged to participate in all decision-making processes in their education, including the setting of learning targets and contributing to IEPs, discussions about choices of schools, contributions to the assessment of their needs and annual reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Any links with other schools, including special schools, and the provision made for the transition of pupils with DSEN between schools or between the school and the next stage of life or education.

Liaison is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the SENCO, class teacher and TA. Transition for vulnerable pupils begins in Year 5 with infrequent visits to the secondary school and also infrequent visits from the secondary school staff to the child at Chinley.

Children with DSEN moving to Hope Valley College (HVC) and/or Chapel High School are taken by a member of staff to attend a morning session and meet the members of the secondary DSEN team. They are then taken for a morning and able to stay for lunch to familiarise themselves with the lunchtime cafeteria system and also playgrounds, boundaries and expectations. There is an opportunity to attend a full day session with other children transferring to Year 7. With help from the SENCo from HVC and the pastoral team from Chapel High School we have designed a 'passport' to help vulnerable pupils feel more secure with their transition from Chinley to HVC or Chapel High School. This is completed at school, home and college and can include photos, maps and questions which the child wants answered.

Should the TA, class teacher, parents or SENCO feel more visits, face-to-face contact or familiarisation with routines etc is needed then additional or different meetings will be sought.

Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs.

In line with the Code of Practice the school has links to the following services and organisations.

Safe speak	CAMHS
LDCAMHS	Speech therapy department
HI team	Physical Therapists
Visual impairment service	Toileting specialist services
PI team	Health 4 life group
The virtual school	Tailor made programmes
School nurse	Consultant paediatrician for High Peak
Positive Play	School Health services
Ed Psych	Alternative provision
BSL association	Local GP surgeries
National Assoc deaf children	Peak School
Blythe House	Chinley Chemists
Community nurse	Positive Play

Policy reviewed by Jan Glover September 2024

Policy agreed: Governing Body meeting FGB10/0312024a

Review date: September 2027