



**KADER ACADEMY**

**SEND Inclusion  
Policy 2020-21**

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## **1. Introduction**

1.1. This policy provides information on the SEND Code of Practice 2014 and how it is implemented at Kader Academy.

## **2. Scope**

2.1. This policy shall be implemented by all staff employed at Kader Academy

2.2. The Principal shall report to governors on the operation of this policy.

2.3. The document is subject to review as required.

## **3. Aims**

3.1. We believe in inclusion for all. We value all our pupils. We believe that all children have an equal right to an education, which enables them to fully develop their personal, social and intellectual potential. At Kader Academy we have a commitment to high achievement and we strive to provide all our children with a quality education matched appropriately to their particular needs.

3.2. The aim of this policy as outlined in the SEND Code of Practice 2014 is that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives

3.3. A pupil has Special Educational Needs when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age and is within the four broad areas of need.

- communication and interaction
- cognition and learning,
- social, emotional and mental health difficulty
- sensory and or physical need

## **4. Policy Review**

4.1. The policy will be reviewed annually and discussed with Senior Leader Team (SLT) and Governors.

## **5. Objectives**

- 5.1. That our school philosophy underpins all of our actions and is actively promoted by all members of the school community.
- 5.2. That all children whatever their gender, ability, ethnic origin, social background or disability have access to a broad, balanced, relevant and differentiated curriculum.
- 5.3. That we have high expectations of all children in all areas of school life.
- 5.4. That we promote positive partnerships with; parents, involving them in their children's learning programmes and achievements; children, so that where possible they are aware of their personal targets and receive positive reinforcement.
- 5.5. That our policy and procedures for special educational needs are known, understood, and followed by all members of staff in order that we have in place a consistently applied framework for identifying those children whose individual needs will require intervention.
- 5.6. To provide relevant and up to date staff training.
- 5.7. To provide the SENDCo with non-contact time to effectively monitor children's progress.
- 5.8. To offer a system of assessment, recording and reporting which is easily managed, accessible and clearly linked to SEND policy.
- 5.9. To provide a clear structure for the management of specialist support and curriculum interventions strategies (e.g. timetables, working guidance for support staff)
- 5.10. To produce SEND Support Plans which are consistently formulated, manageable and implemented as an integral part of planning and teaching.

## **6. The role of the SEND Co-ordinator**

### **6.1. The SENDCo will:**

- Work in conjunction with staff to identify and monitor children who have SEND
- Attend termly meetings with each year group to review progress
- Oversee the SEND records of all children on the SEND register
- Arrange for assessment, firstly from the Learning and Language Advisor (where appropriate) and ensure parents are informed
- Liaise with external agencies e.g. Educational Psychologist, Health and Social Services, Visually and Hearing Impaired.

- Work with Principal, Senior Leaders and Vice Principal (Looked After Children (LAC) lead and designated person) and SEND Governor, evaluating information and informing them of any issues.

### **Identification, assessment and provision for pupils with SEND**

6.2. In the continuous cycle of planning, teaching and assessment, (Assess-Plan-Do-Review) teachers and support staff make regular judgements about children's performance in relation to national expectation. These judgements will be discussed at Pupil Progress Meetings.

6.3. We also identify SEND needs through;

- information directly given by parents
- data gathered from assessments
- recommendations from other professionals; Health and Social Care

6.4. There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

## **7. Stages of identification of SEND need (Graduated Approach)**

<b>Level</b>	<b>Triggers</b>	<b>Process</b>
<b>Initial Concerns</b>	<p>If a child has been identified by the Class teacher and year group team as failing to make progress they will monitor the child (Assess-plan-do- review cycle).</p> <p>Discussions will be held at Pupil Progress meetings.</p>	<ul style="list-style-type: none"> <li>• Areas of difficulty will be established</li> <li>• Discussions with parents</li> <li>• Some strategies and differentiation of the curriculum will be initiated.</li> <li>• Evidence will be collected.</li> <li>• Support will be provided through Quality First teaching.</li> </ul>

<p><b>Nurture Group</b></p>	<p>Following on from initial concerns, where progress is still of a significant concern a child will be placed within the class Nurture Group.</p> <p>This stage is for internal monitoring and assessment and will help build a picture of any child who may later need to be registered at the SEN Support Stage. At this stage the SENDCo will be aware of the concerns, the child will have been discussed within the year group team and at a pupil progress meeting with the phase leader.</p>	<ul style="list-style-type: none"> <li>• The child will be accessing internal intervention and Quality First Teaching.</li> <li>• Progress will be closely tracked.</li> <li>• Teachers will keep any relevant evidence of progress towards targets and provision made.</li> <li>• Some external assessments may be considered e.g. speech &amp; language assessment or Learning and Language team assessment.</li> </ul>
<p><b>SEND Support</b></p>	<p>After a period of monitoring and sustained targeted intervention &amp; support, If a child;</p> <ul style="list-style-type: none"> <li>• continues to make little or no progress over a longer period,</li> <li>• is working at curriculum levels, significantly below that expected of a child of a similar age</li> <li>• has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service</li> <li>• has on-going communication or interaction difficulties which cause substantial barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• SEND Support plan will be created in collaboration with parents &amp; pupil (where appropriate).</li> <li>• Areas of strength and concern will be identified.</li> <li>• SEND Primary area of need will be identified (Cognition &amp; Learning, Communication &amp; Interaction, Social, Emotional and Mental Health (SEMH) or Physical &amp; Sensory.)</li> </ul>
	<p>□ Requires support or provision that is significantly greater to other pupils.</p> <p>Despite appropriate teaching and attendance record, in discussion with parents, they may be placed on the SEND register.</p>	<ul style="list-style-type: none"> <li>• Pupil and parent concerns will be gathered.</li> <li>• Specific targets will be identified</li> <li>• Specific targeted support intervention will be initiated</li> <li>• Further assessments may be arranged</li> </ul>

		<ul style="list-style-type: none"> <li>• Referral to outside agencies e.g. Educational Psychologist with parental support.</li> <li>• Learning and Language assessment to determine any barriers to learning.</li> </ul>
<p><b>Educational Health Care Plan (EHCP)</b></p>	<p>If a child;</p> <ul style="list-style-type: none"> <li>• continues to make little or no progress in relation to specific targets. Concern for progress is severe, despite sustained intensive support, intervention and provision in place for the pupil.</li> <li>• continues to work at curriculum levels significantly below their expectations and is not closing the gap.</li> <li>• Where external assessments &amp; support have been exhausted</li> <li>• requires specialist equipment or regular specialist support. Evidence of additional spending on interventions and support available from the SEND team (Higher Needs Funding).</li> </ul> <p>It may be decided, in discussion with parents and multi-agency meetings that there is a need to apply for EHCP.</p>	<ul style="list-style-type: none"> <li>• Plan and track targets</li> <li>• Work with support services</li> <li>• Work with parents</li> <li>• A Referral planning multi-agency meeting will be held to discuss EHCP referral.</li> <li>• A referral will be made to the Local Authority and the EHC assessment process will begin (following referral approval from Local Authority).</li> </ul>
<p><b>Vulnerable pupil</b></p>	<p>Some pupils (who may or may not have additional, special educational needs may be identified as being vulnerable. This is where the lack of progress is believed to be caused by;</p> <ul style="list-style-type: none"> <li>• poor attendance and punctuality</li> <li>• LAC</li> <li>• medical needs</li> <li>• behaviour issues</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will discuss support around the child and parents. Support may include; Parent</li> <li>• support</li> <li>• Play Therapy</li> <li>• CAF</li> <li>• Behaviour contracts</li> </ul>

## **8. SEND Support - Pupil Review Meetings**

- 8.1. Each term a meeting is held with the Principal, Vice- Principal, the SENDCo and SLT with every year group team to discuss the progress of children identified as having additional needs. Individuals and groups of children will be targeted for specific interventions to help raise their attainment. (see Intervention strategies) Discussions are shared on progress and any continuing concerns where the SENDCo offers advice and support. Discussions are also held with parents to detail support that their child is having in the Academy and additional meetings are held with the SENDCo to discuss progress where necessary.
- 8.2. Teachers discuss progress in these meetings and any concerns over individuals are discussed again with the SENDCo to see if additional support is to be implemented. Assessments are carried out throughout the year which informs these meetings and targets are put in place for individuals.
- 8.3. SEND Support Plans (SSPs) are put in place for children with additional needs, such as:
- Cognition and Learning needs
  - Specific Learning Difficulties (e.g. Dyslexia)
  - Speech, language and communication needs (e.g. Autism Spectrum Disorder).
  - Physical aids/interventions
  - Visual/Hearing impairments
  - Social, Emotional & Mental Health needs (Including significant behaviour concerns)
  - 1:1 support
  - Significant medical needs (resulting in frequent absence from school affecting progress).
- 8.4. Targets are reviewed and evaluated and progress monitored. If a child is seen to be making progress in line with peers they will continue to receive support, where needed, but discussions will take place with the class teacher and parents, to confirm that they need to remain on the SEND register.

## **9. Children with Education Health Care Plans (EHCP)**

- 9.1. Where the SENDCo makes a referral for an EHC Assessment to the Local Authority (LA), the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue and a graduated approach will have been carried out over a sustained and significant period of time. Reasonable measures and adjustments to teaching and learning and external assessments/support will have been utilised and explored. The EHCP pathway will then be followed and schools will carry out the recommendations that are agreed to.[See EHCP Pathway Appendix 1]

## Monitoring

- 9.2. The SENDCo evaluates the Academy's SEND provision as part of the Academy Development Plan. Regular meetings are held between the SENDCo, Principal and SLT.
- 9.3. The SENDCo is given a full day release each week and can spend some of the time monitoring teachers' planning and delivery of Maths and English looking specifically at targets and progress. The SENDCo can support teachers with High Quality First teaching strategies and monitor SEND provision throughout all Curriculum subject areas.

## Intervention strategies to support children with SEND

- 9.4. The Academy organisation allows for each year group to have a 'team around the child' with both teachers and teaching assistants. Work is differentiated and groups are supported at the appropriate levels to provide specific, targeted interventions. As highlighted below, there are numerous strategies that are used throughout the Academy. There is also flexibility to provide support across year groups if it would benefit an individual child or group.

<b>Stages of Support</b>	<b>Support Strategies</b>
<b>Wave 1 Quality First Teaching</b>	Daily in-class support with Teaching Assistant (TA)/Teacher (Nurture group support) Differentiated work within all lessons. High expectations and levels of challenge Differentiated questioning Increased visual aids Access to ICT support Key vocabulary support In class learning pack provided Encouragement of independence Speech and Language Therapy

<p><b>Wave 2</b></p> <p><b>Intervention Support</b></p>	<p>Additional English/ Maths Support</p> <p>BLAST</p> <p>Direct Phonics</p> <p>Specific Numeracy Interventions eg The Power of 2, Toe by Toe</p> <p>Parent Support Advisor (PSA) Support</p> <p>SENDCo support</p> <p>Language and Learning Assessment</p> <p>Targeted interventions/ catch up programmes</p>
<p><b>Wave 3</b></p> <p><b>SEND Support &amp; External Agencies</b></p>	<p>Educational Psychologist Assessment</p> <p>Hearing/ Visual Services</p> <p>Occupational Therapy</p> <p>Play Therapy /Bungalow Support</p> <p>CAMHs referral (Child and Adolescent Mental Health)</p> <p>Application for HNF from Local Authority</p> <p>Outreach Support e.g. The Beverley School / Holmwood</p>

## 10. External Support Agencies

10.1. When children require additional support the SENDCo may also seek advice from other professionals. These include;

- Educational Psychologist
- Local Authority SEND Support Team (inc. Higher Needs Funding)
- Speech and Language Team
- Outreach support from other schools e.g. The Beverley School and Holmwood
- Counselling support services
- School Nursing Service
- Hearing/Visual services
- Physiotherapy/Occupational Therapist
- Bungalow Support
- Learning and Language Assessment

10.2. These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and

materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

### **Supporting pupils with medical conditions**

- 10.3. Kader Academy recognises that pupils with medical conditions should be properly supported so that they have full access to education, including Academy trips and physical education. Some children with medical conditions may be disabled and where this is the case, the Academy will comply with its duties under the Equality Act 2010.

### **Supporting pupils with disabilities**

- 10.4. Not all children with disabilities have learning difficulties or Special Educational Needs, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the curriculum and assessment arrangements.
- 10.5. Facilities currently in the Academy are; disabled toilet and shower, hand rails near stairs and ramp for wheelchair access in main entrance and Key Stage 1 and 2.

### **English as an additional language (EAL)**

- 10.6. Children with limited English do not necessarily have SEND. If a child is experiencing difficulties which appear to be more than language based then the Academy will arrange for assessments to be carried out to establish whether or not they have learning difficulties. Teaching and learning will be inclusive of those pupils with English as an additional language. Quality First Teaching strategies will be used and planned for, in order to remove any barriers to learning.

### **Training**

- 10.7. The SENDCo will keep staff updated on any changes concerning SEND and encourage personal development in this field.
- 10.8. SENDCo and SLT will budget appropriately for SEND priorities outlined in the Academy Development Plan.
- 10.9. In partnership with Middlesbrough Schools Teaching Alliances, Kader Academy continues to be part of the SEND Network, having access to training and support from schools in the alliances.

### **Partnership with parents**

- 10.10 The Academy will endeavour to;
- Work collaboratively with parents to ensure their involvement in all stages of the Assess-Plan-Do-Review cycle.

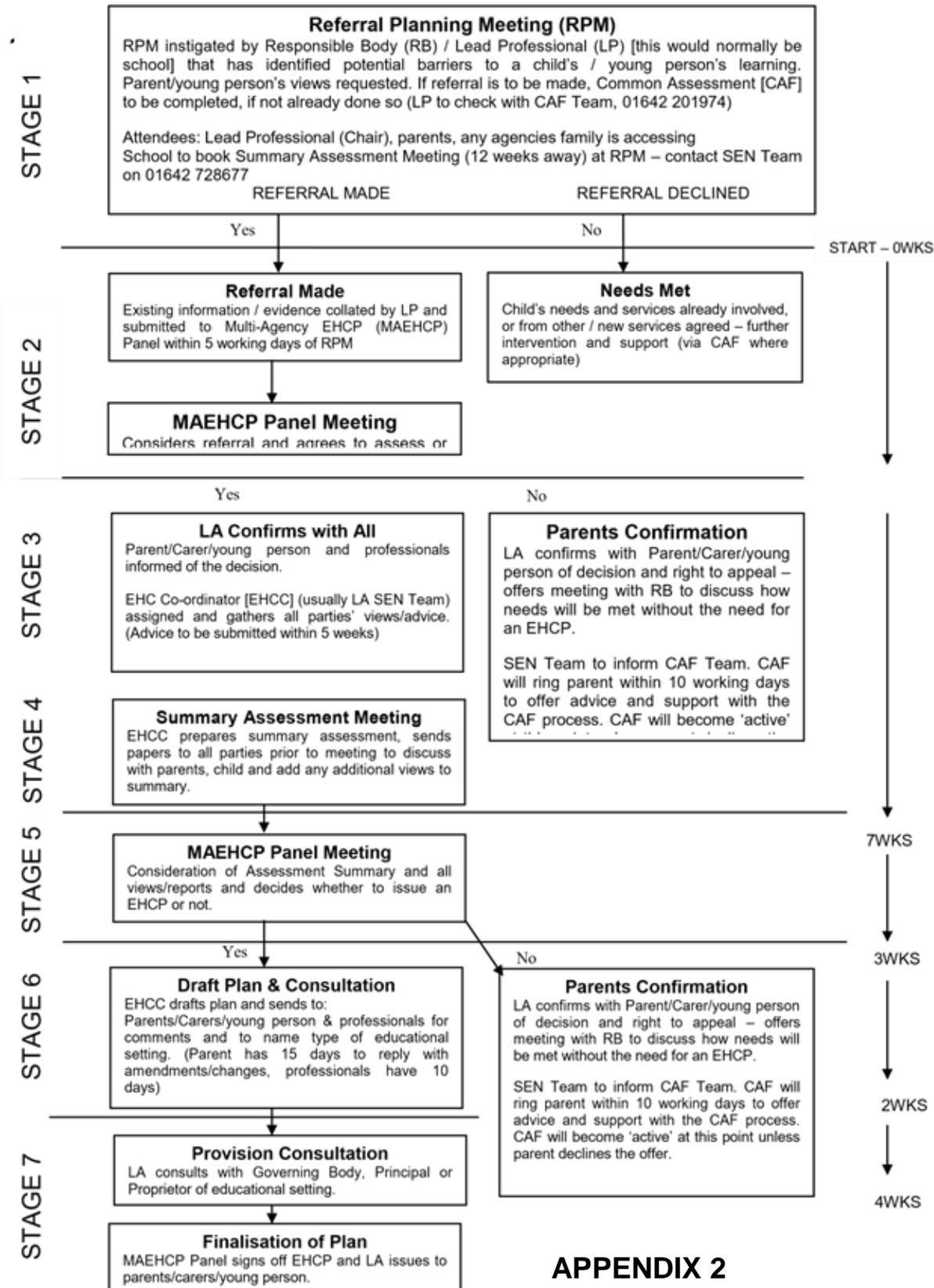
- Provide clear and accurate information about the child's SEND and purpose of any assessment, targets or intervention
- Ensure that parents have the opportunity to talk with SENDCo, and other professionals so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Outline provision in the Local Offer [Appendix 2]
- Inform parents before involving outside agencies for additional advice or assessments

**Arrangements for considering complaints about SEND provision within the Academy**

10.10. Initially, complaints should be discussed with the class teacher. Depending on the outcome of the meeting the SENDCo should be informed.

10.11. If no agreement can be arrived at, the parent can then approach the Principal or Vice Principal or the Academy's named governor with responsibility for the monitoring of the Academy's SEND policy.

APPENDIX 1 - Process to Achieve an EHCP



APPENDIX 2

KADER ACADEMY OFFER FOR PARENTS AND CARERS OF CHILDREN WHO

## **HAVE SPECIAL EDUCATION NEEDS / DISABILITIES (SEND)**

### **IDENTIFICATION OF NEEDS**

#### **How does the Academy identify children with special educational needs?**

Kader Academy assesses pupils termly and tracks their progress against national expectations and prior attainment. Pupils who do not meet their expectations are identified by teachers as needing extra support. They may receive this help in the classroom through differentiated work, or may receive small group, or individual support through focussed intervention programmes. The pupil will be given a SEND Support Plan (SSP) which will contain a maximum of four targets specific to their needs. In cases where the teacher continues to have concerns or where pupils are not making progress despite interventions, they may be assessed by the academy's Learning and Language Teacher (LLT). For children who are experiencing speech and language, visual /hearing impairment and/or social/behavioural problems the teacher will refer them to the Special Educational Needs and Disability Co-ordinator (SENDCo) who will then contact the appropriate outside agencies.

#### **How do we involve parents in planning for those needs?**

Teachers meet with parents /carers formally three times a year to discuss their child's progress. If any concerns arise in the meantime either party may request a meeting at any time to discuss the child, often with the SENDCo present. At the parents' evenings the parents are given their child's targets and can discuss with the teacher ways in which they can support them. Parents of children assessed by the Learning and Language teacher are also given the opportunity to meet with the LLT and the SENDCo to discuss the assessment, a copy of which is always sent home. The SSP is shared with parents and a copy of the reviewed SSP and the new one are given to the parents.

### **SUPPORT**

#### **Who in the academy will support my child and how will this be monitored and evaluated?**

The main support of pupils with SEND will be provided by the child's class teacher and the Teaching Assistants, through quality first teaching. The pupils are in classes for English and Maths each morning. In both Key Stages there are Teaching Assistants who work with pupils with SEND. Some pupils with high levels of need can access individual

1-1 support as necessary. Teachers report on every pupil's progress termly. This is monitored by the SENDCo, and members of the Senior Leadership Team at termly assessment meetings. The progress made by pupils receiving specific interventions is analysed separately and SSP targets are reviewed three times a year to ensure progress and challenge

Kader Academy is part of “The Bungalow Project”. Pupils with social /behavioural needs are sometimes referred to this for additional support. The Bungalow Project can offer support to pupils and their family. Staff from The Bungalow Project liaise with the academy staff and parents regarding the progress of pupils with whom they are working.

### **How are the decisions made about the type and amount of provision a young person will need?**

The SENDCo, working alongside the class teacher, can suggest ways in which the pupils will be supported and the level of support which should be provided. Some children may receive short term interventions, some may require longer periods of support. Support may be within a small group or offered on an individual basis. The SENDCo and class teacher will meet with parents to discuss how the parents can assist their child at home. If the intervention has not resulted in progress a different intervention may be tried and the targets on the SSP adjusted. The academy’s Learning and Language teacher, following an assessment, will make detailed suggestions for both the class teacher and the parents. This advice may relate to details about gaps in learning or to specific provision which is needed. The progress made by each child is tracked carefully and from regular meetings between the SENDCo and the class teacher a decision will be made whether the intervention has been effective. Parents are informed about their child’s progress as and when necessary and at parent consultation meetings. The SEND register is fluid and pupils are deregistered when deemed appropriate.

## **CURRICULUM**

### **How will the curriculum be matched to the needs of the young person?**

Teachers plan the curriculum so that all pupils are included. Where pupils would benefit from it, aids such as: overlays, pencil grips, enlarged print, IT programmes, visual aids etc. are provided. The curriculum is engaging and involves many creative, visual and practical activities.

## **ACCESSIBILITY**

### **How accessible is the academy’s environment?**

There are disabled ramps leading into the building at the main entrance, lower school hall and upper school playground. The ground floor and grounds are accessible to all. There is an accessible shower and toilet.

## **PARENTAL INVOLVEMENT**

### **How will both the academy and the parent know how the young person is doing and how will the academy support the young person’s learning?**

Pupil progress is tracked termly. Parent/Teacher consultation meetings take place in the autumn, spring and summer terms. Parents also receive a written annual pupil report at the end of each academic year. Parents of pupils with SEND may discuss their child's needs at additional meetings with the class teacher, SENDCo and, any outside agencies who may be involved. Following the services of the Educational Psychologist parents are given the opportunity for feedback. The SENDCo and the academy's Parent Support Advisor (PSA) work closely with staff at The Bungalow, to offer practical advice.

Pupils have weekly homework and a reading diary which parents can access. Pupils with behavioural difficulties may be given an individual behaviour book which is taken home daily so that parents can support targets set by the Academy.

## **OVERALL WELL-BEING**

### **What support will there be for the young person's well-being?**

The academy offers a range of pastoral support through the Parent Support Advisor (PSA) and The Bungalow Project which has access to a range of services such as: domestic violence counselling, play therapy and links with CAMHS. The Academy has a clear policy for medicines and has trained staff who administer first aid. Medicines are stored carefully and pupils needing medicines such as insulin or inhalers are given privacy to administer their own medicines. Other medicines can be administered by staff providing the necessary consent form has been completed by parents/carers. Health plans are devised in conjunction with the Academy's Nurse. Staff receive regular training in the use of epipens and basic first aid. All educational visits have a first aider accompanying the visit.

## **SPECIALIST SERVICES**

### **What specialist services and expertise are available at or are accessed by the academy?**

There are links with the Academy's Nursing Service, Educational Psychologist, Speech and Language, Visually/Hearing Impaired Service and The Bungalow Project. The Academy has access to Middlesbrough Support Services which offer inclusion support by trained workers. Pupils with specific learning difficulties are assisted by the Cleveland Unit and the academy can, and does signpost pupils to the Infant/Junior Support Assessment Bases in Middlesbrough. Key workers from the Visual/Hearing Service offer 1:1 support in the Academy and training for staff as and when required. The Academy's Vice Principal is the Child Protection (CP) lead. All staff have regular CP training.

## **STAFF TRAINING**

### **What training have the staff supporting children and young people with SEND had or are having?**

Staff have received safeguarding and first aid training, including CPR, the use of epipens, dealing with diabetes ,epilepsy and the use of inhalers.

### **ACTIVITIES OUTSIDE SCHOOL**

#### **How will the young person be included in activities outside the classroom including school trips?**

All pupils can access the academy's educational visits. The relevant risk assessments are completed and where the child has a specific need sometimes parents may be asked to accompany them on a visit.

### **TRANSITION**

#### **How will the academy prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?**

Visits to Kader Academy prior to enrolment are welcomed. All parents are invited to a welcome meeting before entry to Nursery or Reception. In addition all pupils who are offered an infant/junior support base place are invited to visit the school offering the placement prior to enrolment. The academy has close links with the local secondary schools and pupils take part in a transition week before moving to the secondary school. Staff meet with colleagues from King's Academy, Acklam Grange and Macmillan Academy to discuss individual cases and hand over all necessary files. SEND children who are transferring to Nunthorpe Academy and Stokesley School have their files sent securely to the school.

### **SEND RESOURCES**

#### **How are the academy's resources allocated and matched to the young person's special educational needs?**

The academy endeavours to accommodate every child's individual needs no matter how diverse. The SEND budget is used to provide extra staffing, re-deployment and resources for pupils. Well-trained teaching assistants provide full time 1:1 support, individual and small group support. Training is provided for staff and specific resources are provided when necessary.

### **FURTHER INFORMATION**

Parents can discuss any concerns relating to SEND with the Principal, or with the SENDCo. Both can be contacted via the school office.

## **APPENDIX 3**

### **SCHOOL OFFER FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

#### **IDENTIFICATION OF NEEDS**

##### **How does the academy know if I need extra help?**

Your teacher looks at your work carefully and knows if you need any extra help to achieve your targets. Teachers track your progress carefully and know when you are not doing as well as you should be.

#### **SUPPORT**

##### **What should I do if I think I need extra help?**

You should tell your teacher or your parent/carer if you are having problems with your work or feel that you need extra help.

#### **CURRICULUM**

##### **How will my school work be organised to meet my individual needs?**

Your teacher will make sure that the work you are given is at the right level for you. You should be able to do the work if you try hard and do your best. Sometimes you will do something different from your friends. If you need any extra help or different resources they will be made available to you. You will be given your own folder with resources you can take with you to every lesson.

#### **MY INVOLVEMENT**

##### **How will I be involved in planning for my needs?**

You will be able to discuss your work with your teacher who will let you know what you are doing well and how you can improve (your 'next steps'). You will be assessed on the targets on your SEND Support Plan (SSP) and your new targets discussed with you.

#### **LEARNING**

##### **Who will tell me what I can do to help myself and be more independent?**

Your teacher and/or Teaching Assistant and your peers will tell you how you can improve your work and behaviour. You may also be given a pupil 'Buddy' to help you.

##### **How will I know if I am doing as well as I should be?**

You will know how well you are doing when you get written and verbal feedback about your work, results from tests, and assessment of your own learning.

## **WELL-BEING**

### **What should I do if I am worried about my school work?**

If you are worried about your work you should talk to your teacher.

### **How can I get help if I am worried about things other than my school work?**

If you are worried about anything you should talk to your teacher, teaching assistant or Mrs Kennedy (SENDCo). They can also help you with any problem you have either in school or at home. If you find it hard to behave in school they may organise for someone to come into school to support you. They will also meet with your parents to discuss how we can help you.

## **INVOLVEMENT IN ACTIVITIES OUTSIDE OF THE CLASSROOM.**

### **How will I know who can help me?**

You should talk to the member of staff running the activity and/or Mrs. Kennedy (SENDCo)

### **Who can I talk to about getting involved in student activities if I need extra help?**

You should talk to the member of staff running the activity and/or Mrs. Kennedy (SENDCo)

### **If I have a disability or additional need how can I join in school activities?**

You will be able to join all our clubs but if you need help speak to the member of staff running it and/or Mrs. Kennedy (SENDCo). Any special needs or additional help will be given to you.

## **TRANSITION**

### **What help is there to get ready to start school?**

Before you move to secondary school some of the teachers from your new school may come and talk to you in your primary school. Following on from this, in the summer term, you will visit your new secondary school for a few days.

### **How will I be prepared to move onto the next stage of my school life including employment and life-skills?**

You will be taught how to organise yourself ready for secondary school and visit the school prior to your enrolment.