St Peter's Catholic Primary School



Inclusion/SEND policy

Date: October 2025 Review Date: October 2026

This policy has been written with regard to the New Code of Practice 0 – 25 (July 14) and Children and Families Act (May 2014). It provides a framework for the provision for children with Special Educational Needs and Disabilities at St. Peter's Catholic Primary School and compliments the Local Authorities Local Offer.

Contents

1) Overview of SEND Changes – commencing September 2014 3
2) West Sussex Local Offer 4
3) Aims and Objectives 4
4) Roles and Responsibilities 5
5) Coordinating and Managing SEND Provision 6
6) Admission Arrangements 6
7) SEND Identification, Assessment and Review: - The Graduated Approach 7
8) Partnership with Parents 10
9) The Voice of the Child 11
10) SEND Provision, Inclusive Practice and Access to the Curriculum 11
11) Allocation of Resources 12
12) Record Keeping 13
13) Evaluating the Success of Provision 13
14) Referrals for an Education, Health Care Plan (EHCP) 13
15) Very Able Pupils 14
16) English as an Additional Language 15
17) Transition Arrangements 16
18) Outside Agencies 17
19) Complaints Procedure 17

Appendix 1
Intervention Strategies and Programmes 19

1) Overview of SEND Changes

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

At St. Peter's School, we recognise a child as having SEND if they require input in addition to quality first teaching (including general academic booster groups) in order to make progress in line with their peers and reach the expected national level for their age.

Children are not regarded as having a learning difficulty or SEND solely because the language or form of language of their home is different from the language in which they will be taught (EAL).

New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 and came into force from the 1st September 2014, describes the provision available for all pupils and a new SEND Code of Practice also accompanies this legislation. More details about SEND provision and legislation, including the SEND Code of Practice can be found on the Department for Education's website: https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities

One significant change is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. One other change is the removal of School Action and School Action Plus categories and their replacement by one single category of 'SEN Support'.

2) West Sussex Local Offer

This is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in West Sussex that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need and/or disability. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

See: https://westsussex.local-offer.org/ for further information.

3) Aims and Objectives

At St. Peter's we believe that each child is a unique, worthy individual, 'made in the image of God', who is a valued and important member of the school community. Our Inclusion Policy is founded on the aims, attitudes and values expressed in the school's Mission Statement. We recognise that the goals are the same for each child, but the help that individual children need in progressing towards them, may be different.

The aims of our special educational needs and disabilities policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and school environment.
- To ensure that the children and young people with SEND engage in all the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by supporting children's overall wellbeing.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
- To support pupils with medical conditions to achieve full inclusion in all school activities, by ensuring consultation with health and social care professionals, in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

It is also the aim of the policy to support the five outcomes of the **'Every Child Matters'** document. It promotes:

- **Being Healthy:** Children will be supported through a variety of measures, to ensure that they are mentally and emotionally healthy

- **Staying Safe:** A safe and secure environment is provided, to enable all learners to achieve their full potential as well as education on remaining safe outside the school environment.
- **Enjoy and Achieve:** Children of all abilities are supported to achieve personal and social development as well as specifically designed personal targets.
- **Making a positive contribution:** Positive behaviour and showing respect for others is constantly modelled and expected from all pupils towards every member of the school and wider community. Opportunities will be given to help children deal positively with life changes and challenges.
- **Achieve Economic Well Being:** We will provide children with the preparatory life skills to enable them to become independent and enjoy economic well-being.

4) Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole.

The Governing Body

In cooperation with the Head Teacher, the governing body should determine the school's general policy and provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. A lead SEND governor should be assigned and meet with the SENDCO once each term in order to maintain the school's work with SEND and, when necessary, report back to the full governors meeting. Our current SEND Governor is Mrs Georgina Knight.

The Head Teacher

The overall responsibility of ensuring that the Inclusion Policy is implemented lies with the Head Teacher, Mrs M. Claffey (head@stpeterseg.co.uk). She has responsibility for the day-to-day management of all aspects of the school's work including provision for children with SEND. She, alongside the SENDCO, will keep the Governing Body fully informed by reporting on SEND at governor meetings.

SENDCO

SEND Co-ordination is led by Mrs C. Bowers, the school SENDCO (cbowers@stpeterseg.co.uk) and member of the school's senior leadership team. She will manage and monitor the day-to-day provision of SEND and report on this to the Head Teacher, Lead Governor and whole governing body. St. Peter's designated people for safeguarding are Mrs M. Claffey, Mrs C. Bowers and Mrs J. Harrington.

Class Teachers

In accordance with the SEND Code of Practice 2015, it is the responsibility of each teacher to ensure that all children within their classrooms, including those with SEND, are appropriately provided for. The class teacher should always be the first point of contact for any queries or concerns you may have.

5) Co-ordinating and Monitoring SEND Provision

The SENDCo, Mrs C Bowers, has the responsibility to co-ordinate and manage the inclusion provision within the school, which incorporates Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), Ethnic Minorities and Travellers. This involves:

- Liaising with teaching staff and support staff, keeping them informed of new developments and providing guidance and advice, where appropriate
- Liaising with parents, arranging meetings to review progress and suggestions for further action if necessary
- Working with children to support them in intervention and ensure their voice is heard during all review processes
- Liaising with outside agencies involved in supporting children with particular needs
- Keeping registers and up to date records of children with specific needs
- Ensuring that children have an appropriate Individual Learning Plan (ILP) or Individual Support Plan (ISP) if required, and monitoring its implementation and impact
- Arranging and preparing for Annual Reviews
- Completing and supporting staff to complete relevant paperwork connected to SEND pupils
- Providing appropriate resources to support SEND pupils
- Arranging INSET and training for staff on issues concerning SEND
- Monitoring and evaluating the intervention programmes delivered
- Monitoring the provision of Inclusion throughout the school
- Timetabling the provision for particular programmes
- Preparing and sharing an Annual Report detailing School SEND Provision as well as updating the Inclusion Policy

6) Admission Arrangements

The admissions policy is set out in detail and along with the Supplementary Information Form (SIF), is available on the school website.

The admissions arrangements for pupils with SEND, who do not have an EHC Plan, do not differ from the arrangements for other pupils. Parents and carers of children with an EHC Plan can apply to their school of choice as per the West Sussex Admissions Policy. For further information regarding the Schools Admissions Team see: https://westsussex.local-offer.org/services/128-county-council-pupil-admission-team-west-sussex

Subject to the Governors admission criteria, applications are welcomed from parents of children with a wide variety of specific needs, in the spirit of our Mission Statement.

7) SEND Identification, Assessment and Review: The Graduated Approach

At St. Peter's we recognise that there may be a diversity of special needs including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and physical needs

Pupils for whom English is an additional language (EAL) may also have specific learning needs to enable them to access the curriculum, but it must be remembered that the need to learn English is not a special need in itself, although it may be associated with additional provision.

Early identification of Special Needs is extremely important. If concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school or Early Years setting, regarding a pupil's level of progress or inclusion, then the Class Teacher and SENDCo work together to put in place appropriate intervention or support where necessary. The Reception Class teacher may attend home visits before a pupil starts at St. Peter's, liaise and visit pre-school settings, as well as conducting baseline assessments on their entry to the setting to support early identification of SEND. All class teachers refer to the West Sussex document: 'Ordinarily Available Inclusive Practice' (OAIP) for advice and recommendations in the early identification of additional needs.

The Graduated Approach is explained as follows:

Graduated response to support and intervention for pupils with Additional Needs – descriptors:

Level 1	**Universal Provision**	**Monitored by the Class Teacher**
Support and provision	• High quality first teaching • A broad and balanced curriculum within an inclusive classroom • Personalised learning targets • Attention paid to different learning styles • Carefully planned adaptive teaching (differentiation), including practical, visual, concrete resources • Modelling by adults within the classroom • Curriculum assessment of progress to support target setting for pupils • Assessment for learning and constructive feedback • Referral to the West Sussex Ordinarily Available Inclusive Practice (OAIP)	
Assessment, recording and monitoring systems	• Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed with SLT during meetings • Assessment for learning systems used to identify strengths / gaps	
Level 2	**Early Intervention Support (Not on SEND Register)**	**Monitored by the Class Teacher and SLT**
Support and provision	In addition to Level 1: • Support within class through small groups and individual support • Adaptive teaching (differentiation) of the curriculum to meet individual learning needs • Tools and resources to support access. • Referral to the West Sussex Ordinarily Available Inclusive Practice (OAIP)	
Assessment, recording and monitoring systems	• Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed with SLT during meetings • Assessment for learning systems used to identify strengths / gaps	
Level 3	**Targeted, Additional Support (On SEND Register for monitoring)**	**Monitored by the Class Teacher, SLT and SENDCo**
Support and provision	In addition to Levels 1 – 2: • Investigation of strengths and needs • Early intervention and personalised provision • Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment • Targeted support within class through small groups and working individually with an adult • Additional group or individual programmes • Evidence based interventions delivered individually or in small groups between 8 – 20 weeks (e.g. TA support, phonics and reading interventions etc.) Reviewed half termly • Adaptive teaching (differentiation) of the curriculum to individual learning needs e.g. alternative methods of recording • Tools and resources to support access • Possible Individual Learning Plan (ILP) or Individual Support Plan (ISP) monitored termly.	

Assessment, recording and monitoring systems	• SENDCo made aware (Referral Form completed, detailing evidence of intervention, impact and outcomes) • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Progress Meetings with SENDCo • Assessment for learning systems used to identify strengths / gaps • Regular review to record progress • The review meeting replaces an appointment at Parents Consultation Evenings.	
Level 4	**Targeted, Intensive Additional Support (On SEND Register)**	**Monitored by the Class Teacher, SENDCo and SLT**
Support and provision	In addition to Levels 1 – 3: • Multi-professional planning and coordinated support may be in place e.g. E.P Service, SaLT, WS Support, CAMHS • Personalised support, working on an individual curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents / carers and child as part of a Plan – Do – Review cycle of targeted assessment and intervention • Individual Learning Plan (ILP) or Individual Support Plan (ISP) reviewed termly. • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum	
Assessment, recording and monitoring systems	• ILP with at least a termly review (replacing the Parents Consultation Evening appointment) • Progress Meeting with SENDCo • Intervention identified on whole school provision map • The review meeting replaces an appointment at Parents Consultation Evenings.	
At this stage, a Request for an Education Health Care Needs Assessment **(EHCNA)** could be discussed and considered. If it is agreed to proceed, this is completed by the SENDCo.		
Level 5	**Provision over and above that which would be expected at Levels 1 – 4 because a child's needs are exceptional, severe, complex and long term (On SEND Register) Education, Health and Care Plan (EHCP)**	**Monitored by the Class Teacher, SENDCo and SLT**
Support and provision	In addition to Levels 1 – 4: • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Multi-professional planning and coordinated support may be in place e.g. E.P Service, SaLT, WS Support, CAMHS • Personalised support, working on an individual curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. workstation, if appropriate • Inclusion of parents / carers and child as part of a Plan – Do – Review cycle of targeted assessment and intervention • ILP reviewed at least termly • Identified on whole school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum	

Assessment, recording and monitoring systems	• Annual Review Meeting • Annual Review Meeting Report • ILP reviewed at least termly • Termly progress meetings with SENDCo • Intervention identified on whole school provision map

If appropriate the child will be placed on the SEND Register at Level 3 of the Graduated Approach (Targeted, additional support). These pupils' progress will be monitored and if they fail to make adequate progress or no change occurs, then further provision may be made and specialist help may be sought. If needed, parents may then be invited in to discuss with the SENDCo the provision that will be enacted through an Individual Learning Plan (ILP) or Individual Support Plan (ISP). This is based on the Graduated Approach model of ASSESS, PLAN, DO, REVIEW and parents will be invited to review this regularly with the class teacher, where provision and targets will be monitored and adapted where necessary. For children at Level 3, the SENDCo will attend review meetings when it is appropriate.

A child will be placed on Level 4 of the Graduated Approach if, despite targeted intervention, no progress is being made or their needs are more complex or severe and advice from Outside Agencies needs to be sought. The SENDCo will attend all review meetings for children at Levels 4 and 5 of the Graduated Approach.

Statutory Assessment may be applied for if the pupil's needs are severe and long lasting. If successful, an Education, Health and Care Plan (EHCP) will be issued by the Local Education Authority (LEA), West Sussex, describing the expected provision. ILPs or ISPs will then be adapted to meet the EHCP Long Term Outcomes and alongside termly ILP or ISP Reviews, an Annual Review will take place to review and adapt the EHCP.

8) Partnership with Parents

At St. Peter's we believe that learning is for life and that creating an effective partnership with parents is extremely important in the education of our pupils. At parents' consultation evenings, parents are advised of their child's strengths and areas for development, as well as any extra provision being made for them.

Parents will always be invited to be part of the termly ILP or ISP Review. In addition, for those pupils with an EHCP, parental input is a core part of the Annual Review process. Parents are always welcome to make an appointment to discuss their child with the class teacher and SENDCo outside of the review process.

Parents are also involved in planning for any information sharing or awareness assemblies / weeks that their child may be involved in.

All parents are welcome to make contact with the school SENDCo if they have any concerns, but it is advised that the first place to make contact is with the class teacher. It may then be appropriate for the teacher to arrange a meeting with the SENDCo. We believe that open and accurate communication with parents is fundamental to ensuring the most appropriate support and provision.

9) The Voice of the Child

We feel it is extremely important to ascertain the views and expectations of each child as they progress through the school. In class all pupils are made aware of their academic targets and when a child has an ILP or ISP, where appropriate, it is important for that child to express his/her views on the targets made and how they should be met, as well as sharing important information about themselves through Pupil Voice work.

Pupils with an EHCP will also contribute to the Annual Review, where they can discuss their own thoughts and opinions on their provision and progress, adapted to an appropriate level to their abilities.

The School SENDCo works closely with the SEND pupils and appropriate staff to ensure their voice is heard and demonstrate the value to their contributions. SEND children are also able to share information about themselves as well as their thoughts and opinions with the rest of the school, through dedicated assemblies and class question and answer sessions. SEND children are also encouraged to make their voices heard through becoming members of the Spiritual Council, Eco Committee, Sports Crew, House Captains and Little Friends alongside their classmates.

10) SEND Provision, Inclusive Practice and Access to the Curriculum

At St. Peter's we endeavour to be a fully inclusive school and have high expectations of all our children. We provide quality first teaching in all classes which is designed to meet the needs of all our learners. As far as it is appropriate, SEND children are expected to access all the learning available to their peers, adapted where necessary, through the use of additional resources, time, intervention and adult support.

All children with SEND are, as far as it is safe, fully included within the mainstream life of the school from everyday routines to extra-curricular activities such as educational visits and residential trips, sporting activities, curriculum days, liturgies and masses etc. Parents are actively encouraged to assist and be involved by being helpers for these activities and additional risk assessments are put in place accordingly.

It is the school's overall aim to support and teach all pupils to become as independent as possible in their learning and their life, whilst providing an appropriate level of support to ensure they are able to succeed academically and thrive socially and emotionally.

"*Staff quickly identify any barriers to learning pupils may have. They use this knowledge to make effective adaptations to the curriculum for pupils, particularly for those with SEND. Pupils with SEND are seamlessly integrated into class. As a result, they achieve well.*"
Gavin Thomas, Ofsted Inspection Report 2024

11) Allocation of Resources

All pupils registered as having SEND for the October census are allocated a small amount of funds to be used to support their learning. From this funding the allocation of support staff, space, time, resources and equipment is discussed and agreed between a number of parties including the Senior Leadership Team (SLT), school staff and parents. Although resources are limited, we aim to ensure they are used efficiently to enable the most impact and where relevant, according to their EHC Plans. Depending on the need, this could involve a variety of approaches including:

- Equipment to aid learning (sensory, special pencils, laptops etc.)
- Small group intervention led by an adult either working within the classroom setting or by withdrawing the child/children and working in a quiet, undisturbed area (Jump Ahead, Bucket Club, Speech and Language etc.)
- 1:1 intervention either withing the classroom setting or by withdrawing the child/children and working in a quiet, undisturbed area (reading support, social and emotional intervention, delivery of individualised programmes etc.)

Additional resources available for staff to use are stored in The Key Room. If additional resources are requested these will be budgeted for and allocated from SEND funding or, where appropriate, from EHCP top up allocation.

Teaching and Support staff will be deployed according to their skills, experience and training. This will be reviewed each year (and if necessary mid-year) and may be adapted accordingly.

Spaces such as libraries and The Key Room are timetabled to include booster groups, 1:1 support and interventions, as well as small group class learning and reading groups.

12) Record Keeping

Registers of children with SEND, EAL and Vulnerable Pupils are kept by the SENDCo and these are updated regularly in discussion with class teachers. They will also be registered as having SEND on Bromcom. The class teachers and the SENDCo are responsible for the completion of all appropriate paperwork required for Statutory Assessment requests and the Annual Review of EHC Plans with support from class teachers, parents, support staff, specialists and other professionals as well as the pupils themselves.

The SENDCo, with the support of class teachers, keeps a record of support and intervention any pupils may receive over their time at St. Peter's.

These records are then shared with a new setting as part of the transition process, when the child leaves St. Peter's to start at another school.

13) Evaluating the Success of Provision

All children's academic progress is recorded on the school's tracking system. Where needed these may include P Scales/Pre-Key Stage Criteria, assessments against a different year group to the one they are in or attainment according to the Wakefield Progression Steps. Children with SEND may have further assessment methods to demonstrate progress in different areas.

To evaluate the success of specific programmes, assessments may take place prior to, during and on completion of an intervention programme. SMART Targets/small steps will be recorded on pupils' ILPs or ISPs and these will be regularly monitored and reviewed.

The purpose of monitoring is to evaluate the effectiveness of the most recent programme of support for each pupil, to clarify the child's strengths and weaknesses and to identify what is working and what is not.

Discussions with parents will also provide evidence of a child's progress and should help to inform future planning. It is not just academic success that may be evaluated. Pupil's social skills, emotional literacy, mental health or behaviour may also be targeted and monitored. Progress will be evaluated by the SENDCo in these areas in conjunction with the class teacher, parents and pupils themselves.

14) Referral for an Education, Health and Care Plan (EHCP)

Education, Health and Care Plans replaced the previously used 'Statements'. They aim to incorporate information from Education, Health and Social Care in one plan with the aim of putting the child at the centre of the assessment process. If a child has lifelong or significant difficulties and are deemed as High Needs, they may undergo an assessment of their education, health and care needs (EHCNA). The process is usually requested by the school but can be requested be a parent/carer; where the school are unable to meet the needs of the child without significant support and intervention and/or input from additional professionals.

The EHC Plan runs from 0-25 years old for children with a high level of special educational need and/or disability and the review process is held annually. The application for an EHCP will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCo
- Social Care
- Health Professionals and medical reports
- Any other professional involved in planning the learning for the child

Information will be gathered over time relating to the current provision enacted, action points that have been taken, and the preliminary outcomes of targets set.

The decision about whether or not the child is eligible for an EHCP will be made by the SEN panel in West Sussex Local Authority. If the panel decide against issuing an EHCP, the parents/carers have the right to appeal against this decision.

Further information about EHC Plans can be found at:
Education, Health and Care Plans (EHCPs) - West Sussex County Council

15) Very Able Pupils

DFE and Ofsted define **Gifted** Pupils as those with academic ability which places them significantly above the average for their year group. **Talented** Pupils are defined as those whose abilities in art, music, dance or sport are significantly above average. This definition will apply to approximately 5% of pupils in each year group.
There are a number of generic characteristics that are associated with very able pupils. Such children may:

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight into unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve or show potential in a wide range of contexts
- Be particularly creative
- Show great sympathy or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding leaders or team leaders
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- Demonstrate high levels of attainment across a range of subjects within a particular subject, or aspects of work

It is worth noting that very able pupils can be:

- High achievers in one area or good all-rounders
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a poor concentration span
- Very able with poor social skills
- Keen to disguise their abilities

Opportunities are provided for those children identified as gifted and talented and as 'Faster Graspers'. They are registered with the relevant subject leaders, provided differentiated tasks in class and have worked with other children across the locality in enrichment opportunities.
Sporting events and activities planned in our creative curriculum topics also generate opportunities for these children to explore their talents.
Our Spiritual Council, Little Friends, Eco Committee, OWLETS and Sports Crew groups also enable staff to identify and provide for these children.

16) English as an Additional Language (EAL)

Children with EAL may receive additional support in the classroom, depending on their level of need. Class teachers are aware that children with EAL need good role models and are grouped accordingly within class. Support may also be obtained from EAL advisors at West Sussex if needed. Pupils with EAL will be assessed annually according to their ability in accessing the English language and will fall into one of the following categories:

- New to English
- Early Acquisition
- Developing Competence
- Competent
- Fluent

17) Transition Arrangements

- **Pre-school to Primary**
  When a child identified as having SEND transitions from pre-school to St. Peter's, as much information as possible will be acquired, prior to the start date, through meeting with parents, class teacher, SENDCo and Early Years setting. West Sussex advisors may also be involved in this process if the pupil is classed as high needs. A transition programme may be put in place if necessary to include a graduated start, allocation of time, adult support and resources as well as possible intervention to reach agreed targets.
- **Primary to Primary**
  When a child with SEND transfers to another primary school in the locality, then there will be a phone call and/or meeting between the SENDCos to discuss the need and provision. All documentation will be transferred by hand from SENDCo to SENDCo. A transition plan may need to be put in place and the child may also take part in some intervention with the SENDCo to support them in understanding the change.
- **Primary to Secondary**
  When pupils with SEND transition to Secondary School then the Secondary School Transition Programme will be followed, to include additional support for those pupils with SEND. The pupils will also be supported by the SENDCo and Support Staff when preparing to visit their new school, and in 1:1 or group sessions in the half term before the transition. If the pupil is transitioning to a Secondary School outside of the locality, then again this school's transition plans will be followed and support provided.
  The SENDCos support network in the East Grinstead area also meet each half term where specific pupils' needs may be discussed and relevant information shared.

18) Outside Agencies

As a mainstream school supporting children with a wide range of SEND it is important to have links with a number of outside agencies including:

- School Nursing Service
- West Sussex Learning Behaviour Advisory Team (LBAT)
- West Sussex Autism and Social Communication Advisory Team (ASCT)
- West Sussex NHS Speech and Language (SaLT)
- West Sussex Educational Psychology Service (EP)
- The Child Development Centre (CDC)
- Occupational Therapy (OT)
- West Sussex NHS Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)

Referrals may also be made to chargeable services or charities such as:

- Private Educational Psychology
- Private Speech and Language
- Your Space – counselling service
- Jigsaw South East – supporting children through bereavement
- Winston's Wish – supporting children through bereavement
- Time4Children – emotional support service
- Angling4Education – alternative therapy service
- Aspens – ASD charity
- Spurgeons – parental support charity

19) Complaints Procedure

If a parent wishes to discuss their child or has concerns about an issue, they are invited to contact the school office to arrange an appointment to discuss the matter as per the school complaints policy.

If you have a concern or do not agree with the Local Authority for any reason please follow the advice available on the local offer:

https://westsussex.local-offer.org/information_pages/156-complaints-and-referrals-in-regards-to-education-health-and-care-plans-ehcp

This policy will be reviewed annually and approved by staff, governors and parents.

The policy has been written in consultation with the following:
Special Educational Needs and Disabilities Code of Practice 0-25 January 2015
Children and Families Act 2014
Locality Consultation
Previous SEND Policy

Appendix 1

Intervention Strategies

Direct Phonics	Programmes designed to support children who struggle with literacy at a variety of levels.
Toe by Toe	
Reading and Writing Booster 1:1 or Groups	Designed and planned by teachers to repeat class work or fill gaps in learning and understanding.
Nessy Reading and Spelling	An online resource to support children with Dyslexia or Dyslexia type difficulties. This also includes the Dyslexia Screening Programme
Maths Pre-Teach and Number Sense	Designed and planned by the teachers to prepare targeted pupils for new topics and themes in maths and address difficulties and misconceptions
Jump Ahead	A programme of activities designed to develop children's overall motor control but is also adapted to support children with social difficulties
Narrative Therapy	A programme to help children with speaking, listening and understanding language
Speech and Language Therapy	This 1:1 support may be provided for pupils with a high level of need in this area and may be commissioned by West Sussex or a private therapist
Lego Therapy	A programme designed to support children with social communication difficulties
Social Skills and Emotional Support	Supporting children with social. Emotional and mental health difficulties, including diagnosis of ASD, ADHD and trauma. Often run through the ELSA 1:1 or small group sessions
Sensory Support	Targeted intervention for pupils with high level of sensory needs
Be the Jellyfish	A programme to educate and develop children's wellbeing and mental health. May be used as a whole class, in groups or 1:1
Zones of Regulation	A programme to educate and develop children's wellbeing and mental health. May be used as a whole class, in groups or 1:1