

Wilton and Barford CE Primary School



Special Educational Needs and Disability Policy

<i>This Policy was adopted/updated:</i>	<i>November 2014</i>
This Policy will be reviewed:	November 2015
Statutory Policy:	Yes
Source:	LA/School

Signed by Headteacher

Signed by Chair of Governors

Date:



Special Educational Needs and Disability Policy

Definition of Special Educational Needs and Disabilities:

Children have special educational needs if they:

Have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational resources and facilities of a kind generally provided for children of the same age in school.

Special Educational Provision means:

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA other than special schools in the area"

See Section xiii Special Educational Needs Code of Practice 2014 p.4

Aims:

We are a fully inclusive school and believe in providing every possible opportunity to develop the full potential of all children. Our aim is that all children with special educational needs participate in activities compatible with the education of other children and the efficient use of resources.

- All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum.
- All children are valued and their self-esteem promoted.
- We work in close partnership with parents/carers who play an active and valued role in their child's education.
- We work with a range of agencies to support learner's needs.

Objectives:

The objectives of the policy are:

- To ensure that children with SEND are provided for according to their identified needs, and their attainment is in line with other SEND children with similar needs, nationally.
- To identify and monitor children's individual needs at the earliest possible stage to ensure that their attainment is raised and they are enabled to meet their potential.
- To plan an effective curriculum to meet the needs of children with special educational needs and where necessary ensure that the targets set on Personal Outcome Plans are specific, measurable, achievable, realistic and time related;
- To involve children in the identification and review of their identified targets.
- To work in close partnership with parents/carers of children who have special educational needs or disabilities.
- To raise the self-esteem of children with SEND, acknowledging the progress they have made.
- To ensure that all who are involved with children are aware of the procedures for identifying, supporting and teaching them.

- To ensure that systems are in place to enable a consistent approach to monitoring, assessment and record keeping.

Roles and Responsibilities:

Governors' Role

Currently the Governor responsible for SEND is Mrs Kelly Pugh.

The Governing Body must:

- ensure that the necessary provision is made for any child who has special educational needs or disabilities.
- Ensure that where the 'responsible person' - the Headteacher or the appropriate Governor - has been informed by the LA that a child has special educational needs or a disability, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the School are aware of the importance of identifying and providing for those children who have special educational needs or disabilities.
- Consult the LA and the Governing Bodies of other Schools when it seems to be necessary or desirable in the interests of co-ordinated special educational or disability provision for the area as a whole.
- Ensure that a child with special educational needs joins in the activities of the School together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their Learning needs call for, the education of the children with whom they are educated, and the efficient use of resources.
- Have a written SEND policy containing the information as set out in the SEND Code of Practice (2014);
- Report to parents/carers on the implementation of the school's policy for children with special educational needs or disabilities in the school's prospectus; and on the webpage
- Name and publish in the prospectus , the person responsible for coordinating SEND provision in the school.
- Have regard to the SEND Code of Practice: 0-25 years (2014) when carrying out its duties toward all children with special educational needs.

Ensure that parents are notified of a decision by the School that SEND provision is being made

- Must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school.

Special Educational Needs and Disability Act (2001) with effect from September 2002. (Children and Families Act 2014)

- Must publish a single Equality Act and plan for it to be reviewed annually, showing how they will promote equality of opportunity for disabled children, staff and those for whom they provide services

The school's Disability Equality Scheme details the following:-

- a) how disabled people with an interest in the Scheme have been involved in its development;
- b) the methods for accessing the impact of policies and practices on equality for disabled persons;
- c) the steps that will be taken to promote equality of opportunity for disabled people;
- d) the arrangements for gathering information on the effect of policies and practices on disabled people, including information on recruitment, development and retention of disabled employees; educational opportunities for and achievements of disabled children; and
- e) the arrangements for making use of this information to help promote equality of opportunity.

The Governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the School's SEND policy.
- They are up-to-date and knowledgeable about the School's SEND provision, including how funding, equipment and personnel resources are deployed.

- The quality of SEND provision is continually monitored.
- SEND provision is an integral part of the School Improvement Action Plan and the school's self-evaluation process;
- The SEND policy is published on the school's webpage and in the school prospectus

SENCo's Role

Currently the SENCo is Beverley Davis who also holds the role of Communication and Interaction Resource Base Leader. In conjunction with the Head Teacher, the SENCo is responsible for co-ordinating the provision of special educational and disability needs throughout the School. This will involve:

- Day to day operation of the Special Educational Needs and Disability Policy;
- Maintaining a record of names of children who are in receipt of provision as defined by the Code of Practice;
- Analysing data for SEND children to inform intervention groupings;
- Providing advice to staff and liaising with and assisting them on the completion of Personal Outcome Plans for pupils and enhancing access to the National Curriculum and Foundation Stage curriculum. The SENCo may also assist the class teacher with differentiation in their plans for the whole class;
- Working alongside staff in assessing children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs;
- Keeping and updating a provision map detailing the needs of pupils with SEND and the arrangements that are being made to meet their need;
- Liaising with outside agencies and organising multi professional meetings as and when necessary;
- Contributing to the in-service training of staff;
- Monitoring, evaluating and reporting on provision to the Governing Body in conjunction with the designated responsible person;
- Liaising with parents of children with special educational needs or disabilities.
- Co-ordinating the range of support available to children with Special Educational Needs or disabilities;
- Co-ordinate transition plans to secondary schools for SEND pupils;
- Line management of TAs, including contributing to their deployment, identifying TA training needs and monitoring intervention groups;
- Arranging Transfer Information Sharing meetings for EYFS children starting school.

Arrangements for co-ordinating provision for children with SEND:

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in the Individual Education Plans. This may be delivered by the teacher or teaching assistant or SENCo and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The SENCo will oversee this provision to ensure it meets the objectives of this policy.

The school's co-ordinated arrangements appear in a Provision Map which details the various programmes and interventions that we operate to meet identified needs. The SENCo and Governor will oversee this provision to ensure it meets the objectives of this policy.

Admission Arrangements:

Normal admission arrangements apply. The Admissions Policy is based on the agreed Wiltshire Policy. We strive to be a fully inclusive School. All children will be treated according to their needs in line with the School's Policy for Equality of Opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the Governors will make every effort to ensure the child's needs are fully met. If a child is transferring with a

Statement or EHC Plan or has been receiving extra support in their previous School, the continuation of this support will be negotiated with the LA to ensure their needs can be met. Parents are advised to discuss the child's possible needs with the Headteacher when applying for a place at the school. The Headteacher and SENCo can then liaise with any outside agencies and seek advice from the SEND panel. Any variation to the above will need to be agreed by the Full Governing Body.

Specialist Facilities:

The School has a Communication and Interaction Resource base (CIRB) with a specialist focus of supporting children with speech, language and communication needs (known as Diamond Class). This resource base is managed by the SENCo (Communication Interaction Resource Base Leader). Nominated children with Statements of Special Educational Needs or EHC Plans for Speech, Language and Communication needs are included and taught in the Resource Base in a separate classroom, supported by the specialist teacher, designated Speech and Language Therapist and a Specialist Teaching Assistant. The resource base focuses on teaching English, Maths science and foundation subjects, as well as emotional literacy and social skills, including identification of feelings. Each child has a specific personalised educational programme drawn up and the Resource base staff, who liaise closely together to ensure that the children's specific needs are met through modified teaching of the Curriculum. The children are included into some mainstream lessons according to individual need, in their appropriate year groups, some of which are supported by Resource Base staff. Mainstream staff work closely together with Resource base staff to ensure that the children's specific needs are met through the teaching of a modified curriculum.

Facilities for pupils with Special Educational Needs:

The school is a single-storey building with direct access to outside areas, with no steps to be negotiated. The school has access for wheelchairs and a toilet for disabled pupils. The playground is fully enclosed. There are climbing frames in the main playground and early year's playground, which are both surrounded by a wide area of safety surface.

Local Offer

In line with the Special Educational Needs and Disabilities Code of Practice (2014), our school has published its Local Offer on the school's webpage. This indicates the provision that is available for children with Special Educational Needs or Disabilities within our school and outlining the provision that is made within the CIRB. It will continue to be developed as a signposting aid to parents.

Resources:

Material Resources

The school is well resourced with programmes, games, ICT programmes and visual resources which will support and develop children's individual needs. Most of these resources are available within the classroom or within the Communication Resource Base to further enhance children's accessibility to the curriculum. The use and availability of resources are monitored and reviewed by the SENCo/Communication Resource Base Leader.

Members of staff are trained to run a wide variety of up-to-date intervention groups using programmes which support children with English, Maths, motor skills, speaking, listening, social and communication skills. These are designed to improve children's core skills which will allow them to make progress and to be more confident and able to access the national curriculum. Some children may also be supported by one of the Teaching Assistants who has been trained as an Emotional Literacy Support Assistant, to support vulnerable children in school.

Human Resources

The SENCo has 3 hours release time per week. During this time she is responsible for liaising with other staff and outside agencies according to the needs of SEND individuals. Paperwork tasks and record keeping are also addressed and completed in this time. As the Resource Base leader, the SENCo has 2 hours release time per week. During this time she is responsible for the assessment of Resource base pupils and completion of Annual Review paperwork including holding Annual Review meetings.

Teaching Assistants are allocated according to the needs of the children in each class. They may be targeted to work with identified children under the guidance of the teacher in consultation with the SENCo. Occasionally, children may be allocated by the LA a special educational needs allowance to enable them to receive individual support from a named Teaching Assistant. This may be through a Named Pupil Allowance (NPA) or an EHC Plan.

Class Teachers and Teaching Assistants will be given support and in-house training by the SENCo and members of the Senior Leadership Team, in relation to the individual needs of the children in their class. This will help Teachers to plan appropriately to support their needs and to give Teaching Assistants skills and strategies to support children with special educational needs, which will help to raise the achievement of SEND pupils in the school. Further in-house training to all staff is given, as stated later in this Policy.

A Speech and Language Therapist works within the Communication Resource Base for 1 day a week working with Resource Base children on individual skills. She also supports teachers of children with speech, language and communication needs, offering advice on creating a communicative friendly environment, teaching strategies and creating resources for use within the classroom.

Finances

The SEND Budget is held and managed by the SENCo in conjunction with the Headteacher. Money may be spent on further additional resources, staffing costs and time allocated to the SENCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCo.

The Communications Resource Base budget is held and managed by the Communication Resource Base Leader in conjunction with the Headteacher. This is overseen by the LA through annual finance meetings to discuss allocation of funds.

Identification and Assessment Arrangements and Review Procedures:

The School follows the guidance contained in the SEND Code of Practice: 0-25 years (2014). This recommends a graduated approach. The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas. These are:

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

Where possible, we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our School. However, where through careful identification and assessment we and/or the parents determine that a child is not making satisfactory progress, the class teacher will consult the SENCo. They, in conjunction with the child and parents, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available through quality first teaching within the class or School, we will help the child through *SEN Support*.

SEN Support

Following a review of the strategies, it may be necessary to make provision which is **additional to, or different from**, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or numeracy.

- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches used in School.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents, and in some cases, outside agencies, who may be involved with the child. When we have all the available information, we will consider with the parents and the child the next strategy for action. Any additional support or interventions which the child may be given at SEN Support will be identified on the School Provision Map. Support and resources will be monitored regularly and altered or withdrawn as the child's teacher, SENCo and Headteacher think necessary. We will use a four-part cycle to revisit, refine and revise any previous educational supporting, using an Assess, Plan, Review, Do approach.

Some children at SEN Support may involve negotiating and discussing a Personalised Outcome Plan (POP) or Personal Behaviour Plan (PBP) with the child, parents, teacher and SENCo. This will provide for:

- Short-term targets;
- The teaching strategies;
- What provision we will make;
- When we will review the plan;
- How we will judge progress (success criteria);
- Any outcomes after a review.

Support will be planned in all classes for children with SEN Support using POPs/PBPs to support the targets which are set. All POPs/PBPs are reviewed and updated on a regular basis by the class teacher and TA, with more formal reviews taking place in Terms 2, 4 and 6 between the SENCo, class teacher and TA, when targets can be changed as and when appropriate. Targets set in Term 6 will run until the end of Term 1, when a review will take place with their new class teacher, and new targets will be set for the following term. POPs will be discussed and agreed with parents at Parent/Teacher meetings in terms 1, 3 and 5. Parents are encouraged to make any comments on the targets set. They may also request a meeting to discuss these in more detail with the child's teacher and SENCo by appointment with the SENCo at any other time.

Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set in any of the four areas, or is working at National Curriculum levels significantly below those of his/her peers we will contact external support services provided by the LA and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. We will ensure that parental consent is sought before any outside agencies are involved.

Another POP/PBP will be written to reflect the new targets after consultation with these agencies, parents, the child and the SENCo and class teacher.

This POP/PBP will detail:

- The child's strengths and weaknesses
- The date the POP/PBP is written
- The names of staff and/or outside agencies involved with the targets
- Short-term targets;
- The teaching strategies;
- What provision we will make;
- When we will monitor and review the plan;
- How we will judge progress (success criteria);
- Any outcomes after a review; and
- The signatures and comment from both the child and parent

For children with more significant need within SEN Support but who may not meet the statutory requirements, a non-statutory My Support Plan may be put in place. This will involve joint-working meetings to include the pupil, parents, teacher, SENCo and any outside agencies involved in offering support. My Support Plans are person centred and outcome focused. This means they are designed to concentrate on individual needs and prioritise the things that are important to, and important for, an individual.

Statements and Education, Health and Care Plans (EHC)

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an EHC Plan (in Wiltshire this is known as My Plan). The aims and objectives required to meet the needs of a child with a My Plan are specified in the My Plan itself. This is a holistic way of support planning for young people with Special Educational Needs and Disabilities. This means they try to look at the whole young person, including their strengths and interests as well as their needs and challenges. Solutions to these challenges will be based on outcomes and will focus on what is important to the young person and what is important for them, as well as capturing the views of their parents or carers. A POP will be drawn up following the same criteria as stated in SEN Support section above. Children who are in receipt of a MyPlan but who are not receiving support through the Communication Resource Base, receive support from named TAs in accordance to their needs and their support allocation. This support is mainly delivered within mainstream class setting through a mixture of individual, paired or small groups and work is differentiated according to the needs of individuals. Where a child has a statement of special educational need or My Plan, we will carry out an annual review which parents, child, outside agencies, SENCo and the class teacher, will be invited to attend. POPs/PBPs for mainstream children with a MyPlan will be reviewed and updated as those for SEN Support children above. However, POPs/PBPs for children within the Communication Resource Base, will be reviewed and updated in Terms 1, 3 and 5. A final review will take place towards the end of Term 6, with new targets being put in place for Term 1 of the following academic year.

Following the assessment, a one-page profile will be drawn up showing the child's strengths, additional needs, what is important to them and recommended methods of support. This will be shared with parents and relevant members of staff in the school.

If children currently have a Statement of Educational need, it will be converted to a MyPlan in line with Wiltshire's transition plan, which focuses on children approaching key transition points (end of KS1 or KS2 transition to secondary school).

Access to the curriculum

We value and respect all children equally. The school has an 'I can' philosophy and we aim to celebrate achievements of all children and to develop confidence and pride in work at all times. All pupils with SEND will be provided with a broad and balanced curriculum. The needs of these children will be addressed during the planning and delivery of the whole curriculum and in the development of school policies.

The SENCo and the subject leaders are available to advise on differentiation in planning and classroom strategies. Work is differentiated and taught to suit all levels of children within the class using a variety of strategies, including giving children with SEND clear, simple, concise instructions using visual cues to support their understanding.

Wherever possible, children with SEND remain in the classroom and their individual needs are met through differentiated work and adult support. Children who have difficulty in a specific area of the curriculum may be withdrawn to work with Teaching Assistants in smaller groups of individually, which reinforce key objectives and skills which the children need to make progress and to help them to reach their potential. Other intervention groups are also available to support many areas of children's learning, as specified earlier in the Policy. Children who are allocated a space in the Communication Resource Base are supported in their

mainstream class both by Communication Resource Base and mainstream staff for some mainstream lessons each week.

School Development Plan – School Improvement Action Plan

This Policy supports the aims of the SIAP namely:

- Raising standards for all children in Reading, Writing and Maths
 - by identifying individual children's needs through data analysis and offering intervention groups to support their learning;
 - providing 1-1, paired and small group work with TAs to improve children's understanding;
 - Deploying TAs to work with children with special educational needs where necessary;
- Improving teaching across the school so that it is consistently good or outstanding;
 - Identifying SEND training needs within the school;
 - Providing CPD for Teachers and TAs relevant to children's needs to improve staff's knowledge of SEND;
 - Observation and monitoring of Teaching Assistants working in classrooms and interventions groups;
 - Monitoring and supporting planning;
- Develop new curriculum;
 - Ensuring work is differentiated to meet the needs of each child;
 - Providing a modified curriculum in the Communication Resource Base, suitable to meet the needs of the children who work in there;
 - Supporting teachers to adapt lessons to suit the needs of each child;
 - Providing 1-1 support where necessary for a child to access the curriculum.
- Embed Whole School Leadership;
 - See SENCo's role
- Improve community cohesion including Parental Engagement.
 - Encouraging parental comments on their child's POPs;
 - Offering meetings with parents through an open door policy;
 - Supporting teachers in meetings with parents at parents' evenings;
- Improve whole school behaviour
 - Ensuring any incidents of bullying/cyber bullying are dealt with effectively
 - Having high expectations for courteous and respectful behaviour towards all staff and members of the community
 - Using consistent behaviour management strategies throughout the school
 - Improving attendance figures
 - Following safeguarding procedures correctly

Criteria for Evaluating the Success of the Policy:

The Policy will be evaluated against the objectives stated on page one and measured by:

- An analysis of teachers' short term planning by English and Maths Co-ordinators and the Headteacher to identify differentiation for children with special educational needs;
- Parents being aware of individual targets set for children by receiving copies of Personal Outcome Plans for their child;
- Children being involved in discussing, constructing and reviewing their own Personal Outcome Plans;
- Annual Reviews of Statements and EHCs with teaching staff and SENCo advising the LA of children's progress;
- Child attainment or progress, as measured by objective testing and teachers' professional judgement, being raised;

- A comprehensive tracking system which follows SEND pupil's progress to identify children who may need potential intervention to support their progress. This is updated three times a year by the SENCo and the evidence used by all staff to put strategies in place at the earliest opportunity to enhance children's progress;
- External evaluation by the responsible person and the LA Adviser for Special Educational Needs based on the objectives of the policy;
- Regular monitoring of procedures and practice by the SEND Governor;
- The School Improvement Action Plan (SIAP) and the SEF provides priorities, which include the provision for the attainment of SEND pupils ;
- Value for money review of our Special Educational Needs funding.

Complaints Procedure:

If parents/carers have a complaint concerning provision for their child they should initially discuss this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCo and/or Headteacher. Should the matter still be unresolved, the complaints policy and procedures should be followed.

In-Service Training:

This will involve the SENCo, teachers and support staff in order to help them work effectively with children having special educational needs and will be linked where appropriate to the School's Improvement Action Plan (SIAP). Staff training needs may be identified by both individuals and the school. These may be discussed with the Head Teacher and suitable SEND training courses found. Staff who attend further courses will feedback to staff meetings on courses attended using the agreed pro-forma. The effectiveness of such training will be monitored and evaluated by the SENCo.

Formal meetings will be held between the SENCo, Class Teacher and Teaching Assistant three times a year to discuss any children with SEND or children causing concern. Strategies, support and POP targets will be discussed at these meetings. Staff are encouraged to discuss any other SEND concerns or ask for support on a more informal basis with the SENCo at any time.

Links and Use of Outside Agencies:

Close links are maintained with the LA support services in order to ensure that the School makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCo will make the necessary arrangements and inform parents accordingly. These agencies normally include the Local Educational Team including the Educational Psychologist, Learning Support Team, Physical and Sensory Improvement Support Service Team, Speech and Language Therapist, Behaviour Support Team, Social Services, Health and LA Personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Personal Outcome Plans in order to ensure children's attainment is raised.

Parents of children at risk of exclusion are also invited to a multi-agency Pastoral Support Planning meeting with the Head Teacher, SENCo and outside agencies, to discuss any further support which may be required or necessary.

Partnership with Parents/Carers/Children:

Parents/carers are important partners in the effective working relationship with the School in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the School. Parents/carers' contribution to their education is valued highly by the staff of the School. Parents/carers are encouraged to involve their child in the decision-making processes, including determining the level of participation, recording children's views and implementing and reviewing where necessary the Personal Outcome Plan. The School will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the School. All children will be involved in making decisions, where possible, as soon as they start at the School.

The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years.

All parents/carers will be informed of the school's arrangements for children with SEND through the school's prospectus. Parents/carers are encouraged to make an appointment with their child's class teacher and the SENCo if they have any concerns regarding their child's progress.

In this School,

- We encourage children to participate in their Learning by being voted onto the School Council.
- We encourage them to have a voice in deciding the priorities for our School Development Plan.
- We encourage them to take ownership of their Learning targets by discussing their targets and what they can do to improve.

For children with SEND this includes discussing the strategies for success in their Personal Outcome Plans. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other Schools:

Links are maintained to ensure a smooth transfer on School entry with local pre-school groups. Pre-school children are invited to visit us for induction visits in the term before they start school. If necessary, the School liaises with other agencies and parents/carers at this stage.

Close links are maintained with all local secondary schools to ensure smooth transition between years 6 and 7. Meetings are arranged between the SENCo and SENCo/Heads of Year of secondary schools to discuss SEND children's individual needs and any provision which may be necessary, including Enhanced Learning Provision. Similarly, if a child with SEND transfers to another primary school, the SENCo will liaise with the school to agree a transition plan and to discuss children's individual needs and provision. The SENCo provides a transition form for outgoing SEND pupils to clearly advise on their needs, medical history and former provision. All records will be forwarded to the child's receiving school.

Links are being established with other local schools in the area, particularly the Communication Resource Base at Manor Fields Primary School and the Speech and Language centre at Christ the King School in Amesbury. The SENCo also attends SENCo meetings three times a year, with other schools in the cluster.

CHILD PROTECTION STATEMENT

At Wilton and Barford Primary School, we believe that every child has the right to be safe and therefore to be cared for in a way that ensures her/his safety and meets her/his individual needs. We recognise that all children need protection at all times from anything or anyone that may cause them harm and work together following the Child Protection Policy to ensure this. We respect all members of the school's Community and treat information with confidentiality.

Date of Review:

This Policy will be reviewed in November 2014 and reported on in the school prospectus.

Agreed by the Governing Body meeting on

Date

Signed (Chair of Governors)