

SACRED HEART OF MARY GIRLS' SCHOOL



RELIGIOUS OF
THE SACRED
HEART OF MARY

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) AND INCLUSION POLICY

Policy adopted	June 2026	
SENCo	Ms Joy Dosoo	
SLT Member Responsible	Miss B McConville	
SEND Link Governor	Mrs Knight	
To be reviewed	Annually	
Date of next review	July 2027	
Headteacher	Ms V Qurrey	Date: July 2026
Chair of Governors	Mrs T Knight	Date: July 2026

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1. Introduction

The Special Educational Needs and Disability Policy includes guidance from;

- The SEND Code of Practice (January 2015),
- The Equality Act (2010)
- The Children and Families Act 2014 relating to school systems for responding to the needs of pupils with SEND.
- The School Admissions Code
- Supporting pupils with Medical conditions guidance,
- Keeping Children Safe in Education (2026)
- DfE SEND Reform: Every Child Achieving and Thriving (2026)

Sacred Heart of Mary Girls' School is committed to delivering inclusive education when all pupils feel a sense of belonging and are supported to participate fully in school life. We recognise that inclusion is a whole-school responsibility and that high quality teaching, adaptive practice and reasonable adjustments are the foundation of effective SEND provision.

Our approach focuses on identifying and removing barriers to learning, promoting independence and ensuring pupils with SEND achieve strong academic, personal and

social outcomes.

We aim to achieve this by setting suitable learning challenges in order that every pupil will experience success in learning and achieve their maximum potential. We will consider fully the diverse range of learning needs that the pupils have when planning our approach to teaching and learning. We will aim to overcome the potential barriers to learning for individual pupils.

Pupils with SEND are part of the whole school approach, and different pupils' needs are recognised and met through varied and flexible provision throughout the curriculum. We celebrate our achievements and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Defining SEND

At the Sacred Heart of Mary Girls' School, we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Pupils 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 are taught.

POLICY OBJECTIVES

1. To admit girls of 11 years of age without regard to academic ability.
2. To give pupils the opportunity for access to a suitably broad and balanced curriculum.
3. To provide pupils with full access to all areas of the curriculum unimpeded by stereotyping.
4. To allow pupils with SEND the fullest possible access to learning opportunities

consistent with their abilities. To help achieve this, learning experiences will be differentiated, where appropriate, to take account of SEND.

5. To develop independence, confidence, resilience and preparation for adulthood for pupils with SEND

6. To identify and assess pupils with SEND using information from all available sources as early as possible.

7. To use our resources efficiently and effectively via a graduated approach.

8. To promote positive relationships and effective communication between home and school.

9. To consider the views of pupils with SEND and involve them in decision making to take their views into consideration and to provide more effectively for them.

10. To promote effective collaboration with the Local Education Authority (LEA) services, health services and social services to ensure that effective measures are taken on behalf of pupils with SEND.

10. To ensure that all staff are aware of their responsibilities towards pupils with SEND and are able to implement them. Strengths will be emphasised, encouragement and praise given and self-esteem reinforced wherever possible.

11. To monitor our effectiveness in achieving the above objectives.

2. ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to them to fulfill the requirements outlined in this policy document.

Governors will fulfill their statutory duties towards pupils with SEND as prescribed in Part 3, Sections 66 to 69 of the Children and Families Act 2014. To do this, they will secure and allocate appropriate resources, participate in appropriate training and monitor and evaluate the Special Educational Needs and Disability Policy. The Governors will monitor the quality of the SEND provision and ensure that all staff are appropriately trained and qualified.

The Head Teacher has overall responsibility for the day-to-day management of provisions. She will work closely with the school's SEN Co-ordinator and will keep the Governing Body fully informed about the working of this policy, taking into account the requirements listed by OFSTED in the School Inspection Handbook and of other aspects of government policy. She will ensure that all members of staff will receive in-service training to help them meet the objectives in this policy.

The Special Educational Needs Co-ordinator (SENCO) is responsible for:

- The day-to-day operation of this policy

- Maintaining the School's SEND Register

- Liaising with staff in respect of children with SEND

- Co-ordinating the provision for children with SEND

- Monitoring of records

- Liaising with parents/carers of children with SEND
- Contributing to the in-service training of staff where appropriate
- Liaising with external agencies

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adaptive teaching for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

All staff should be fully aware of the contents of this policy. Appropriate new staff induction and in-house training will also be made available.

The Responsible Person is the Head Teacher.

The LEA has been informed that, when it concludes that a pupil at the School requires an Education, Health and Care Plan, it should inform the Head Teacher who will ensure that whoever teaches the pupil is aware of her special educational needs and/or disability.

CRITERIA FOR SEND

The general arrangements within the school relating to planning, teaching and assessing should take account of the wide range of abilities, aptitudes and interests that children bring to a mixed ability school. The majority of pupils will learn and progress within these arrangements. Those who fail to progress may have special educational needs and/or disabilities which calls for special educational provisions to be put in place.

These will include children who have:

- (i) previously had a statement or have an EHC Plan produced by the LEA;
- (ii) cognition and learning difficulties resulting in a level of attainment which is significantly below that of their peers;
- (iii) exceptional abilities or gifts that may require extension activities in order for them to achieve their full potential;
- (iv) specific learning difficulties indicated by extreme discrepancies in attainment levels which are not indicative of their general level of performance;
- (v) social, emotional and mental health difficulties which require special provisions;
- (vi) sensory and/or physical disabilities, such as cerebral palsy, hearing or visual difficulties for which the LEA has made specific provisions;
- (vii) communication and interaction needs for which the LEA has made specific provisions; and,
- (viii) medical conditions requiring additional educational special provisions in the long or short-term.

3. IDENTIFICATION OF SEND

On entry and other points of transition, the Sacred Heart of Mary Girls' School (SHOM) liaises closely with primary schools and other providers to ensure that our information is up-to-date and relevant. Relevant information will be sought from parents/carers as part of the admissions arrangements and during the regular reporting and liaison routine of the School. Where necessary, some individualised arrangements can be put in place for students who may be vulnerable during the transition period. Detailed plans and interventions will be in place for young people whose needs are already identified on entry. In addition, a variety of methods is used to determine if a pupil requires additional help. This may include:

- Concerns raised by parents/carers, external agencies, teachers, teaching assistants (TAs), the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry to school or because of a concern being raised, indicating a gap in knowledge and/or skills.
- Whole school data tracking and monitoring of attainment outcomes.
- Routine assessment procedures conducted by subject teachers identify potential learning difficulties.
- External agencies and specialist teachers to provide additional information and strategies.
- Liaison with an Educational Psychologist, Community Paediatrician and CAMHS Clinicians.
- Observation of the pupil in lessons by SENCO, Teaching staff and or LSA.
- Specialist cognitive assessments by the SENCO
- Speech and Language Link computerised assessments

4. THE GRADUATED APPROACH (Assess, Plan Do & Review)

Sacred Heart of Mary School believes that the needs of the majority of pupils will be met in mainstream lessons, taught by professionals, where learning is differentiated according to needs. Sacred Heart of Mary Girls' School follows a stages approach to identification, assessment and review according to the guidance given in the revised Special Educational Needs Code of Practice 2014 and London Borough of Havering SEN Policy. Below is an infographic of the Havering Assess, Plan Do Review Graduated Approach which is followed by the school. In exceptional circumstances pupils may not follow each stage of the graduated approach. Examples of when this may occur are;

A pupil with profound and multiple learning difficulties, which are obvious from birth or soon afterwards, who require long term help and support from more than one agency.

A pupil has moved in from another local authority or their former school has provided evidence of needs and professional input.

A pupil's ability has been suddenly and significantly changed by major illness or injury

and the impact is long-lasting.

I would add before the diagram:

Levels of SEND Provision

Universal Support

- High quality teaching
- Adaptive strategies
- Reasonable adjustments
- Accessible curriculum
- Pupil profiles

Targeted Support

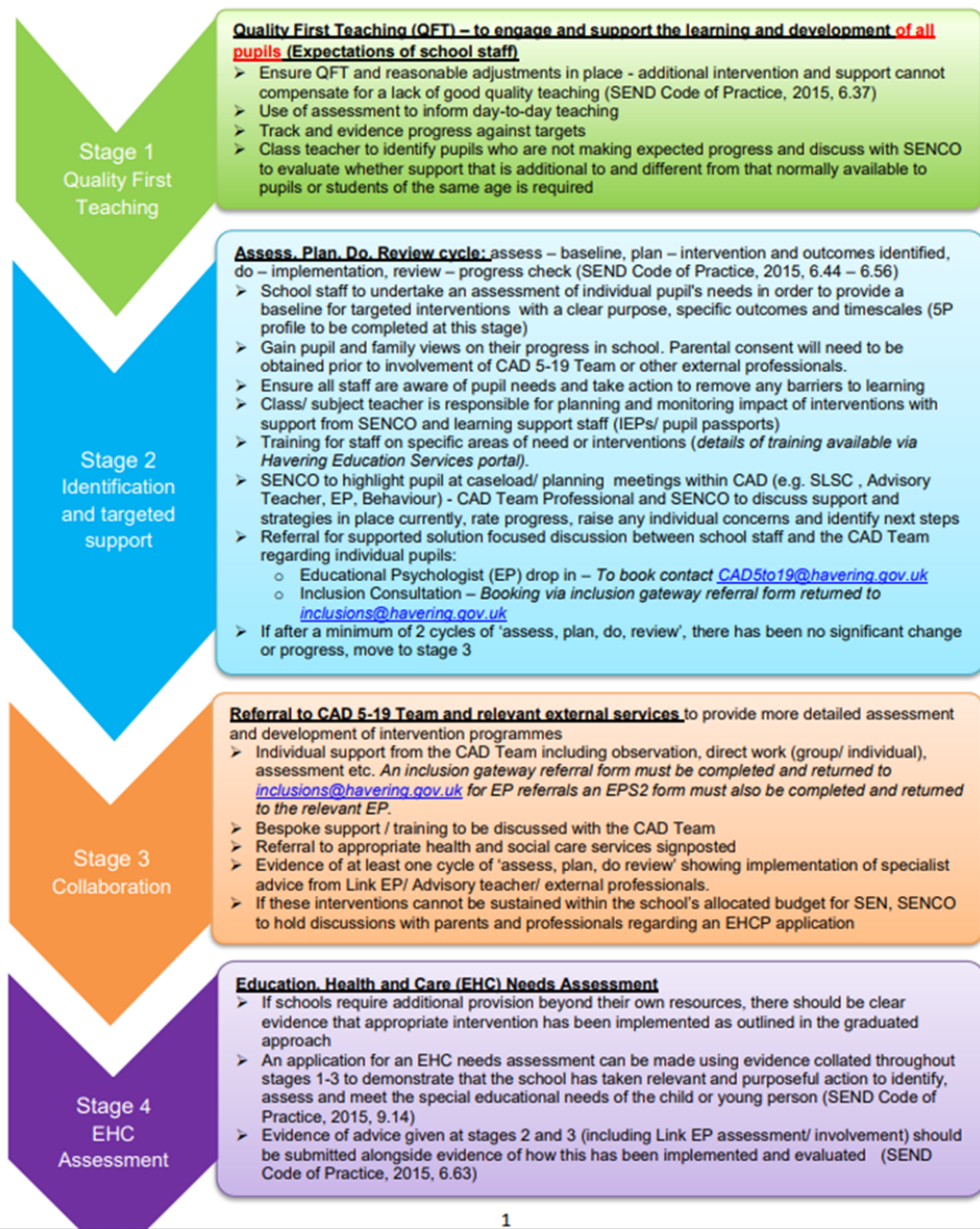
- Time-limited interventions
- Literacy/numeracy programmes
- Speech and language intervention
- Mentoring
- Small group support

Specialist Support

- EHCP provision
- External professionals
- Individual programmes
- Specialist assessment

Havering Graduated Approach for SEND Pupils

This process chart outlines the CAD 5-19 Team support offer and referral routes available to educational settings.



REVIEW PROCEDURES

Action	Who is involved?	What is involved	Next Steps
Monitoring and Differentiation (Adaptive Teaching)	The class teacher is responsible for the pupils through Quality First Teaching. Advice on differentiation from the SENCO, Senior Leadership Team, Subject Leaders and experienced (UPS) teachers.	The teacher plans for activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of context and in discussions with the SENCO, Head of Year, and parents a pupil is not making adequate progress, additional targets and interventions will be set up and the pupil potentially placed on the SEN Support (K).
SEN Support	Subjects or HOY informs the SENCO of concerns and advice is obtained. Pupils identified through CATS testing of information from previous school. The pupil was previously being monitored and has not made adequate progress. They have met the inclusion criteria for SEN Support.	The strategies outlined in the Pupil Profile are implemented in the classroom. Additional and/or different activities and resources are used to meet the needs of the pupil. Suggestions for support at home are considered with parents/carers. The Pupil Profile is reviewed three times a year.	Most pupils should make progress with additional help but if the target and the strategies implemented mean that adequate progress is not made, advice is requested from outside agencies and a request for Needs Assessment by the Local Authority may be made.

EHCP	The SENCO requests advice from an agency and a new Pupil Profile and additional IEP is devised from the additional guidance given. The subject teachers, SENCO and Learning Support Assistants deliver the plan of actions (recommended strategies and interventions).	The strategies outlined in the EHCP and Pupil Profile are implemented in lessons using the strategies and additional resources/interventions recommended by the Educational Psychologist. Additional support may be provided for pupils from the Learning Support Assistant and SENCO.	The majority of pupils will make progress with the further advice and interventions, but if the targets and strategies set out in the EHCP do not result in adequate progress all parties involved will contribute to evidence to support a requested for a review of needs by external professionals such as Specialist Teacher, or Educational Psychologist. Additional funding may be requested if EHCP funding hours do not meet the needs of the child.
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5. RECORDS KEEPING AND MONITORING

SEND records are stored securely in accordance with GDPR requirements. Relevant information is shared with staff on a need-to-know basis to support effective provision and safeguarding. Pupils' subject monitoring reports and results of specialist assessments are stored in their files. The SENCO will monitor the progress of pupils on the SEN register and liaise with subject teachers to implement Quality First Teaching where necessary. The exams officer collates data from subject monitoring reports which is available for all teaching staff and parents/carers.

6. REASONABLY ADJUSTMENTS AND EQUALITIES

Under the Equality Act 2010, the school has an anticipatory duty to consider reasonable adjustments for disabled pupils. Adjustments are considered on the individual basis and may include adaptations to teaching approaches, resources, communication methods, physical access, assessment arrangements and participation in wider school activities.

7. ACCESS EXAMINATION ARRANGEMENTS

The school's Access Arrangements Examination Policy 2024-25 outlines the procedure or appropriate assessment for pupils sitting GCSEs in Year 10 and 11 and A Levels & BTech (and equivalent courses) in year 12 and 13. These records are kept separately by the SENCo in a locked filing cabinet for confidentiality. The SENCO, Ms Dosoo, is also the school British Psychological Society registered Specialist Assessor for Exam Access Arrangements.

Access arrangements are based on a pupil's normal way of working, evidence of need and assessment data in accordance with current JCQ regulations. They are not awarded solely on diagnosis or parental request.

8. ATTENDANCE AND EMOTIONALLY BASED SCHOOL AVOIDANCE (EBSA)

The school recognises the relationship between SEND, mental health and attendance. Where barriers to attendance are linked to SEND, the school will work collaboratively with pupils, families and external agencies to identify appropriate support. Regular meetings are held with the SENCO and Education Welfare Officer.

9. ADMISSIONS FOR PUPILS WITH SEND

The currently agreed admissions policy of the Governors makes no distinction regarding pupils who have SEND. No pupil will be refused admission solely on the grounds that she has SEND, except where the pupil is the subject of an EHC Plan and the LEA has indicated that the provision required is incompatible with that available at the school. Where a candidate for admission is known to have SEND, the SENCO and Head of Year 7 will gather appropriate information from the pupil's primary school and from other agencies known to have been involved. The 2021 School Admissions Code states 'All children whose Education, Health and Care Plan (EHCP) names the school must be admitted'. As a result, these places are allocated first. The remaining places are offered in accordance with admission criteria which is outlined below.

The 2014 School Admissions Code states 'All children whose statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP) names the school must be admitted'. As a result, we allocate these places first. The remaining places are offered in accordance with admission criteria which is outlined below.

For Year 7, should the number of applications exceed the number of places available, the places will be allocated in the following priority order.

1. Looked After girls or girls who were looked after but ceased to be because they were adopted (or became subject to a residence order or special guardianship order) and who are baptised Catholics.
2. Practising Catholic girls resident in the Diocese of Brentwood whose practice is endorsed by their Parish Priest or by the Priest of the Parish where the family attends Mass and is known.

3. Other baptised Catholic girls resident in the Diocese of Brentwood.
4. Other girls who are members of an Eastern Christian Church, as confirmed by their parish priest.
5. Other looked after girls or girls who were looked after but ceased to be because they were adopted (or became subject to a residence order or special guardianship order).
6. Other girls resident in the Diocese of Brentwood who are recommended by a Minister of Religion.
7. Any other girl.

For Year 12 applications, in the event of oversubscription (either to the Sixth Form as a whole or to one or more of the courses on offer in the Sixth Form), places will be offered in the order of priority detailed within the admissions arrangements for entry on the clear understanding that applicants meet the full academic criteria stipulated in the Sixth Form Prospectus. Any applicant refused a place at the School has a legal right of appeal against the Governing Body's decision not to allow admission. Any applicant wishing to exercise their right of appeal should contact the Clerk to the Appeal Panel.

10. SPECIALISM

FACILITIES The School has limited facilities for pupils whose physical disabilities require wheelchairs. If a child has such a disability, the School will be prepared to negotiate with the Local Educational Authority to provide the necessary facilities. The main buildings within the School do not have lifts, however, two stair lifts have been fitted to enable access to our hall. There are disabled toilets in A Block, the F Block (Sixth Form building), the D Block, the G Block and the C Block. Adjustments have been made to make the site more accessible and ramps have been installed to facilitate access to the buildings. There is also a disabled parking spot marked and located near to the school reception and another in the car park to the east of the school site. A medical room is available to enable a safe place for insulin testing/injections. A height adjustable bed has also been installed.

RESOURCES When the Governing Body approves the School's budget, consideration will be given to resources allocated to meeting SEND. Consideration will also be given to any funds allocated by the Local Authority in respect of children who have an EHC Plan. The Headteacher and SENCo will manage the allocated funds and will ensure that the best use is made of these resources.

STAFFING

The SENCo (Ms Joy Dosoo) holds a National Award in Special Educational Needs Coordination (NASEN Post-Graduate Certificate), Master of Arts in Education (Curriculum Management & Inclusion), Qualified Teacher Status (QTS), Post-Graduate

Diploma in Systemic Psychotherapy (Children, Adolescents and Families), BA (Hons) Philosophy (with Cognitive Science). The SENCo is also trained to administer exam access arrangements (Qualified Test User – British Psychological Society) holding a Post Graduate Certificate in Psychometric Testing, Assessment and Access Arrangements.

The Assistant SENCO (Mrs Estrella Ortiz-Garcia) holds a BA in Sports Science and is an experienced Learning Support Assistant.

The Lead Learning Mentor (Mrs Linda Johnson) holds qualifications in Advanced Diploma in Counselling and Psychotherapy, Diploma in Hypnotherapy and Counselling Skills, Completed Hypnotherapy In Schools Programme (HISP) Training and Registered HISP Practitioner, Accredited Member of the National Counselling Society (NCS) and Registrant member of the Hypnotherapy Society (HS), National Mentoring training from the Mentoring School.

All Learning Support Assistants (except one graduate LSAs) currently hold or are training for a level 2 or level 3 qualification in Supporting Teaching and Learning. One LSA holds the Higher-Level Teaching Assistant qualification providing them with additional expertise to support pupils in individual and small group teaching. Additional LSA training includes:

- Catch-up Numeracy
- Catch-up Literacy
- Elkan (Speech and Language)
- Hearing impairment
- Oral Language Modifier
- Diabetes Management
- Supporting pupils with ADHD
- Supporting pupils with Autism Spectrum Disorder
- Self-Harm
- Supporting children with Social Emotional and Mental Health Needs
- First Aid

11. INCLUSION STRATEGIES - THE SEND PROVISIONS

The SEND and Inclusion department is committed to providing high quality support to ensure that all pupils are included and make progress. The department delivers a variety of provisions and interventions to meet individual needs and support students in reaching their full potential. Provisions include:

- Small group Literacy and Numeracy support lessons
- Literacy and Numeracy interventions
- Paired reading interventions (Reader Leader)
- Social skills programme

- Mentoring
- Speech and Language intervention groups (Secondary Speech and Language Link Programme)
- Networking club (lunchtimes)
- Homework club (lunchtimes)
- Exam access arrangements assessments and testing
- Exam access arrangements provisions
- In class support (shared Learning support Assistant in lessons when required)
- External agency support
- Handwriting club
- Breakfast clubs
- Behaviour Support.
- Assistive technologies (IPAD, Laptop, Reader pens etc)
- Quality First Teaching from subject staff and whole school training.

The school recognises the role of assistive and emerging technologies in reducing barriers for pupils with SEND. Technology will be considered where it supports independence, access to learning and preparation for adulthood

INCLUSION - Regardless of the stage pupils have reached, the School's emphasis will be to include pupils with SEND alongside their peers in the full range of activities the School has to offer. This will be achieved by careful consideration of the needs of each pupil and differentiation. Pupils with SEND will have full access to learning opportunities consistent with their abilities. Pupils with SEND will only be withdrawn from any part of the curriculum, if medical advice has indicated that it is unsafe for the pupil to participate, or the SENCO decides that one-to-one or small group interventions are necessary. This decision will be made in consultation with parents/carers and external agencies, if required. The Headteacher will make the final decision regarding adapting the pupil's curriculum offer and pathways.

PARTNERSHIP - The School aims to promote positive relationships and effective communication between home and school. Teaching staff will aim to establish a partnership with parents/carers so that their knowledge, views and experience can be utilised in the assessment of and provision for pupils with SEND. Parents/carers of pupils with SEND will be encouraged to work with the School in helping their child. We actively share information with parents/carers at SEND review meetings, such as provisions, staff feedback, identified targets and also provide a platform to raise any concerns. In return, we will seek their help regarding support they can give to their child at home.

Close links will be sought with feeder primary schools and neighbouring mainstream secondary schools to encourage continuity of provision and sharing of effective practice. Contact will be made with respective voluntary bodies where this is appropriate. Teaching staff will have the opportunity to meet on a consultation basis with the SENCO during allocated times, such as the monthly SEND drop in session and

the fortnightly break-time meeting. In addition to this, new staff induction training and appropriate continued professional development opportunities are made available to ensure appropriate differentiation for SEND pupils and to encourage a successful implementation of this policy.

Specialist advice will be sought to supplement the skills and knowledge held by the staff. Links will be maintained with health, care and social services and educational welfare services so that additional information relating to the learning difficulties experienced by a pupil may be sought.

CLASSROOM MANAGEMENT - All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement confirms that teachers should set high expectations for every pupil, whatever their prior attainment. As a result, teachers should use appropriate assessment to set targets which are ambitious. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, this planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. Appropriate curriculum material should be available for all pupils, and their needs should be considered during departmental curriculum planning. Additional support will be provided within classes by the subject teacher using Quality First Teaching Strategies.. Class organisation and management, teaching and differentiation of tasks and materials should be discussed as part of departmental planning.

Teachers are responsible and accountable for the progress and development of all the pupils in their classes, including where pupils access support from Learning Support Assistants. Learning Support Assistants enhance and supplement teaching but do not replace the teacher's responsibility for planning, adapting and assessing learning for pupils with SEND. The first step in responding to pupils who have or may have SEND is the use of Quality First Teaching strategies by the subject teacher. Suggestions for these are given on individual Pupil Profiles. Additional intervention and support cannot compensate for a lack of good quality teaching. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. The School uses its best endeavours to ensure that such provision is made for those who require it.

A variety of strategies and techniques can be used and these might vary between subject areas:

- (i) Pupil groupings - setting of pupils within various ability groupings. This might entail small groups of pupils of the same ability for targeted teaching or mixed ability groups arranged to enable pupils to support each other.
- (ii) Differentiation for individual needs – this will require the planned adaptation of the content, task or teaching strategy if all the needs of a mixed ability group are to be met.
- (iii) Differentiation by outcome – this can be appropriate when the response reflects achievement and promotes progress.

12. COMPLAINTS PROCEDURES

The first point of contact regarding a pastoral issue is the form tutor. The subject teacher should be approached regarding academic matters. If further clarification is needed, the Subject Leader is likely to be able to provide assistance.

The SENCO is also available for consultation, and appointments can be made via the school office on: 01708 222 660. For complaints, please contact the Link Governor with responsibility for SEND, Mrs T Knight. She can be contacted via the school office.

13. INSET STAFF DEVELOPMENT AND INDUCTION

Sacred Heart of Mary School aims to continually improve the quality of teaching and learning. All staff and governors have access to effective Performance Management and Professional Development activities.

The school provides an individualised programme of induction, monitoring and support and training, which includes Special Educational Needs provision and strategies for:

- Early Career Teachers
- Teachers new to the school
- New members of the Governing Body
- Teachers from overseas seeking qualified Teacher Status
- Unqualified teachers following the Graduate Teacher Programme
- Trainee teachers
- New members of Support Staff

A Special Educational Needs and Inclusion Handbook is available for all staff.

14. EXTERNAL SUPPORT

Most pupils with EHC Plans have involvement with one or more external agencies. At Sacred Heart of Mary Girls' School the following external agencies are currently involved in helping us to meet the needs of pupils on the Code of Practice:

Havering CAD 5 – 19 Service which includes; Educational Psychology Service, Speech and Language Support Service, Hearing Impairment Specialist Advisors, Visually Impaired Specialist, Advisory Service, Education Welfare Officer, The Bridge – Alternative Provision, Behaviour Support Service

NHS Services, including; Acorn Centre – Child and Adolescent Mental Health Service, Occupational Therapy Service, Community Paediatrician,

Private and other organisations; Brentwood Catholic Children's Society, Special Counselling Service, Prospects, Learning Performance.

15. PARENTS AND CARERS

At Sacred Heart of Mary School we recognise that parents and carers have a vital role to

place in the development of pupils. To adhere to this we aim to ensure that:

- Parents and carers are informed when their child is placed on the SEN Register.
- For any parents having special needs the school will endeavour to meet their requirements.
- The school will inform parent/carers of any people and or organisation, both within and outside the school, who might be of interest or assistance to them, including information on SEND Information Advice and Support Service (SENDIASS - formally Parent Partnership Service)

16. TRANSITION ARRANGEMENTS

There is a close liaison between the School and its main primary feeder schools. The comprehensive transition programme in place for pupils provides a number of opportunities for pupils and parents/carers to meet staff in the new school, such as transition evenings and settling in meetings. Options Evenings and a Higher Education Evenings prepare pupils for transition to KS4, KS5 and post 18 education. These opportunities are further enhanced for pupils with SEND.

For pupils transferring to local schools, the SENCOs of both schools will discuss the needs of pupils with SEND in order to ensure a smooth transition. If a pupil leaves to transfer to another school or to further education, the SENCO will forward relevant information regarding the child's needs and the provisions made to meet them. Parents/carers will be encouraged to consider options for the next phase of education and the School will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

Parents/carers may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages (<https://nationalcareersservice.direct.gov.uk>) or examine options identified in the Local Offer published by the Local Authority which sets out details of SEND provision - including the full range of post-16 options and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

We aim to ensure that transitions are positive and we implement a bespoke package as appropriate. We involve appropriate agencies at points of transition to ensure that the processes run smoothly with good outcomes. We are always keen to discuss and plan with parents/carers to ensure that the transition is a positive experience for them as well as for the young person. Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

17. REVIEW OF POLICY AND PROCEDURES

The Governors will evaluate the success of this policy in the light of the policy objectives. The SENCO hosts termly meetings with the SEND Link Governor, Mrs Knight to discuss the provision for SEND pupils and review the effectiveness of this policy.