



# Sinai Jewish Primary School

## Inclusion, Special Educational Needs and Disability (SEND) Policy

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**Last reviewed on:** December 2019

**Next review due by:** December 2020

**Completed by:** Lisa Facey, Assistant Headteacher of Inclusion (SENDCo)

**Approved by:**

**Date:**

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# 1. Principles, philosophy and our understanding of Inclusion

## 1a) Defining SEND and Our Objectives

Sinai is an inclusive school and no child will be discriminated against due to an identified special educational need or disability (SEND).

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significant greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or differ from, that made generally for others of the same age in a mainstream setting. **[Taken from 2014 'SEN Code of Practice': 0 to 25 Years. Introduction xiii and xiv]**

### **Sinai's objectives are:**

- To ensure the current SEN and Disability Act and relevant existing Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To ensure that there is a clear process for identifying, assessing planning, providing and reviewing for SEND children.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively and to receive appropriate recognition and feedback.
- To value and encourage the contribution of all children to the life of the school.
- To encourage all children to become independent learners through effective scaffolding and multi-sensory learning approaches.
- To work in partnership with parents at every stage in plans to meet their child's additional needs.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external professionals, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To enable to children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

## 1b) Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification in order to remove barriers to learning and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

### Communication and Interaction

This includes children with speech, language and communication disorders or difficulties, as well as processing difficulties. These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and Learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

### Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health.

### Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

## 2. SEND School provision

### 2a) Graduated approach to SEND support

The Graduated Approach, set out in the 2014 Code of Practice, is the template for our system of identifying children with SEND and addressing their needs and forms part of our whole school system of monitoring and evaluating the progress and attainment of all pupils.

Assessment of attainment and progress for every child is done through termly Pupil Progress meetings along with continual teacher assessment. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Where children are identified as not making progress in spite of this input, the school will seek to remove barriers to learning and put effective additional or different educational provision in place. This begins the cycle of 'Assess, Plan, Do, Review' with the child at the centre of the process.



#### The four part cycle:

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists, health and social services.

**Plan:** Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support that will be put in place for the pupil, including a date when this will be reviewed. Individual Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan via the school provision map or an individual support plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The Inclusion Leader/SENDCO will provide support, guidance and advice for the teacher.

**Review:** The plan, including the impact of the support and interventions, will be reviewed each term by the teacher and Inclusion Leader, as well as involving the parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support. This four part cycle, known as the graduated response enables earlier decisions and actions to be revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress. It draws on more detailed approaches and more specialist expertise in successive cycles.

## Graduated Approach at different stages of identification

SEND threshold	Individual Pupil	Group/Paired	Whole school
	<p>Class teachers continually identify any children who they are concerned with through observation, assessment and progress data.</p> <p>If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:</p> <ul style="list-style-type: none"> <li>• is significantly slower than peers starting from the same baseline</li> <li>• fails to match or better the child's previous rate of progress</li> <li>• fails to close the attainment gap between the child and their peers</li> </ul> <p>An Initial Concerns form is completed if concerns persist and this is discussed with parents, if not already.</p> <p>The Inclusion Leader meets with the class teacher to discuss in more detail the concerns, along with any feedback gained from parents. Observation of the child would take place and/or relevant further assessments carried out as appropriate. New actions are recorded and shared with parents, with a review to take place after an appropriate length of time.</p> <p>After further review, the Inclusion Leader and class teacher decide on next steps. At this point a child may be placed at School Support.</p>	<p>Collaborative work on-going in class.</p>	<p>Implementation of whole school rewards and sanctions (behaviour policy).</p> <p>Teachers and Teaching Assistants (TAs) access to the Inclusion Leader for SEND support and advice.</p> <p>A differentiated curriculum. Appropriate records are kept such as planning, assessments, observations and child's work (carried out by the teachers, TA's and/or the Inclusion Leader).</p> <p>Individual targets are given to children for Literacy, Numeracy and where appropriate behaviour or learning approach.</p> <p>Child's progress shared with parents at meetings throughout the year, including formal Parents Evenings twice yearly.</p>

<p><b>School SEN Support</b></p> <p><b>[no external professional involvement]</b></p>	<p><b>Class teachers meet pupils' needs through:</b></p> <p>Continued High Quality Teaching</p> <p>Use of a range of teaching approaches, which match the child's learning style and optimise opportunities for effective learning.</p> <p>Access to support provision (specific interventions aimed at boosting children's attainment and progress, either in class or sometimes in small groups).</p> <p>Use of a range of appropriate resources including ICT.</p> <p>Information provided to pupils and their families about possible ways of overcoming specific difficulties.</p>	<p>Inclusion Leader, Teachers and TAs to deliver interventions.</p>	<p><b>All of the above as well as</b></p> <p>The class teacher/Inclusion Leader will feedback to parents to</p> <ul style="list-style-type: none"> <li>• let them know that their child is being placed at School Support</li> <li>• discuss any assessments that have been completed.</li> <li>• agree a plan and provision for the next term.</li> </ul> <p>Interventions are recorded on the provision map and progress is reviewed termly by teachers against a baseline assessment conducted at the start of the interventions.</p>
<p><b>School Support</b></p> <p><b>[with external professional involvement]</b></p>	<p><b>Pupils who are not making expected progress despite support can expect: -</b></p> <p>Access to external agency assessment, intervention and consultation.</p> <p>A targeted support package is drawn up with the Inclusion Leader's support, and informed by external professional advice), which identifies specific targets to meet the children's needs. This is recorded via Personal Learning Goals, which is updated three times yearly at the half term point, which also links to the school's provision map, which is reviewed at the end of each term.</p>	<p>Support for curricular access (at times this can involve one-to-one support).</p> <p>Inclusion Leader, Support teachers and classroom assistants to deliver the interventions.</p>	<p>Teacher and TA access to the Inclusion Leader for SEND support and advice.</p> <p>Appropriate records are kept such as planning, assessments, observations and child's work (carried out by the class teachers (CT), TA's or the Inclusion Leader).</p> <p>Implementation of whole school behaviour policy, with rewards and sanctions as appropriate. In individual cases, the application of the behaviour policy will take into</p>

	<p>Access to a structured, time framed programme, delivered by a teacher/ /TA targeting the area of need, e.g. dyslexia, speech and language, fine motor, etc.</p> <p>Information provided to pupils and their families about possible ways of overcoming specific difficulties and how they can access supportive agencies working both within and outside of school.</p> <p>Teachers talk the children through their Personal Learning Goals and ensure they understand them and how they will support attainment and progress.</p> <p>Teachers involve children with their own future target setting.</p> <p>A child’s progress is shared with parents at Parents Evenings and parents are also invited to schedule an individual provision meeting to explore in more detail the child’s Personal Learning Goals. These are held at least twice a year. We endeavour to have all staff and external professionals working with that child present. At these meetings parents/professionals are informed about progress towards current targets and the new, agreed targets, to which school and external professionals have contributed, are shared.</p> <p>Parents are given a copy of the Personal Learning Goals. The Personal Learning Goals are available on the teachers’ shared drive and can be reviewed and updated by teachers at any time between review meetings.</p>		<p>account the nature of individual needs.</p> <p>The Personal Learning Goals will be reviewed and updated three times year with the last record enabling appropriate transition to the next academic year [October/November, March/April, June/July].</p> <p>These Personal Learning Goals will be sent to parents and parents can make an additional meeting with the Inclusion Leader and class teacher to follow up any further concerns or queries.</p>
<p><b>Statutory Assessment/</b></p>	<p><b>If children fail to make progress, in spite of high quality, targeted support at SS, the school may apply for the child to be assessed for an EHC Plan. We may apply for an EHC Plan if:</b></p>		



**Application of an EHC Plan (Education and Health Care Plan)**

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong, or a combination of needs and disabilities which are complex and lifelong, and which means that they will need further support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision. Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

The process of application for an EHCP is a long one and places the burden of proof that the child's needs cannot be met without an EHC Plan, upon the school. The school works closely with parents, teachers and a range of external professionals as well as the LA to make the case for an EHC Plans for a child who cannot access the curriculum or make progress without high levels of individualised support.

In the first stage, if the application for a statutory assessment is successful, a member of the Local Authority (LA), typically an Educational Psychologist, will come into school and carry out a further assessment of the child. This includes a meeting involving the parents and the school where a record is obtained of the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan, which will record the decisions made at the meeting.

The support at this stage is the same as at School Support, except that the pupil is undergoing assessments from one or more external agencies in order to ascertain whether the pupil's needs meet the criteria for an EHC Plan.

<p><b>Education and Health Care Plan</b></p>	<p>Access to external agency assessment, intervention and consultation.</p> <p>A personalised and targeted support package is drawn up with the Inclusion Leader's support, and informed by external professional advice as specified on the EHC Plan. This is recorded on an Individual Support Plan (ISP), which is reviewed and updated three times a year, and shared with parents followed with an ISP meeting. It is also recorded on the school's provision map, reviewed termly.</p> <p>In addition an Annual Review of the EHC Plan is held and chaired by the Inclusion Leader. The Inclusion Leader writes a report that is passed on to the LA, along with any other reports from external professionals involved. At all meetings we endeavour to have all staff and external professionals working with that child present.</p> <p>Support from class teacher and TA for curricular access alongside access to relevant programmes delivered by a teacher/specialist teacher/TA targeting the area of need, e.g. dyslexia, speech and language, fine motor, etc.</p>	<p>SEBD (Social Emotional Behavioural Difficulties) group work can be developed if appropriate and suggested on EHC Plan.</p> <p>Tailored and personalised support through teachers/TAs.</p> <p>When appropriate Literacy/Numeracy learning will occur in pairs or small groups.</p>	<p>Teachers and TAs access to Inclusion Leader for SEND support and advice.</p> <p>Appropriate records are kept such as planning, assessments, observations and child's work (carried out by the teachers, TA's or Inclusion Leader).</p>
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## 2b) Roles and Responsibilities of all Staff Promoting Inclusion

### Staff Expertise

The Assistant Headteacher of Inclusion, Mrs Facey is a qualified and experienced teacher and an accredited SENDCo and also holds a PGCE in Special and Inclusive Education. All of our teachers are trained to work with children with Special Educational Needs and Disabilities. All teaching staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer training opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Staff	Roles and responsibilities
Governors	<p>It is the statutory duty of the governors to: -</p> <ul style="list-style-type: none"> <li>• Ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.</li> <li>• The Governor with particular responsibility for SEND is Daniel Tysman</li> <li>• The SEND governor meets with the Inclusion Leader at least termly to discuss aspects of SEND provision and support the Inclusion Leader to develop provision.</li> </ul>
Head teacher Juliette Lipshaw	<p>The Head teacher will: -</p> <ul style="list-style-type: none"> <li>• Review/agree the current year's SEND budget and SEND provision based on information collected from baseline assessments, audit of need, evaluation of last years' successful programmes etc.</li> <li>• Line manage the Inclusion Leader</li> </ul>
Assistant Headteacher of Inclusion / SENDCo)  (Lisa Facey)	<p>The Inclusion Leader will: -</p> <ul style="list-style-type: none"> <li>• Develop school support provision as described in section 2 and manage the day to day implementation of the Inclusion and SEND policy.</li> <li>• Keep the Head teacher and Governing Body informed of developments as and when necessary and at least annually.</li> <li>• Liaise with outside agencies as outlined in 2c.</li> <li>• Manage statutory assessment requests and provision for pupils with EHC Plans.</li> <li>• Train staff in relevant SEND areas, e.g. specific areas of need and intervention.</li> <li>• Line manage all support staff.</li> <li>• Develop strong home school links with parents and external professionals.</li> <li>• Undertake the monitoring and evaluation of SEND pupils' progress and attainment and plan for next steps.</li> </ul>
Class Teacher	<p>The class teacher will: -</p> <ul style="list-style-type: none"> <li>• Identify potential SEND pupils and complete an initial concerns form.</li> <li>• Liaise with the Inclusion Leader to discuss next steps.</li> <li>• Review and update Individual's support plans with Inclusion Leader's support.</li> <li>• Implement the agreed provision and record progress.</li> <li>• Attend relevant training.</li> <li>• Direct and liaise with TAs.</li> <li>• Regularly update the Provision Map and help evaluate the impact of interventions.</li> </ul>
Teaching Assistant (TA)	<p>The TA will: -</p> <ul style="list-style-type: none"> <li>• Implement the agreed provision and record progress in line with teacher and Inclusion Leader direction.</li> <li>• Feedback to and liaise with teachers.</li> <li>• Attend relevant training.</li> <li>• Carry out assessment of specific interventions programmes</li> </ul>

## 2c) Range of External Professionals

### Diagnosis of Disabilities:

Although the school can identify certain educational needs, and make provision to meet those needs, we cannot offer diagnoses. We would always advise parents to consult their GP if they think their child may have any kind of difficulties that affect learning or development, e.g. ASD or ADHD and will always work to support parents through what can be a challenging period both for them, and for their children.

The Inclusion Leader can make referrals to a range of specialist external professionals. There are also a number of organisations that we have links with that we work closely with to address children's needs, particularly when involving social, emotional and mental needs.

Agency	Service provided
EP (Educational Psychologist)	<ul style="list-style-type: none"> <li>Link EP offers advice and assistance and training re: SEND. Writes reports and carries out assessments for statements and reviews.</li> </ul>
SaLT (Speech and Language Therapist)	<ul style="list-style-type: none"> <li>Brent SaLT will offer advice and training for the school (INSET), class teachers and TAs re: speech, language and communication difficulties. The Brent SaLT team will only accept referrals from children who have a Brent GP.</li> <li></li> </ul>
OT/Physiotherapy (Occupational Therapist)	<ul style="list-style-type: none"> <li>Advice on pupils with O.T./Physiotherapy needs (recommended exercises and reports written)</li> </ul>
CAMHS (Child and Adolescent Mental Health Service)	<ul style="list-style-type: none"> <li>Offer advice and assistance for pupils demonstrating Social, Emotional and Mental health difficulties (assessment and intervention).</li> <li>Follow up recommendations of Child Protection orders.</li> <li>Work with pupils and families (parenting skills, counselling, therapy)</li> </ul>
TAMHS (Targeted Mental Health in Schools)	<ul style="list-style-type: none"> <li>Offers family group therapy in school delivered by a clinical psychologist from Brent CAMHS based on the highly successful Marlborough model (see school website for more information on this model).</li> </ul>
Art Therapy	<ul style="list-style-type: none"> <li>Working with the charity Chai Cancer the school has fully qualified Art Therapist/s in school to offer children 1:1 Art therapy. The Therapist/s are supervised by senior Art therapists.</li> </ul>
Norwood	<ul style="list-style-type: none"> <li>Binoh is an educational wing of Norwood that offers specialist support via assessments and therapy via a team of Educational Psychologists, Occupational Therapists and Speech and Language therapists.</li> <li>Through parental referral, support and advice to schools and parents which is typically through working with a Norwood social worker or Family worker.</li> </ul>
BOAT (Brent Outreach Autism Team) /ASD Advisory Teachers	<ul style="list-style-type: none"> <li>On-going support and advice to schools &amp; parents with children diagnosed with Autistic Spectrum Disorders.</li> <li>Training for staff.</li> </ul>
Brent/other LA Visual/Hearing Impairment support.	<ul style="list-style-type: none"> <li>Support and advice to schools and parents regarding best ways to support children with visual or hearing impairments and to ensure full curricular access.</li> </ul>
Designated Safeguarding Lead (Laura Lane)	<ul style="list-style-type: none"> <li>Involved when pupils are identified as being at possible risk or harm.</li> <li>Work with parents and pupils to offer Early Help support.</li> <li>Attend CP (Child Protection) conferences and reviews.</li> </ul>
Educational Welfare Officer	<ul style="list-style-type: none"> <li>Monitors frequency of absenteeism and lateness. Sends letters to parents. Carries out home visits.</li> </ul>

## **2d) Children with Social, Emotional and Mental Health needs**

If a child shows consistent atypical behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete a CAF with the family and support the child through this process which ensures that all professionals work holistically. Together with parents we may also work with Social Care agencies, e.g. Norwood

If parents and school are concerned that the child may have mental health needs, we encourage and support parents to ask their GP for a referral to CAMHS or to local paediatric services.

If the child is felt to have social, emotional or mental health needs - for example with anger management – the school can offer a range of social skills or therapeutic interventions. These may include:

- TAMHS: this is group therapy delivered in school by a clinical psychologist.
- Art therapy
- Social skills groups including Lego Therapy
- Circle time
- Lunch clubs run by the Inclusion Leader/TAs
- 1:1 Mentoring sessions

All children are expected to observe the rules of the Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. Where needed, in order to make appropriate accommodations a comprehensive positive behaviour plan will be implemented which involves the input of all staff involved with the child as well as the parents. The behaviour plan will outline the strategies and provision in place to support the child's behaviour and learning and ensure that it is carried out consistently across staff.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

## **2e) Working in Partnership with Parents and Children**

We aim to have good, working relationships with all of our parents. If a child is experiencing difficulties, parents will be informed by teachers [see above] and therefore it should not come as a surprise to a parent to learn that their child is being identified as having SEND. They will have been consulted, involved and informed at all stages of the process.

We are a caring school and teachers, teaching assistants and other staff members work hard to build positive relationships with all the children and to be aware of, and respond to, individual needs.

## **2f) Monitoring and evaluation of SEBD (via the Provision Map)**

As part of our inclusive practice, Sinai implements a range of interventions, which are recorded and updated on a termly whole school provision map. The provision map sets out the provision for many of the children, not only those with SEND.

- The school aims to use interventions in school that have proven outcomes and are evidence based.
- When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.
- Targets for children at SS are deliberately challenging in the attempt to close the attainment gap between the children and their peers.
- Interventions are planned in blocks of 10-12 weeks, in most cases.

The Head teacher, Deputy Head teacher responsible for assessment and Assistant Headteacher of Inclusion regularly monitors and evaluates the quality of provision for all pupils. The impact of provision on the progress and outcomes for SEMH children (and all groups of children) is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points
- Interventions baseline and exit data
- Progress against individual targets
- Children's work and interviews

Based on the quantitative and qualitative assessment of children's progress, a decision is then made as to the effectiveness of the intervention and the necessary next steps for each child.

## **2g) Adaptations to the Curriculum Teaching and Learning Environment**

Sinai has an Accessibility Policy and Accessibility Plan. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with disabilities.

All of our classrooms are set up to include all children: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice for all children, but is vital for those who particularly need it. All our children have access to the full National Curriculum, and we recognise and celebrate achievement in all curricular areas. Teachers differentiate the learning and associated tasks as appropriate with curriculum content and ideas simplified and made accessible by using visual, tactile and concrete resources, as well as ICT.

## **2h) Access to Extra-Curricular Activities**

All of our children have equal access to lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

## **3. Transition Arrangements**

### **3a) Transition into and within school**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes -including from the nursery - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
  - Additional visits to the classroom environment in order to familiarise them with surroundings and routines
  - Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

### **3b) Transition to Secondary School**

Transition Annual Reviews for Year 6 pupils with EHC Plans are held with, where possible, in the Summer Term of Year 5 or the autumn term of Year 6. There is typically a further transition meeting in the Spring or Summer term of Year 6 where the secondary school Assistant Headteacher of Inclusion (SENDCo) is invited to attend so that an appropriate transition plan can be implemented. Children at School Support will be highlighted to the secondary school as part of the transition and enhanced arrangements made as appropriate.

## **4. Storing and Managing information**

Pupil records and SEN information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for sharing information and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Sinai.

## **5. Monitoring Arrangements**

The policy will be reviewed by Lisa Facey, Assistant Headteacher of Inclusion (SENDCo) every year. It will also be updated in any changes to the information are made during the year.

It will be approved by the governing board.

## 6. Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Sinai to speak to us as soon as possible. In the first instance, please speak to the class teacher or the Assistant Headteacher of Inclusion (SENDCo). If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head teacher.

If concerns are still unresolved parents may wish to use their Local Authority (that which they reside in) Special Educational Needs and Disability Advice and Support Service (SEDIASS) or engage with the School complaints procedures.

## 7. How this policy was put together

### 7a) Legislation and Guidance

This policy, along with the school's SEND information report, is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

### 7b) Links with other Policies

This policy is closely linked with the SEND information report and both documents can be found on our school's website and should be the first point of information for parents if they have concerns about their child's needs. On the website, there is also a link to the Brent LA Local Offer for SEND.

All of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. Other relevant documentation that links with this policy are:

- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- Supporting pupils with medical conditions
- Accessibility Plan