St Augustine's Catholic Primary School

SEND Policy

SEND Policy: April 2024
Review Date: April 2025

Approved by: Miss R Swindell

Related Documents:
Accessibility Plan 2020-23
SEN Information Report Jan 2024
Date: 15.04.24

Special Educational Needs and Disabilities

Status

Statutory

SEN Code of Practice

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers' standards 2012

Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.

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

A child or young person has special educational needs or 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:

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

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.

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

Purpose

At St Augustine's Catholic Primary School, we believe that each child has individual and unique needs. We acknowledge that a significant proportion of children will have special educational needs and disabilities (SEND) at some time in their school career. Many of these children may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these children are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all children with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular we aim to:

- enable every child with SEND to experience success
- promote individual confidence and a positive attitude
- ensure that all children, whatever their special educational needs or disabilities, receive appropriate or reasonably adjusted educational provision through a broad and balanced curriculum that is relevant and differentiated and can demonstrate coherence and progression in learning
- give children with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate, thus promoting inclusion
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion considered in any matters affecting them
- identify, assess, plan for, provide, record and regularly review children's progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents/carers, other professionals, and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

Relationship to other policies

This policy should be read in conjunction with the SEN Information Report which is available on the school website) and the policies on teaching and learning, the school curriculum, equality, assessment and behaviour. The Accessibility Plan is an integral part of this policy.

Who was consulted?

We consulted local authority and national guidance.

Arrangements for co-ordination of SEND provision.

Headteacher Miss Rachel Swindell

SEND Co-ordinator/ Inclusion Lead Mrs Gill Harrowven

Provision for children with special educational needs and disabilities is a matter for the **whole school**. It is each teacher's responsibility to provide for children with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for children with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- making all staff aware of the need to identify and provide for children with SEND
- ensuring children with SEND can be included in school activities alongside other children, as far as is reasonably practical and compatible with their needs and the efficient education of other children
- seeing that the progress and attainment of children with special educational needs and/or looked after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- notifying parents if the school decides to make special educational provision for their child
- the school's reporting to parents on the implementation of the SEND policy
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole, are monitored and reported to governors.

The **Governing Body** will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any child with SEND
- they have regard to the requirements of the *SEND Code of Practice* (2014)
- they are fully informed about SEND issues
- they set up appropriate staffing and funding arrangements, and oversee the school's work for children with SEND
- the quality of SEND provision and provision for Looked After Children (LAC) or previously LAC is regularly monitored.

The **Special Educational Needs and Disabilities Co-ordinator** (SENDCo) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff including the Parent Support Advisor
- helping staff to identify children with SEND
- carrying out detailed assessments and observations of children with specific learning issues
- co-ordinating the provision for children with SEND, including leading Early Help Assessment Plans (EHAPs) initial and review meetings, liaising with other agencies and maintaining records of meetings.
- supporting class teachers in devising strategies, drawing up Learning Support Plans, setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with SEND and on the effective use of materials and personnel in the classroom.
- liaising closely with parents/carers of children with SEND and meeting termly with teachers to review targets.
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- maintaining the school's SEND register and records: paper via our online records platform Edukey Provision Map.
- assisting in the monitoring and evaluation of progress of children with SEND
- contributing to the CPD training of staff.
- managing and supporting teaching assistants in facilitating support for all pupils with SEND
- ensuring that midday supervisors are given any necessary information relating to the supervision of children at lunchtime and supporting them in relation to behaviour management and other issues for particular children.
- liaising with the SENDCos in receiving schools/and or other primary and high schools to help provide a smooth transition from one school to the other.
- taking part in LA SEND moderation, panel meetings or termly LA SEND Forums as CPD or to inform future referral work.
- taking part in Trust PLN meetings to ensure the school is consistently following the agreed shared aims for all pupils with SEND in the Trust and its implementation planning and to support each other in developing the role of effective SENDCos within each school.

The **designated teacher for looked after children** (LAC) will:

- promote a culture in which looked after children believe they can succeed and aspire to further and higher education

- ensure that the teaching and learning needs of the looked after child are reflected in his or her Learning Support Plan and have lead responsibility for its implementation
- ensure that the views of looked after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- promote good home-school-agency links
- be a source of support for all staff working with looked after children

Class Teachers are responsible for:

- including children with SEND in the classroom, and for providing an appropriately adapted teaching to enable access to the curriculum.
- ensuring that they access all available information and support to enable them to make appropriate educational provision for looked after children and children with SEND
- working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of looked after children and children with SEND.
- managing the learning support staff within the classroom environment.
- writing termly Learning Support Plans (LSPs) with key targets for children they teach.

Teaching Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for children with SEND.
- use the school's procedures for giving feedback to teachers about children's responses to tasks and strategies.

Admission and Integration Arrangements

At St Augustine's we welcome children with special educational needs and disabilities.

All children in our school have full and equal access to every part of school life they wish to be.

Children with special educational needs and disabilities are assisted and supported by experienced and skilled teaching and non-teaching staff. This provision is regularly monitored and reviewed by the Headteacher and Governors.

We work in close partnership and in a spirit of co-operation with the children's families, all relevant professionals / agencies both before the child joins our community and all the time that the child is with us.

We have joint School Consultation and Planning meetings which the SENDCos from Notre Dame High School and other feeder high schools attend.

Allocation of Resources: SEN Funding

Prime responsibility for supporting children with SEND is with the headteacher of the school. Within the school's allocated budget there is an element of notional funding that is determined by SEND information collected in the school Spring Census. This allocation is not pupil specific and forms part of the overall budget. This is called Element 1 and 2 Funding. Top up funding (Element 3) is allocated to the school for children who require significant support for their high needs but this is expected to change to an allocated amount for the school rather than specific children. Schools are expected to plan for and meet the needs of all pupils with SEN with this allocation.

For all children on the SEND Register, the SENDCo submits to the Local Authority, an up-to-date INDES (individual Needs Descriptors in Educational Settings) form each academic year to show the statements which best describe needs as chosen by the class teacher. The needs are described across weighted statements in the assigned bands 1-7 across the key areas of need (see page 8). Two additional areas of need to consider include visual and hearing impairments. Should a child's needs fall in bands 4-7 then the needs are considered high and could trigger E3 funding allocated in the forthcoming terms.
The SENDCo is expected moderate the INDES process internally with school staff or externally with other Trust SENDCos.

It is accepted that a child's needs can change or a child with needs can join the school at any time. In this case an INDES re-submission can be made for a child at any time and must include supporting evidence of the support given in school. All these requests are checked by the Local Authority (LA) moderation teams against the evidence before the funding is agreed and awarded to the school notified.
If a child transfers to another setting **before** phase transfer years, the SENDCo must complete a 'leaver's INDES' to notify the LA of the change. Likewise if a child with SEND joins the school, the INDES process starts as soon as the teacher has identified needs with the parent's and SENDCo's agreement. The local authority continually reviews all provision supported by the Element 3 funding to ensure it is effective in improving outcomes for children.

In 2024-25 Norfolk LA introduced a Bridging Fund for all new Reception pupils starting school with already identified high needs. The Unexpected Situations Support Fund (USSF) was also offered to schools who were suddenly expected to support any child whose circumstances were exceptional. The USSF if requested at the time of the INDES submission, is subject to a discretionary process which considers a school's existing funding allocation. This may be for a new child to area or a child experiencing an unanticipated significant SEND need requiring increased funding.

In 2024-25 and 2025-26 all SENDCos are required to submit:

- An up to date costed graduated provision map (GPM).
- An Inclusion and Provision Self Evaluation Framework (IPSEF) annually.
- Up to date INDES statements for **all** pupils with SEND

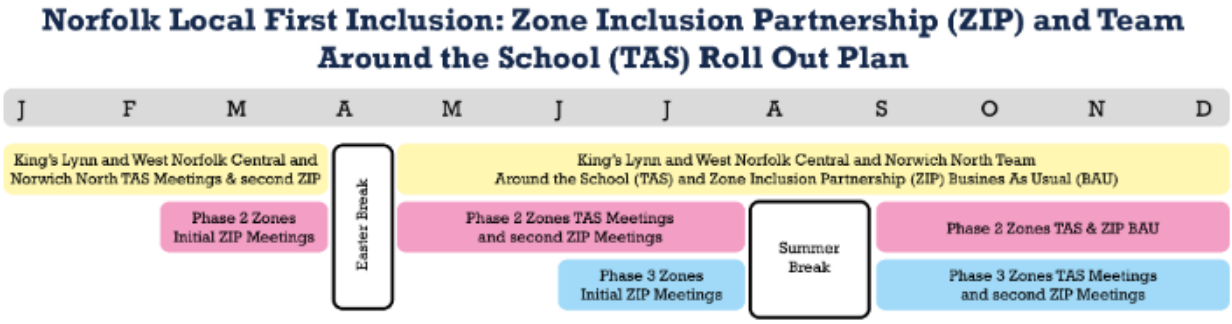
All are seen as key documents to understand a setting and how it provides for all the needs of pupils with SEND.

These three submissions collectively are to support the LA's aim to get a clear understanding of the county-wide picture of SEND in readiness for SEN Funding Allocation forecasts for 2025-26. Two

further updates of GPMs are to be submitted before October half term 2025. This is to ensure the forecasted amount of Element 3 funding will be sufficient to meet the needs of the school in 2025-26.

Norfolk's SEND and Inclusion Support Model

In 2024-25 Norfolk County Council has embarked on an ambitious programme called 'Norfolk Local First Inclusion' to try to ensure, that where appropriate, as many pupils as possible, with SEND, receive high quality inclusive provision in their local catchment primary mainstream school. This is also to ensure that the LA stay within their DfE allocated budget spend and that SENDCos receive high quality support to enable them to meet all needs effectively.
This will not be without challenge as the number of pupils with SEND in schools nationally and locally continues to rise. In the Autumn term 2025, our SENDCo will be invited to attend the first termly Team Around the School meeting (TAS). This will include a SEND Advisor and specialists who can share advice specific to our school. There will also be an invitation to a Zone Inclusion Partnership meeting (ZIP) attended by other schools in the area. This is to share good practice and expertise within the zone. St Augustine's is in Phase 3 Zone: South Norfolk, North West. There are twenty schools in this zone with around 9006 pupils on roll.



Phase 2 Zones
Great Yarmouth (North)
Great Yarmouth (South)
North Norfolk
Broadland (North)
Breckland (South)
South Norfolk (South)
Norwich (South)

Phase 3 Zones
Broadland (East)
South Norfolk (Northeast)
Kings Lynn & West Norfolk (South & West)
South Norfolk (Northwest)
Broadland (South)
South Norfolk (South)
Breckland (North)

Identification, Assessment and Provision

Even with the best teaching, some children continue to experience difficulties. These concerns may be raised by the class teacher, a member of support staff or by you as a parent.

There may be a lack of progress despite carefully tailored teaching and support as above.
Attainment levels are significantly below expected levels and those of peers.
We define lack of progress as that which:

- 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 the child and age-related expectations (widens the attainment gap).

Slow progress and low attainment do not necessarily mean that a child has SEN and does not automatically lead to a pupil being recorded as having SEN. However, it may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and if left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

The purpose of identifying a need is to work out what we need to do next, and not to fit a child into a category. However, we would broadly consider SEN in 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and behavioural difficulties
- Sensory and/or physical needs.

As described on page 7, teachers then complete an INDES form on a child's needs for the SENDCo to check and moderate with colleagues in school or externally within the Trust.

Should there be the *rare occasion* where a parent is not in agreement with the class teacher or SENDCo's identification of needs and the child being considered for inclusion on the school's SEND Register, the SENDCo will meet with the parent no more than three times before asking them to sign a statement which makes them aware of the implications of the child not having appropriate support at school for any length of time. This will be particularly important if the child has significant or high needs. The SENDCo will keep a copy of this signed statement in school and add it to the child's records.
The school would invite the parent to a meeting with the SENDCo, the Headteacher or other DSL to discuss what support the child needs in school and ensure that parents are aware of the safeguarding implications of possible neglect in line with the school's Safeguarding Policy. The teacher will be advised to support the child in class in keeping with the Teachers' Standards and parents made aware of this. The SENDCo will monitor the progress of the child and keep the Headteacher updated. Should concerns increase by the next assessment point and parents still refuse to agree to the school's support, then a DSL may consider a call to the Children's Advice Duty Service to discuss the concerns with a Duty Social Worker.

A Graduated Approach

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be and agreed by the parent, that the child added to the SEND register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with age related expectations and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess

the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. A referral will be made where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.
The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers or Specialist Teachers
- SENDCo
- Social Care
- Health professionals or Educational Psychologists

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:
www.norfolk.gov.uk/SEND

or by contacting Norfolk SENDIASS on:

https://www.norfolksendiass.org.uk/ 01603 704070 or norfolksendiass@norfolk.gov.uk

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Norfolk Children's Services' High Needs Team, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

The Nature of Intervention

The class teacher should
- consult parents
- develop a learning support plan (LSP) which will target identified area/s to be developed, and the action that will be taken to achieve the targets
- keep a record of intervention

the SENDCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. this may include
- different learning materials or special equipment
- some group or individual support; extra adult time to devise the nature of planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to la support services for one-off or occasional advice on strategies or equipment

Targets will be reviewed, and new targets identified at least termly by the SENDCo and Class Teacher. Parents are invited to attend the LSP termly review meetings and have access to the Plan via an arranged login to Edukey's Provision Map tool.

Annual review of an Education, Health and Care Plan

All EHCPs will be reviewed at least annually with the parents, the child, the LA, the school and professionals involved are invited to consider whether any amendments need to be made to the EHCP. The review will focus on what the child has achieved as well as any difficulties that need to be resolved and future actions. The SENDCo or parent can request an Emergency Review ahead of an Annual Review if the need arises. A Transfer Review may be called ahead of a child moving to another school or the next phase.

Inclusion and access to the curriculum

The achievements, attitudes and well-being of every person in the school matters. This is made evident in our ethos and values. Primarily we have a clear focus on high quality teaching by all teachers who see themselves as teachers of pupils with SEND. Our inclusive approach means all staff instinctively attempt to overcome children's barriers to learning. We regard pupils equally in relation to their individual needs. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure.
We have provided training for staff on pedagogy and practice in this area to improve their understanding of which teaching and learning approaches are most effective for individuals and groups of children and young people who have SEND.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCO and subject leaders
- analysis of tracking data and assessment for individual children and for cohorts
- value-added progress data for children on the SEND register
- analysis of exclusions data
- monitoring of procedures and practice by the SEND Governor
- the school profile and the brochure, which contains the required information about the implementation and success of the SEND policy
- the school's annual review of provision for children with SEND and looked after children
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel, the Trust Executive Team and Ofsted inspection arrangements
- feedback from children, parents and staff, both formal and informal
- monitoring of vulnerable children case studies

Arrangements for complaints

Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher, in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of a formal complaint parents/carers are advised to contact the head teacher.

Arrangements for Continuous Professional Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.
The SENDCo attends relevant SEND Forums and facilitates/signposts relevant SEND focused external training opportunities for all staff.
We recognise the need to train all our staff on SEND issues and this is monitored and included as part of CPD in school.

Partnership with Parents

We operate an 'open-door' policy at our school and welcome parental involvement in all aspects of school life. Weekly newsletters are sent out to parents to keep them informed of news, events, meeting etc.
There are two parents' evenings (one in the autumn term and one in the spring term), when parents can meet with their child's teacher to discuss the child's progress. Parents are also invited to arrange meetings with their child's teacher at other times should they have any concerns or worries.
A written report is sent out to all parents annually at the end of the summer term. Parents are given the opportunity to have a further consultation with teachers if they feel it is necessary.

Parents of children with special educational needs and disabilities are involved and consulted throughout the different stages of the SEND procedures and are invited to annual EHCP reviews and other meetings. Their opinions and advice are always welcomed and valued at every stage.
We can offer support from our Parent Support Advisor (PSA) who can provide advice on most matters relating to parenting school age children. She can signpost to appropriate support services if needed. Our Parent Support Advisor works one day a week and her support will start on receipt of a referral by the SENDCo via the class teacher. Parents are offered an initial call or consultation to determine if this support is an appropriate next step. If not, then parents will be signposted on to what is the best option for them.
If parents do need more targeted support, the Headteacher or the SENDCo can offer to lead an Early Help Assessment Plan (EHAP) to provide holistic support in setting goals to help parents reduce any issues or worries which are impacting on family life and to support skills to manage in the future. Such are reviewed regularly at an agreed date to ensure the targets are met. Should a parent need further professional input then we would seek consent to refer to CADs to be signposted to Family Support Worker help via Norfolk's Children's Services, or CIN (Child In Need) targeted plan as appropriate. It would be the aim for the plan to be stepped down, back to a school led EHAP and then ended with mutual consent.

A new Norfolk SEND and Inclusion Helpline (tel: 0333 313 7165) is now available for parents or SENDCos to call discuss a child's needs with an advisor. The information shared will be discussed to ensure the best advice is given for the child's next steps. Referrals for emerging low needs or transition needs are made to the School Community Team (SCT). The SCT offers very bespoke support: individual or group support based on the INDES submission of banding 1-3.

We recognise that many children with SEND and their families face challenges day to day and that support should be offered to enable them to overcome them if they persist in the future.
This is keeping with our school motto: Wisdom, Love, Might.

Listening to Children

As a Catholic school with a strong Christian ethos, we actively support and promote a value-based education. Actively promoting and teaching about values promotes an inclusive school ethos and ways of working that raise aspirations and achievements. It helps raise children's self-esteem and encourages them to take more responsibility for their own behaviour and learning. Class charters and school rules are agreed by the children at the beginning of the school year. A democratically elected School Council, which listens to the views of pupils, promotes a fair process, freedom of speech and group action.

Each term the SENDCo collects the personal views of all pupils with SEND via the Pupil Passports, which are held on the child's profile on Edukey's Provision Map portal.

Links with other agencies and voluntary organisations

For some learners we may want to seek advice from specialist teams. In our school, we have access to various specialist services. As an academy trust the SENDCos may share recommendations on services and seek to gain service agreements for the academy trust.

We also have access to services universally provided by Norfolk's Local Offer. This sets out all the provision available in Norfolk to support health, education and social care:
https://www.norfolk.gov.uk/children-and-families/send-local-offer

Links with other schools and provision for transition

The school works in partnership with the other schools in the Trust to improve SEND provision in line with the Trust's vision and aims for SEND. PLN (Primary Leaders Network) meetings for all Trust SENDCos are held half termly. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. A smaller SENDCo Triad group meets to focus on specific topics to share good practice and Trust aims on strategy and improvement implementation.

There will be close liaison with all secondary transfer schools to aid transition to the child's next school. For those children in Year six, the SENDCo of the transition school may be invited to attend a meeting with the current SENDCo to allow the receiving school to plan appropriate provision to start at the beginning of the new school year and enable the child and parents to be reassured that an effective and supportive transfer will occur. The SENDCo arranges for paper files to be handed over, if possible, in person to a named colleague, at the child's next school.

For all other children in Nursery to Y5 who may transfer to another setting, the SENDCo from the transfer school will liaise with the SENDCo of our setting to familiarise themselves with the needs of the SEND children, as soon as the child has been added to the roll of the new school and has attended their first day.

For a transfer to another Norfolk school, electronic files will be sent by secure 'Any Comms' file transfer, postage or by the SENDCo in person to the next school. If a child moves out of County, our SENDCo would seek to contact the child's new school after the expected start date, to ensure they

have been added to the school roll. Then they would request a call with the SENDCo to discuss the child's needs and arrange transfer of files via the DfE file transfer system and secure postage.