



# Meopham Community Academy



*Enjoy, Learn, Aspire*

## Special Educational Needs and Disability Policy

<b>This policy was reviewed by:</b> Hazel Parke, SENCO Lead
<b>Date:</b> December 2017
<b>Approved by Governors:</b> December 2017
<b>Next Review Date:</b> December 2018

## **Introduction**

This policy is written in line with the requirements of:-

- SEND code of practice: 0 to 25 years 11th June 2014 (updated 1st May 2015)
- Children and Families Act 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51- Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The schools Information (England) (Amendment) Regulations 2012
- SI 2013 758 The schools Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following policies and guidelines:

*Behaviour Policy, Safeguarding Policy, Medical Needs Policy, Anti-Bullying Policy, Restraining and Comforting Policy, LAC/ CIC Policy, Pupil Premium Statement, EAL guidelines*

This SEN and Disability Policy was developed across school in consultation with SEN Governors, the Senior Leadership Team (SLT) and a cross-section of parents. This policy will be reviewed annually.

## **Definition of SEN**

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age*
- *has 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 or mainstream post-16 institutions*

(Ref: 'SEND code of practice: 0 to 25 years 11th June 2014')

## **Definition of Disability**

*Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*

(Ref: 'SEND code of practice: 0 to 25 years 11th June 2014')

## **Special Educational Needs Provision**

At Meopham Community Academy we make reasonable adjustments to meet special educational needs with or without an Education, Health and Care Plan (EHCP). The school is experienced with dealing with frequently occurring special educational needs including dyslexia, dyspraxia, speech and language needs, autistic spectrum disorders, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which Meopham Community Academy is less familiar, but we can access training and advice so that these kinds of needs can be met.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against, or disadvantage, disabled children or those with special educational needs.

### **Identification and Assessment of Pupils with SEN**

At Meopham Community Academy we monitor the progress of all pupils at least three times a year to review their academic progress. We also use a range of assessments at various points including: teacher assessment, phonics screening, Accelerated Reader tests, Cognitive Ability Tests, Cognitive profiling and National Curriculum assessments.

If a child is identified as needing additional support, this is planned by the relevant Meopham Community Academy staff members working alongside the child and the child's parents. Where necessary, further help can be sought from outside agencies through the Local Inclusion Forum Team (LIFT). This may involve advice from professionals including: Specialist Teachers, Speech and Language Therapists or an Educational Psychologist. In some cases parents may be advised to seek further advice from a paediatrician.

Once a child's needs have been identified, interventions are planned to try to address them (see Appendix 1). Provision maps are used to track the impact of the interventions. Targeted support may be given in the form of additional resources, adaptations to classwork, small group work or 1:1 support from a Learning Support Assistant.

Despite high-quality teaching targeted at their areas of weakness, some pupils may still fail to make adequate progress. For these pupils, we use a range of assessment tools to identify any barrier to learning or specific learning difficulty. At Meopham Community Academy we are experienced in using the following assessment tools: Lucid Assessment System and Cognitive Profiling, LanguageLink, SpeechLink, Boxall, Accelerator Reader reading age assessments, Salford and Sandwell.

As a school, we also have access to external advisors who are able to use their own assessment tools accessed via the LIFT process or own service level agreements.

The purpose of this more detailed assessment is to identify any additional resources and approaches that may be needed to enable the pupil to make better progress. These will be shared with parents, recorded in a provision map and reviewed regularly at pupil progress meetings.

## **Individual Support Plan**

If a child's needs require a higher level of support, the child will be given an Individual Support Plan. This will identify the planned outcomes for the child and the interventions which will be put in place in order support their needs. Each intervention will have a measurable target so that progress can be tracked. The plan is written in collaboration with the child and the child's family, with a focus on the process of 'Assess, Plan, Do, Review.'

For many children, targets will be connected to learning. For others, they may be to do with communicating with other children and adults or overcoming physical issues (for example problems to do with fine-motor control). Most importantly, the targets set must reflect the needs of the child.

If to make progress a pupil needs on-going provision which is additional or different (and would not be able to maintain progress without it) we will identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified as having special educational needs. When any change in identification of SEN is made parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

## **Making Provision for Pupils with SEN and Evaluating Effectiveness**

Provision maps are reviewed at pupil progress meetings in conjunction with assessment information to judge whether adequate progress is being made. Parent and pupil views will be sought via the class teacher or SENCo.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

Provisions made for the child will be reviewed with the class teacher during parent consultation meetings. Children with individual plans or EHCPs are reviewed three times each year with the parents and SENCo. Progress is evaluated and provision adjusted where necessary.

The collation of all annual review evaluations of effectiveness will be reported to the governing body.

## **Arrangements for Assessing and Reviewing the Progress of Pupils with SEN**

Every pupil at Meopham Community Academy has their progress tracked at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc.

When a child is identified as needing additional support they will be given SMART (Specific, Measurable, Attainable, Realistic and Timed) targets so that their progress can be accurately measured.

If these assessments do not show adequate progress is being made the provisions are reviewed and adjusted.

## **Approach to Teaching Pupils with Special Educational Needs**

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. SEN Code of Practice (2014, 6.37)*

Senior leaders at Meopham Community Academy regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes auditing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered

At Meopham Community Academy the quality of teaching was judged to be good with some outstanding in our last Ofsted inspection.

We follow the Mainstream Core Standards (link: <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>). These were developed by Kent County Council to ensure that our teaching conforms to best practice. Staff receive regular training to help them meet these standards.

In meeting these standards, Meopham Community Academy employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support / mentoring/ small group teaching. These are delivered by additional staff employed through the funding provided to Meopham Community Academy as 'notional SEN funding'.

## **Adapting the Curriculum and Learning Environment are Adapted for Pupils with SEN and Pupils with Disabilities**

At Meopham Community Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result

of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

For further information see the Meopham Community Academy Accessibility Plan.

### **Additional support for learning that is available to pupils with Special Educational Needs**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in Meopham Community Academy and that there are sufficient resources to deploy additional and different teaching approaches and resources for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map (Appendix 1). In very few cases a very high level of resource is required. The funding arrangements require Meopham Community Academy to provide up to £6000 per year of resource for pupils with high needs, and above that amount, Meopham Community Academy can apply for High Needs Funding.

Meopham Community Academy enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs.

All clubs, trips and activities offered to pupils at Meopham Community Academy are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, Meopham Community Academy will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

### **Support to Improve the Emotional and Social Development of Pupils with SEN**

At Meopham Community Academy we understand that an important part of the curriculum is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, circle time, through the Rights Respecting Charter, Academy Values and assemblies and indirectly with every conversation adults have with pupils throughout the day.

For those pupils who most need for help in this area, we also can provide the following: access to the pupil support team, a counsellor, mentoring time, time-out space, supported play or nurture facilities at play time and lunch time.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

### **Details of the SEN Co-ordinator/Inclusion Manager**

The SENCO at Meopham Community Academy is Hazel Parke. She is a qualified teacher and holds the National Award for SEN Co-ordination. Hazel Parke is available on 01474 812259 via the school office.

### **Information about the Expertise and Training of Staff in relation to Children and with SEN and how Specialist Expertise will be secured**

All teachers and teaching assistants have had the following awareness training: introduction to the mainstream minimum standards; speech and language training, ASD awareness training, provision map training, the New Code of Practice.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: other schools, Educational Psychologist, Speech and Language therapist, specialist teachers, school nurse, the SMILE Centre, Rainbow Court, GLP (Gravesham Learning Partnership). The cost of training is covered by the notional SEN funding.

### **How Equipment and Facilities to Support Children with SEN will be Secured**

Where external advisors recommend the use of equipment or facilities which Meopham Community Academy does not have, we will aim to purchase it using the notional SEN funding, or seek to loan the equipment. For highly specialist communication equipment Meopham Community Academy will seek the advice of the KCC Communication and Assistive Technology team.

### **Arrangements for Consulting and Involving Parents of Children with SEN**

All parents of pupils at Meopham Community Academy are invited to discuss the progress of their children on three occasions a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents at parent consultation meetings.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. The pupil will be identified as having special educational needs if special educational provision is being made. The parent will be invited to contribute to planning and reviews of this provision at parent consultation meetings, and have the opportunity to make an appointment with the SENCo if they require further information or support. Parents will be actively supported to contribute to assessment, planning and review.



In addition to this, parents of pupils with an Individual Education Plan or an Education, Health and Care Plan will be invited to contribute to and attend a review meeting, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

### **Arrangements for Consulting and Involving Children with SEN**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

### **Arrangements made by the Governing Body Relating to the Treatment of Complaints from Parents of Pupils with SEN**

The normal arrangements for the treatment of complaints at Meopham Community Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, members of the pupil support team, SENCO or Senior Leadership Team, to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by Meopham Community Academy.

### **How the Governing Body involves other bodies, including Health and Social Services, Local Authority Support Services and Voluntary Organisations, in Meeting the Needs of Pupils with SEN and in Supporting the Families of such Pupils**

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service
- Link to Disabled Children's Service for support to families for some pupils with high needs

- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of professional networks for SENCO e.g. SENCO forum
- Service level agreement with play therapists and Speech and Language Therapists

### **Contact Details of Support Services for the Parents of Pupils with SEN**

Further advice and support can be obtained via **IASK**. This service offers support to families of children and young people (0 – 25 years) with special educational needs or disabilities.

The advice and support is confidential, impartial and independent from the council.

*Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.*

*Email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)*

*Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW*

*Telephone: 03000 412 412*

*Facebook: IASK on Facebook*

### **Arrangements for Supporting Pupils with SEN in Transferring between Phases of Education or in Preparing for Adulthood and Independent Living**

At Meopham Community Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Please see Transition Guidelines for further information.

We also contribute information to a pupils' onward destination by providing information to the next setting (Appendix 2).

### **Information on The Local Authority's Offer**

The local authority's local offer is published on

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

or it can be accessed through the school website

[Special Educational Needs and Disabilities](#)

### **Government's Guide to SEN**

The government's guide to SEN for parents can be found at:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

## **Appendix 1 - Interventions used at Meopham Community Academy**

<b>Intervention</b>	<b>Overview</b>
<b>Toe By Toe</b>	Children work one to one with a teaching assistant. They learn to read by breaking down nonsense words and real words into phonemes. Words are then divided into syllables before moving on to reading sentences. The structured approach of small steps and repetition helps to improve reading speed and helps memory. It has been shown that if the reader can use less effort on the actual de-coding of text they can concentrate more on the understanding.
<b>Stride Ahead</b>	A follow up programme to Toe by Toe. It can be used with any child with a reading age of 8.5 years. The programme works on the same principles as Toe by Toe.
<b>Totem and Talisman series.</b>	This intervention is a phonics 'catch up' for readers aged 8-14. The children read books and complete workbooks which focus on a variety of literacy skills eg phonics, spelling rules and comprehension.
<b>GAP</b>	GAP addresses difficulties some children may have with auditory memory, verbal reasoning and visual sequencing.
<b>SNIP</b>	SNIP is aimed at increasing reading and spelling skills using the high frequency words taught in primary schools. The programme addresses gaps in phonics knowledge through the application of analytic phonics (drawing pupils' attention to the make- up of words as they break up the target word).
<b>Write From The Start</b>	This is a handwriting programme that guides children through the various stages of perceptual and fine-motor development. Children work through carefully graded exercises and activities that cover: <ul style="list-style-type: none"> <li>• Hand – eye co-ordination</li> <li>• Form constancy</li> <li>• Spatial organisation</li> <li>• Figure-ground discrimination</li> <li>• Orientation and laterality</li> </ul>
<b>BEAM</b>	BEAM was developed by Physiotherapists and Occupational Therapists. The programmes work on three specific areas- balance, ball skills and body awareness.
<b>Clever fingers</b>	Clever Fingers was developed by a Paediatric Occupational Therapist to support pupils who may have difficulties with their core stability, gross motor coordination and sequencing skills. Children are given a selection of activities designed to help them develop their fine motor skills.
<b>Five minute box</b>	This is an early intervention and screening tool. It uses a multi-sensory approach to help children who need extra time to learn or to consolidate basic reading and spelling skills.
<b>Lego Therapy</b>	A collaborative play intervention in which children work together to build LEGO models. Children work in pairs or teams of three. Children adopt different roles in order to complete the task. Key skills: Turn taking, sharing, joint attention, shared goals, social communication, mutual purpose, eye contact, problem solving, conflict resolution and language development.

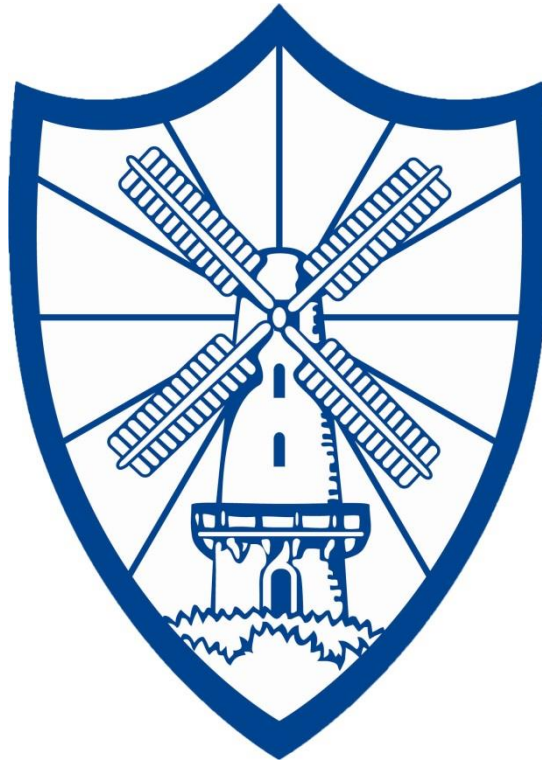
<b>Talk Boost</b>	This programme breaks language and communication down into 5 separate components: attention & listening; vocabulary; building sentences; telling stories and conversation. Children work in small groups with a teaching assistant following a structured programme.
<b>(TRUGS) Teaching Reading Using Games</b>	A popular set of reading games designed to give children practice, reinforcement and consolidation of phonic knowledge no matter what their level of reading.
<b>(SALLEY) Structured Activities for Language and Literacy in the Early Years</b>	A structured programme of activities focusing on the key skills of listening, maintaining attention, developing memory and phonological awareness.
<b>Numicon</b>	Numicon is multi-sensory maths intervention, built on a proven pedagogy that raises achievement across all mathematics ability levels. Numicon encourages children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts
<b>Mathletics</b>	<b>Mathletics</b> is a web-based learning program that integrates home and school learning via the internet. A teaching assistant runs a Mathletics group each morning in the computer suite for children who need extra practice to consolidate key concepts.
<b>Project X Comprehension Express</b>	A reading intervention designed to develop higher level reading skills. Aimed at children who are at risk of not attaining their expected level.
<b>Sensory Circuits</b>	A sensory motor skills programme. Sensory circuits are physical activities that help to alert, organise and then relax the senses of the children so that they are ready to take part in the school day.
<b>Units of Sound</b>	Units of Sound is an online literacy development programme developed by Dyslexia Action. It is suitable for those aged 8 years through to adults and develops reading (decoding), spelling and writing skills. Units of Sound encourages independent learning
<b>Nessy</b>	The Nessy programme is an online programme which uses a multisensory approach to teaching reading and spelling. It is designed to help children with dyslexic type difficulties.
<b>Mentoring</b>	1-1 and small group mentoring to identify and target barriers to learning e.g self-esteem, organisational skills.
<b>Play Therapy/ Counselling</b>	Intervention delivered by qualified therapists to help the child build resilience and increase the child's emotional availability to learn.



## **Appendix 2 – Transition Guidelines**



# Meopham Community Academy



## Transition Guidelines

**These guidelines were reviewed by:** Hazel Parke (Inclusion Manager)

**Date:** October 2017

**Next Review Date:** October 2018

## **Introduction**

Transition is a term that can be applied to any event that results in significant change. It is a process that marks progress through life. In relation to this policy transition centres on strategies to support pupils to make successful transfer from pre-school settings to school; from year group to year group and from one Key Stage to another.

For the purposes of these guidelines the definition of a successful transition will enable children to:

- develop new friendships
- settle well into school life
- show an interest in school
- be familiar with routines and organisation
- experience continued curriculum progress

An excellent transition process is vital to ensure effective continuity and progression for children at all ages. At Meopham Community Academy we use these processes:

## **Pre-School to Year R**

### **Rationale**

At Meopham Community Academy we endeavour to ensure a smooth transition for pupils entering school in Year R from pre-schools. Pupils and parents need to feel happy, comfortable, reassured and confident to face the challenge of starting a new school. We recognise that pupils are vulnerable at stages of transition. We implement a range of strategies and activities to ensure a smooth and happy transition.

### **Aims**

- To provide a smooth transfer from pre-school to Year R for both pupils and their parents.
- To ensure the pupils' emotional well-being is a priority.
- To ensure good communication between staff, parents and pupils.
- To raise parents' awareness of school routines.

This is achieved through:

### **Pre-School Visits**

Where possible, the Reception teachers and teaching assistants will visit pre-schools to meet the pupils in their present settings where they are comfortable. The staff will introduce themselves to the pupils, spend some time playing with them and talking to the pre-school key worker to find out as much about the pupils before they enter the Academy.



Where visiting the setting is not possible, the Reception teachers will endeavour to speak to the pre-school key worker to find out information about the pupils who will be joining the Academy. For a child with an Additional Medical Need the school SENCo or a school mentor may visit the pre-school to speak with the child's keyworker or observe the child. In some cases a transition meeting will be arranged at the Academy.

### **Induction**

We offer a gradual induction programme, where children are invited to two afternoon story sessions and two longer play sessions in the term before they are due to start school. We support the children during these sessions as they begin to familiarise themselves with the school staff, the environment and other pupils (they can be supported by carers or parents if appropriate).

The school invites parents to their own welcome session where we explain what they and the pupils can expect when they first start school. Basic routines and expectations are discussed, as well as specific information about the Foundation Stage. Home school links are further established by home visits in the first week of Term 1.

Reception teachers and teaching assistants visit the pupils and parents in their homes, where specific needs of the pupil are discussed. Home visits offer the opportunity for relationships to be built.

Pupils start coming to school in the second week of Term 1, staying for morning sessions only for the first 3 weeks then full-time thereafter.

During the initial part of the year, parents accompany the pupils to the classroom door at the start of the day, ensuring that both parents and pupils feel secure and confident. Parents then collect pupils from the classroom at the end of the day ensuring that they have the opportunity for regular daily contact with the teachers.

Initially, pupils will have separate play times to the rest of the Academy, supervised by Reception teachers and teaching assistants. During the course of the year, pupils are introduced to routines such as key stage or whole Academy assemblies and playtimes when appropriate.

In term 2, once pupils have settled in to the routines and are becoming more familiar with different lessons, parents will be invited to attend curriculum workshops. These enable parents to have a greater understanding of what their children are learning and the educational reasons for this.

Each child will have an online Learning Journal as a means of sharing information between home and school. All Reception staff and parents can have access to their child's account and will be updated via email each time a new observation is added. Parents are encouraged to add their own observations and to comment on ones added by school. The account will be

started at the end of July in order to assist with the transition process. Parents will receive a copy of the journal on a CD at the end of the academic year.

### **Transition from Year R to Key Stage 1**

#### **Aims**

- To provide a smooth and positive transition between Year R and Key Stage One.

We recognise that all pupils are individual, and reach different stages of development at different times. Entry into Key Stage One is, therefore, an important transition. We have put into place a number of strategies to ensure that the move from Year R to Key Stage One is a smooth and happy one for the pupils.

The following strategies are implemented:

- Story times with Year 1 teachers during the final term of Year R
- Year R and 1 child initiated session to build relationships with Year 1 teachers and the older pupils.
- Year R and 1 and 2 games afternoon during the final term of Year R.
- Spending an afternoon with the new class teacher in Term 6
- Circle time discussions with the Year R teacher about any concerns
- Photo/ information sheet on Year 2 provided to Year 1 children at end of year
- Year 2 teachers endeavour to visit children in their Year 1 class
- Once pupils enter Year 1, teachers continue the transition work, by ensuring that the balance of teacher directed and child initiated learning mirrors early years practice during the first term in Year 1. (This is particularly important for the youngest pupils who may have only been in school for 4 terms.)
- The Foundation Stage Profile continues to be used in Year 1 where appropriate until children are working at level 1 of the National Curriculum.

### **Children in Need of Extra Support with Transition**

#### **Key Stage 1 to Key Stage 2**

- In Term 6 the Learning Mentor asks Year 2 class teachers and the Individual Needs Team co-ordinator to identify vulnerable children.
- In Terms 5 or 6 children from Year 4 are selected as a Playground Friend and trained (using resources provided by Kent Safe Schools).
- In Term 6 the children are all introduced and then in term 1 of the following academic year the Year 3 children meet with the playground friends during lunchtimes to play games.
- The Learning Mentor checks on the Year 3 children once a week to check that there are no problems.
- The Year 5 Playground Friends meet with the Mentor team on a regular basis to discuss any issues.

- The Year 5 Playground Friends are on the gate every morning to assist any children who may be having problems coming into school. The Year 5 Playground Friends also check on the Year 3 children informally at break and at lunchtimes.
- Year 5 Playground Friends help them with any concerns; involving an adult when necessary.
- Children can stay in touch with the Playground Friends throughout Years 3 and 4.

### **Year 1 to Year 6**

- All children visit new classes with their new teacher in Term 6 at least once.
- Annual tracking of children's progress through teacher assessment, Key Stage SATs and Optional SATs.
- Cross year moderations Y1/2; Y3/4; Y5/6
- The assessment co-coordinator and the individual needs team leader track how many steps progress a child has made per year to ensure good progress.
- Throughout the year, there is an 'open doors' afternoon when YR, Y1 mix together to enable them to get to know other teachers and staff and each other
- YR/1/2 E&L afternoon in Term 6
- In Term 6 teachers have staff meeting time allocated to discuss individual children's progress as they move from class to class.
- Current teacher collates a file containing assessment information including: Groupings for literacy, numeracy, phonics, spelling; all end of year assessments; Houses; parents who help.
- Current teacher ensures that relevant information about children's Additional Educational Needs (including essential medical information) is passed onto the next teacher (see Appendix 2).

### **Key Stage 2 to Key Stage 3**

- Staff from most of the local Secondary Schools visit Year 6 pupils in the Summer Term and have the opportunity to speak to the Year 6 teachers.
- Children have the opportunity to attend an induction/ taster day at their new school in Term 6
- A residential trip to Hindhead is arranged in the Summer Term when children across the two Year 6 classes are mixed to extend their friendship groups.
- Children are given the opportunity to do cycling proficiency so that they have the opportunity to cycle to Secondary School.

### **Children in Need of Extra Support with Transition**

#### **Key Stage 1 to Key Stage 2**

- In Term 6 the Learning Mentor asks Year 2 class teachers and the Individual Needs Team co-ordinator to identify vulnerable children.
- The Learning Mentor will then arrange an informal visit to meet the new class teacher and visit their new classroom.

- The children will then be taken for a group discussion to go through any worries/concerns they may have.
- If there are any children who still need extra support the Learning Mentor will arrange another informal visit to the new class and have another discussion with the children and complete a booklet.

### **Key Stage 2 to Key Stage 3**

- In Term 6 the Learning Mentor asks Year 6 class teachers and the Individual Needs Team co-ordinator to identify vulnerable children.
- The identified children meet with the Learning Mentor (in some cases another Mentor will be more appropriate).
- The children work through 'The Looking Forward Survey\*' and the 'Looking forward Book\*' with the support of the Learning Mentor.
- Activities, games and discussion are used to encourage confidence and strategies to cope with the transition.
- In some cases an additional visit is arranged to the Secondary School accompanied by a member of the Mentoring Team.
- The SENCo attends a meeting with SENCos from the feeder secondary schools so that information about key children can be shared.
- Personalised plans/ EHC plans are forwarded to the receiving secondary school.
- Parents of children with EHC plans or personalised plans are given an opportunity to discuss transition arrangements at review meetings.
- A study skills group is run for children who may have difficulties with organisation in Secondary School. They are given a pack to take with them to Secondary School.
- 2 PSHE workshops – one deals with smoking and giving in to peer pressure- the other deals with the feelings around starting a new school/ personal organisation/ school journeys etc.

*\*Copies of these are kept in the Learning Mentor's Transition File*

### **Transition in other Year Groups**

In some cases a child may need extra support transferring in other years. These will have been referred through the AEN referral process during the academic year.

- A member of the individual needs team may show the child around their new classroom and the parts of the school they will be using.
- In some cases the key worker will arrange extra informal meetings with their new class teacher.
- In some cases a personalised transition booklet will be made and used with the child. This will be sent home for use during the summer holidays.
- In some cases the child's key worker will meet with the child at the school gate and at certain points during the day.

## **Assessment, Recording and Reporting**

Appropriate assessment is vital to ensure all children achieve their potential. Much assessment is 'ongoing' and teachers in each lesson respond to assessments made and use the assessments to inform future planning. Each teacher uses a variety of assessments, both summative and formative, to ensure pupils are progressing well.

Children are informed of their progress through talking to the teacher, comments during marking and successes are celebrated through stickers, certificates and house points. We believe 'target setting' is an ongoing process. Teachers constantly set appropriate short and long term targets for children through talking to children and marking. At times, where helpful to an individual, more 'formal' targets will be recorded in the children's books. Children are encouraged to be aware of and contribute to their own targets.

Each child has a Writing Portfolio as an ongoing record of their progress and attainment.

## **Assessments**

Pupil progress will be tracked through the use of both formative and summative assessments from Y1- Y6. This information will be discussed at pupil progress meetings to ensure that the needs of individuals are met in order to support good progress. All provision maps and assessment data are shared with teachers during the annual handover meeting with current and next class teachers.

# Appendix 1 - Transition Strategies for Vulnerable Pupils

## Year R to Year 6

Ensure time is available for:

- Teacher liaison
- Visits by new teacher to current class
- Consideration of arrangements of furniture
- Possible provision of specialised equipment
- The child to visit the empty classroom
- Meeting any staff working with the child
- Visiting new playground, toilets, cloakroom
- Talk through changes to routine
- Arrange to have a named key worker
- Social story to take home over the holidays
- Make a book with photos
- Include new teacher in last PSP/ Annual Review meeting of the term
- Previous teacher to write dos and don'ts

## Year 6 to Year 7

Visiting Secondary Schools

- Could take digital camera and photograph:
- Things the child is interested in.
- The entrance they use when they arrive.
- Possibly the part of the school where their classroom will be (if all year 7 classes are in same area.)
- Playground area.
- Dinner hall/canteen.
- Key people if possible (would need to arrange this in advance).
  - This could then be made into a booklet when back at school.
- Find out what happens on the first morning: where does the child go, where do they put their things, how do they know when to leave the playground.
- Find out what happens at the end of the day.
- Check if they have a children's prospectus and whether we can have one.

## Appendix 2 - Record Keeping

The following information must be passed on to the child's next teacher. Some information will now be electronic and can therefore be passed on by email.

- Most recent (Term 6) Star Reading Test book level
- English Books
- Mathematics Books
- Guided Reading groups
- Phonic assessments
- English ability groups
- Maths ability groups
- Class ability groups
- Maths sets
- Recent assessment data
- Left handers
- Art Ideas books
- Volunteer helpers/DBS lists
- Computing passwords – Mathletics, Purple Mash, server login
- Houses
- Individual Education Plans and details of interventions

Alert teacher to medical needs i.e. asthma, allergies, wears glasses, relevant family circumstances.