

SEND Policy

The Parkgate Academy

Vision

All our children make at least good progress; no underperforming cohorts, groups or academies; all academies within the trust strive to be outstanding.

Written by	The Attendance Officer in conjunction with the Principles Review Committee
Ratified by Trustees	March 2017
Date for review	January 2020
Signed-Chair of Trustees	(Sue Trentini)
Signed-Chief Executive Officer	(Lee Hessey)

**Our Ambition –To be the highest performing MAT in the country
Or Mission- To improve the communities we serve for the better**

The Forge Trust SEND Policy

Aims

Across the Forge Trust, we aim to maintain a caring, supportive and disciplined learning environment where children benefit from the best possible education. All staff are committed to this aim. We would like to know if you think we are not meeting your expectations, so that we have an opportunity to respond. We would also like to know your opinion on the things we do well.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. The Forge Trust is committed to creating a positive climate that will enable everyone to work free from radical intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand further.

All staff have equal access and inclusive rights to their work regardless of their age, gender, sexual orientation, race, religion, belief, disability or ability. The Forge Trust is committed to creating a positive climate that will enable everyone to work free from radical intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand further.

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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.

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.

In 2014, the coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. The legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms 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 (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer 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 Nottinghamshire 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. 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. The Parkgate Academy's local offer can be viewed on the school's website.

*"Labor Omnia Vincit" -
Hard Work conquers all*

At The Parkgate Academy, we aim to develop the following six key values

1. Work ethic
2. Team player
3. Discipline
4. Respect
5. Positivity
6. Ambition

The Parkgate Academy is an educationally inclusive school. We aim to enable all our pupils, whatever their ability or needs, to reach their full potential and be fully included in our school community, where all are equally valued.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, social skills, managing emotions, language, Numeracy, and literacy or who have a physical disability;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions and take part in learning (particularly those children who have experienced trauma or stress).
-

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2014*.

Our aims are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To ensure that all SEN children make good progress
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;

- To enable all children to have full access to all elements of the school curriculum, including those which take part out of school hours.
- to ensure that where possible all pupils are involved in decisions made about them and their education

Objectives

Identify the needs of pupils with SEN as early as possible.

The school will use appropriate screening and assessment tools and ascertain pupil progress through:

- Evidence obtained by teacher observation, assessment and tracking
- Their performance in Early Learning Goals (ELG) or National Curriculum, judged against year group objectives
- Standardised screening tools (PIVATS, Dyslexia Screening Tools and Boxall Profiles)
- Children are assessed upon entering the Foundation stage
- When children arrive from other schools the SENCO ensures that any SEND records and assessments are shared with the relevant members of staff and where necessary further assessment is initiated

Monitor the progress of all pupils

- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. A decision is then made about whether it is appropriate to place the child on the Special Educational Needs and Disability Register.
- The SENCO works closely with parents, teachers and teaching assistants in drawing up individualised learning targets, care plans and Behaviour Management Plans for children. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named trustee with responsibility for special needs also hold annual meetings to discuss intervention and support.

Strategies for pupil's progress will be recorded in review meetings held each half term and shared with the appropriate individuals.

An IEP will only be used in exceptional circumstances and record that which is ***different from or additional*** to the normal differentiated curriculum. ***All*** children receive individualised targets in English and Maths.

The IEP's will be discussed with the pupil and the parent. IEP's will be reviewed termly in consultation with parent and where appropriate, the child and external support agencies. The IEP will be written in a child friendly format and be available for the child and the child's parents/ carers. IEPs will be Specific, Measurable, Achievable, Realistic and Timed.

Support plans will be used for children who are assessed as needing short term intervention but who do have a special educational need and will contain information on;

- Strengths
- Areas of difficulty
- Support received

- Outside agency involvement
 - Medical information
 - Support for academic tasks
 - Parental comments
- The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
 - The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.

- The assessment of children reflects their participation in the whole curriculum of the school. This is achieved through written work and/or video and photographic evidence and termly tests using a published scheme, 'Rising Stars'.
- The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Work with parents

- At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Work with and in support of outside agencies

We have a range of Support Services in Nottinghamshire that we can call upon to give us advice, support and training on SEND. In our school we work with the following agencies:

- Schools and Families Support Service
- Occupational Therapy
- Physiotherapy
- Primary Social and Emotional Development team
- Education Psychology Service
- Physical Disability Support Service
- Specialist teachers for sensory impairments
- Think Children
- CAMHS
- Family Service
- Children's Bereavement Centre
- Early Help Unit
- Ollerton and Boughton Children's Centre

Other Schools and Colleges:

The Parkgate Academy is part of the FORGE Academy Trust Partnership and is part of the Dukeries Family of schools. We work closely with schools in the family to:

- Secure successful transition
- Develop links across subjects
- Plan training events for staff
- Share expertise and good practice

Create a school environment where pupils feel safe to voice their opinions of their own needs.

At The Parkgate Academy we believe that the views of our pupils are essential to a happy and successful school. This is done in a number of ways through;

- School council meetings which are held each half term
- KS2 play leaders support the development of KS1 children's lunchtime playtimes
- KS2 children support KS1 during meal times
- Before each review meeting a child will be asked to complete a questionnaire 'Flying High at The Parkgate Academy' to discuss their feelings and attitudes towards school. This will include all aspects of life at The Parkgate Academy including their wishes and dreams for the future.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mr Carl Braithwaite (principle).
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Julia Evans (SENCO).

3. Arrangements for coordinating SEN provision

Julia Evans will hold details of all SEN support records such as provision maps, IEPs, behaviour plans, support plans and structured conversations for individual pupils.

All staff can access:

- The Parkgate Academy SEND Policy;
- A copy of the full SEND Register used for tracking
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including support plans, targets set and copies of their IEP's or behaviour management plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents (in a clear summary version) in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

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4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. We seek to be an inclusive school, welcoming children from all backgrounds and abilities. All applications will be treated on merit and in a sensitive manner. For more information please see the school's policy on admission.

Successful transition between key stages is fundamental in ensuring children settle happily and well into their new class.

In regards to pupils with SEN, a transition programme will be put in place and where appropriate, a child friendly passport will be created with the child. Additional transition visits will be arranged for all SEN children and will include visits to the pupil's existing classroom prior to visits to the new classroom.

When children transfer to secondary education, visits will be arranged and parent meetings will take place to allow for questions and concerns to be raised. If pupils are to transfer to the Dukeries Academy, children with SEND will be invited to Easter school and/or Summer school to aid transition. In addition, a full week of transition visits in the summer term will also be arranged for *all* year 6 pupils.

5. Specialist SEND provision

The Parkgate Academy has 11.4% of pupils with Special Educational Needs and /or disabilities.

All staff are committed to whole school inclusion. For more information on our provision for inclusion see section **10**.

6. Facilities for pupils with SEND

The school has a range of specialist SEN facilities in place. These are:

1. Wheelchair access to all areas of school
2. Hygiene suite in both Key Stage 1 and 2 buildings
3. Physiotherapy room
4. Readers for year 2 and year 6 SAT's

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications

to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The head teacher and SENCO have the responsibility for deployment of staff and allocation of resources.

If any member of staff is worried or has a concern about a pupil, a class based support plan will be created by the class teacher and SENCO. This may involve the redeployment of teaching assistants and will be flexible and altered accordingly, responding to the child's need.

Regular reviews of provision and need will take place between the head teacher and SENCO.

8. Identification of pupils needs

Identification

Please see definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school record. 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 peers 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 through the termly Springboard meeting, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO 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 /or relevant specialist staff 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 SENCO.

Review

Reviews will be undertaken in line with agreed dates. 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 their parents. The class teacher, in conjunction with the SENCO 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.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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. This will occur 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 a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

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 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.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, 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.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

All teaching staff have been involved in creating a stimulating and creative curriculum for **all pupils**. Each half term staff will review the new curriculum through a rigorous review procedure that involves classroom observations, work scrutiny, pupil interviews and data analysis.

Once these have been completed the senior leadership team will share the outcomes and reflect on any actions that may need to happen.

The school SENCO maintains records of all vulnerable groups in school and monitors progress and provision every 6 weeks. These records are available for all staff to view.

The school SENCO also ensure that;

- All staff are fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The SENCO and head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the school leadership team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. **All** pupils are encouraged to participate in the two residential programmes offered to pupils in years 3/4 and 6. Adaptations and reasonable adjustments are made together with parents, the pupil, the activity centre and support agencies.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, Multi-Agency Safeguarding Hub and the Dukeries Behaviour partnership.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

- a. Termly review meetings between the SENCO, class teacher, teaching assistant and other support agencies will be held to review progress of children with SEND.
- b. Pupil progress dialogues will be held every 6 weeks for all pupils
- c. An annual questionnaire will be issued to all parents asking for feedback on school, including SEND provision.
- d. Outside agencies provide regular updates and feedback on the provision in school.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO, principle and SEN trustee and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parents evenings and school council. This will be collated and published by the on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or head teacher, who will be able to advise on formal procedures for complaint. A copy of the school's complaint procedure can be found on the school's website.

13. In service training (CPD)

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.

Our school is able to access training programmes from Physical Disability Support Service, Communication and Interaction team, Schools and Families Support Service, and any training event that is provided by the Dukeries family of schools. The SENCO will be responsible for liaising with the family of schools regarding internal training opportunities and alert staff of their dates and times.

The SENCO will attend all relevant SEND courses and family SEND meetings.

We recognise the need to train *all* our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise

concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Schools and Families Support Service
- Occupational Therapy
- Physiotherapy
- Primary Social and Emotional Development team
- Education Psychology Service
- Physical Disability Support Service
- Specialist teachers for sensory impairments
- Think Children
- CAMHS (emotional health and well-being)
- Targeted Support
- Children's Bereavement Centre
- Early Help Unit
- Ollerton and Boughton Children's Centre
- Health (school nurse, community pediatrics, epilepsy and diabetic specialists)

15. Working in partnerships with parents

The Parkgate Academy believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND trustee Tim Woodman-Clarke , may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school is a member of the FORGE Academy Trust and Dukeries family of schools. This enables schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Successful transition between key stages is fundamental in ensuring children settle happily and well into their new class.

In regards to pupils with SEND, a transition programme will be put in place and where appropriate, a child friendly passport will be created with the child. Additional transition visits will be arranged for all SEND children and will include visits to the pupil's existing classroom prior to visits to the new classroom.

When children transfer to secondary education, visits will be arranged and parent meetings will take place to allow for questions and concerns to be raised. If pupils are to transfer to the Dukeries Academy, children with SEND will be invited to Easter school and/or Summer school to aid transition. In addition, a full week of transition visits in the summer term will also be arranged for **all** year 6 pupils.

17. Links with other agencies and voluntary organisations

The Parkgate Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Primary Social and Emotional development Team
- Social Care
- Speech and Language Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ *[Name]*
(Headteacher)

Date _____

Signed _____ *[Name]*
(SENCo)

Date _____

Signed _____ *[Name]*
(SEN trustee)

Date _____

This policy will be reviewed annually.