



Special Education Needs and Disability Report 2016

Revised September 2016

The following SEND report has been produced to inform you about SEND at Landscape. Please feel free to contact school directly (01363)772018 if you would like to clarify anything contained below.

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1. The kinds of Special Educational needs for which provision is made at Landscore.

Landscore Primary School is a mainstream primary school. We aim to work in an inclusive way, recognising that this means we need to treat some children differently in order to ensure equality of opportunity. We recognise the importance of identifying and providing for children with SEND and understand that partnerships with parents and carers play an essential role in supporting a child's education. We aim to meet the needs of all children across the full spectrum of special needs. This is pre-dominantly done through quality first teaching. We value the importance of the child within this process and aim to involve them as actively as possible e.g. knowing and setting their own targets. This will be done in different ways based on the age of the child. We work tirelessly to meet the needs of all children, regardless of additional need.

Inclusion is at the heart of everything that we do. Inclusion concerns every child in the school and is about equality of opportunity. As a school we continually strive to be as inclusive as possible in our everyday practice, which helps SEND children and all others to work towards their potential.

Examples of inclusive teaching would include differentiation of work (e.g. through outcome, task, support provided) and where appropriate expectations of behaviour. This will include differentiation of homework e.g. by time given for the activity or adapted tasks for different abilities. Where possible the school looks to avoid extracting pupils with SEND from class.

However, at times work with small groups or individuals may be needed to give children the skills to be included more readily at other times. The views of the child need to be considered when setting up such groups. Every child has the opportunity to access all educational opportunities outside the school including sporting events and trips. Provision is again highly differentiated within the planning and carried out during all trips including residential. Children's needs and concerns will be discussed with parents as necessary and are considered on a risk assessment.

The school will have regards to the Special Educational Needs Code of Practice when carrying out its duties towards all children with SEND and ensure that parents and carers are informed by the school that SEND provision is being made for their child. This will be a shared process and parent/child will be involved in the decision making process.

The SENDCo co-ordinates SEND provision across the school in line with this policy. They are unlikely to do much direct SEND work with children other than through their normal teaching commitment. They are responsible for overseeing the records of children with SEND in the school, liaise with parents/carers of children with SEND, liaising with external agencies and providing support and guidance to other members of staff when necessary. The SENDCo is involved with managing and supporting LSA's work with children.

The schools governing body has a nominated governor for SEND who regularly links with the SENDCo to be aware of relevant issues and offer support. The school SLT and governing body will be jointly responsible for the development of the schools Accessibility Plan.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

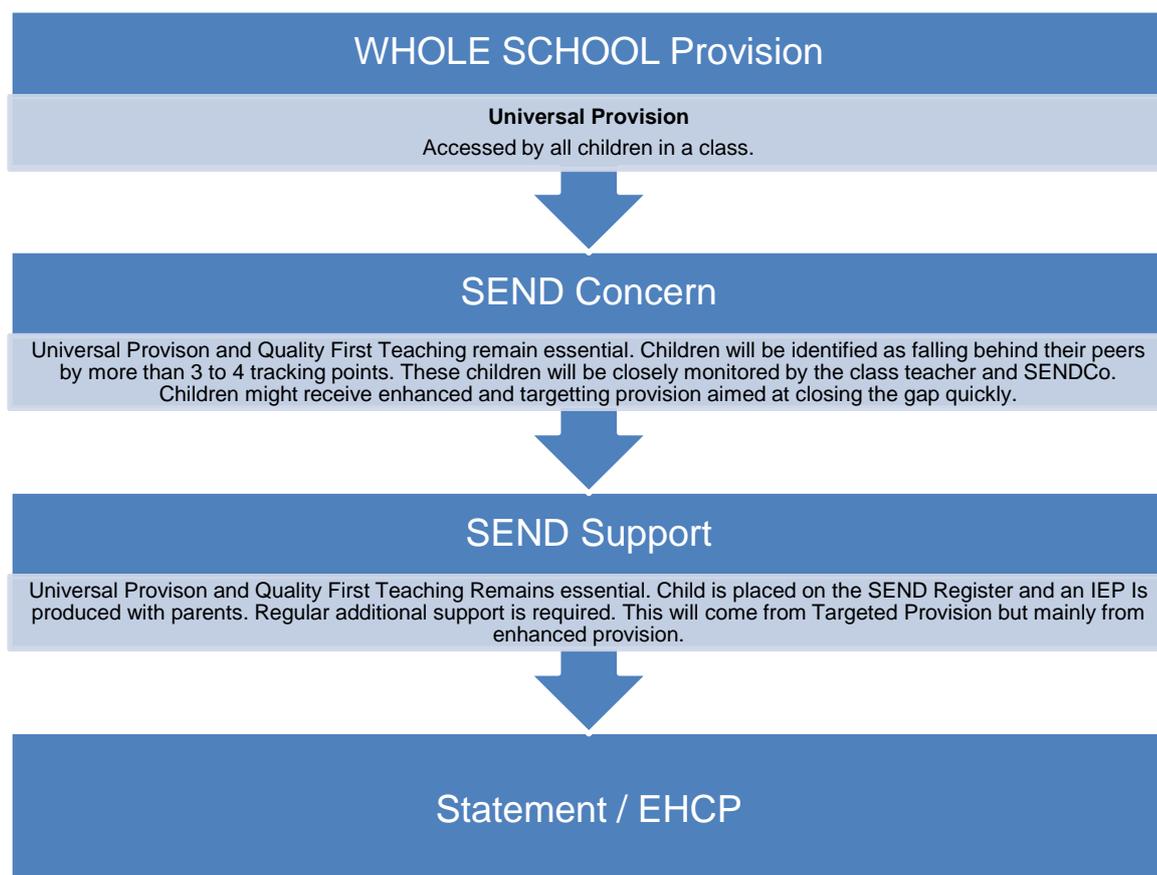
The school tracks the progress of children to ensure that teaching and interventions are effective for each individual. Teacher observation, parental observation, lesson observations, assessment through School Pupil Tracker (SPTo) and any specific in class assessment will be used to trigger raising a concern. This data is recorded with the school pupil tracker software. Teachers and

headteacher are able to send a concern to the SENDCo for further analysis. The SENDCo will use the facilities within the programme to identify underachieving children and will raise this with the appropriate class teacher. Class teachers will also be monitoring the progress of their children closely and will raise concerns when appropriate. Parents are also able to inform school if they have any particular concerns about their child's development.

We use our Criteria for Identification of Additional Needs document to help identify barriers to learning in the four primary areas of need;

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

Teachers will use a range of general strategies before raising a concern, which are shown clearly in the **Universal Provision** of our provision grids. If the child is not responding as expected or is having difficulties with their learning or behaviour then the teacher will raise a concern using the registration of concern form. Parents, the school SENDCO or an outside agency may also raise a concern. If relevant, all parties involved discuss possible interventions and timescales. Children will access additional levels of support based on their need. The goal is always to return children to accessing Universal Provision. Regular assessment and discussion with parents will determine whether a child requires additional or less provision.



SEND Concern

A child demonstrating 'SEND Concern' may show some of the following;

- Despite receiving differentiated learning opportunities the child has shown little or no progress even when teaching approaches have been specifically targeted,
- They might have shown signs of difficulty developing literacy or maths skills which have resulted in poor attainment in some curriculum areas
- They might have presented persistent emotional or behavioural difficulties, sensory or physical problems and may have communication and/or interaction difficulties.
- They are falling behind expectation in spite of good quality first teaching.

Parents will be informed if a child has been identified as having an SEND concern. The School will use their tracking systems to identify when a child has fallen either 3 or 4 tracking points below the expectation for their age. If this is the case the child will be flagged up as SEND concern. This information will be shared with class teachers and parents. The children does not yet go on the SEND Register. They are merely being monitored more closely. Teachers will be expected to keep a closer eye on these children in class, consider differentiation of activities more closely and spend additional time looking at their books. It might be the case that an adult working in the classroom might provide additional support in the classroom.

These children might require different learning materials, individual or group support, special equipment, LSA observed individual work (where appropriate), adult time to plan and/or monitor progress, staff development in alternative strategies. Other examples of intervention are shown on the provision grids

The majority of the child's interventions will be met in the class setting and require very little outside agency support. They may access interventions outside of the classroom which are targeted towards their needs.

The SENDCo and class teacher will monitor the progress of these children closely. If a child makes good progress towards expected levels of attainment, the child will no longer be an SEND concern. If no progress is made or concerns remain, then the school will look for additional support from outside agencies to continue meeting the child's needs.

A Child with an 'SEND Concern' will be discussed at the IEP writing days with teachers and support staff in spite of not having an IEP. Their level of support/progress will be discussed and reviewed at these meetings.

SEND Support

SEND Support will be initiated when the SENDCo and colleagues, in consultation with parents, take a decision to place a child on the school SEND register. This will be because the child is 5 or 6 tracking points (approaching two years and below) below expectation or they have been identified as having a specific SEND. The school will work closely with a range of groups and agencies to identify and manage children at SEND level. These groups might include Educational Psychology, Health (including CAMHS, school nurse, speech and language therapy, health visitors), CIDS, behaviour support and a range of Advisory Teachers. The triggers for SEND Support could be that despite receiving support under the direction of the class teacher, and not making adequate progress while on SEND Concern, the child may be;

- *making little or no progress in specific areas over a long period of time*
- *working at a level substantially below that expected of children of a similar age*
- *showing difficulty with developing Numeracy and Literacy skills*

- *demonstrating emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour programme (IBP)*
- *showing sensory or physical needs and require additional specialist equipment or regular advice or visits by a specialist service*
- *having communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.*

The process for **SEND Support** continues as for SEND Concern but with the following additions;

- Outside agencies are involved wherever relevant e.g. in the generation of IEPs, review meetings, Joint Agency Team Meetings ...
- An IEP is written in conjunction with parents. These are drafted at an IEP Writing Day attended by Headteacher, SENDCo and a team of trained specialist LSAs. The IEP will be reviewed three times per academic year.
- A review meeting would look at what is in place, progress made in relation to the targets set, strategies tried and the generation of new targets. Parents, teachers and children need to retain their involvement.
- Individual LSA support which could take place inside or outside the classroom.
- The class teacher retains responsibility for work carried out in the classroom.
- Where a child has additional support from an LSA the school endeavours to avoid a culture of dependency. For example, the child who does not listen to the teacher as they know that the LSA will help them.

With the removal of statements, schools will be providing support through an allocated school budget. This budget is providing SEND provision for all children. Children working at 'High Level Need' will often require additional wave three provision (see provision grid) which might occur outside of the classroom. Schools will begin tracking the amount of funding being spent on these children. In the event of the funding exceeding £6,000 then the school are able to make a request for additional funding. Some children at SEND Support will be receiving additional funding to support their provision. This will be done using the DAF 2b documentation and will be completed alongside parents. In the event of the child having a DAF this will replace the need for an IEP.

Children with an existing statement or with an EHCP

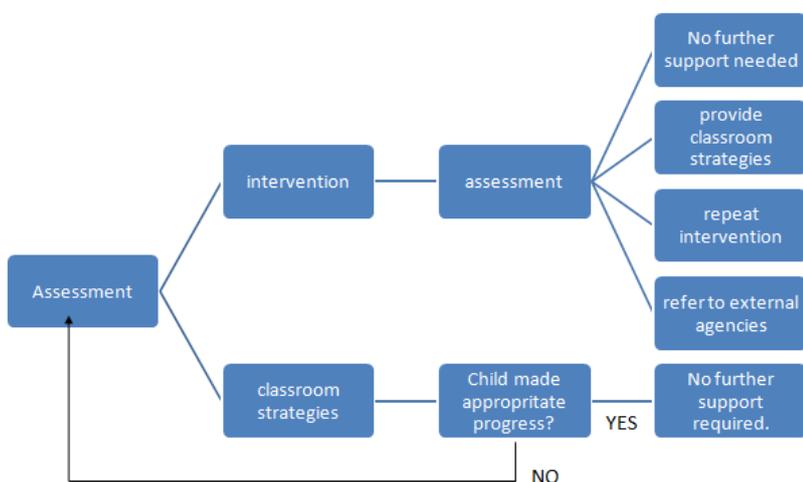
Children with existing statements, will continue to receive their existing level of support, although it is likely to be in the form of a number of adults meeting their specific needs. When the children reach year 5, paperwork will be completed which looks at transferring the child from a statement to an Education and Health Care Plan. An Education and Health Plan application if successful will replace the need for a statement.

Annual Reviews will be completed for these children on a yearly basis. The school will hold an Annual Review of the child's statement in accordance with the guidance provided by the County Special Education Team. The review will draw on the opinions of outside agencies involved with the specific child's provision and will be conducted at the start of the Autumn Term. The meeting will involve the SENDCo, class teacher, head teacher, LSAs who work with the children, parents and any outside support who feel that they have something to contribute. Any annual reviews for Year 6 children will need to take place early on in order for

the statement to be amended prior to transfer to Secondary School. Children in Year 5 will need to have an annual review involving the QECC SENDCo to discuss appropriate provisions that might need to be implemented on transfer.

3. Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care Plans (EHCPs), including; how the school evaluates the effectiveness of its provision for such pupils.

At Landscore we use assessments at key points, alongside observations in class and around the school, to identify additional need. We aim to follow a model of "assess, apply and review", where (through time limited interventions) we measure the progress and identify areas of further work and development. Results of these assessments will be shared with parents at IEP review meetings.



At different stages of their education, assessments will be available for children which will focus on their development in the four areas of SEND . Some of these assessments will be for all children and some for children with specific need.

These assessments are in school and do not include outside agency assessments or assessments carried out as part of a child's normal learning. These may be used with your child.		
Group	ALL CHILDREN	SOME CHILDREN
New to School	Look at transition documents. If a child is not at the expected level, at the end of the first half term or sooner if needed a 'learning conversation assessment will take place.	
Reception	COPS rapid Speech Link Whole Class Thrive Fun-Fit Foundation Stage Goals	COPS Physical and Sensory Observation and suggested programme of work.
YR1	Whole Class Thrive Fun-Fit	COPS

	SPT	Physical and Sensory Observation and suggested programme of work.
YR2	Whole Class Thrive Fun-Fit SATs SPT	For those children who are not on track to achieve 2C at the end of the Year, or any other child for whom we have concerns: Junior Speech Link COPS Physical and Sensory Observation and suggested programme of work. Fun Fit
YR3	Whole Class Thrive SPT	COPS Physical and Sensory Observation and suggested programme of work. Fun Fit
YR5	Whole Class Thrive SPT	COPS Physical and Sensory Observation and suggested programme of work. Fun Fit
YR5	Whole Class Thrive SPT	COPS Physical and Sensory Observation and suggested programme of work. Fun Fit
YR6	Whole Class Thrive SPT	Learning Conversation COPS In house OT assessment / Fun Fit

On a termly basis school will look at the progress being made by individuals and groups of children. When relevant, and where progress is not being made, additional assessments from outside agencies would be accessed or alternative provision made. Interventions will be monitored regularly and provision adapted as required. The completion of the Devon SEND audit, alongside our own analysis of RAISE online will trigger areas for further development/support. Our School Improvement Plan will be reviewed regularly in order to highlight areas of focus. Every year an annual report will be written to the school governors informing them about the performance of all children, including those with SEND .

4. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.

We currently assess the children half termly in writing (through a teacher assessment analysis of a bank of writing used our Writing Assessment Sheets), termly in reading (through a Reading Comprehension assessment in conjunction with Class Reading Records and from December Accelerated Reader) and half termly in Maths (through Abacus half termly assessments, PUMA termly age standardised maths test, highlighting of Maths Progress Records and through class based observation/markings). Children will be given support to access the tests through a variety of means including reading support and the availability of a scribe to record their ideas. We will also modify tests in line with national guidelines and where necessary modify the space or the conditions to enable the child to achieve their potential. Children who are working below the level

of the tests will be assessed in an alternate manner. This might be them taking a task aimed at their current working level. Progress will be tracked closely and smaller steps of progress identified.

Assessment information will be recorded on SPTo which can be accessed securely by parents. Teachers meet with parents on a termly basis, where there is an opportunity to review academic progress and also to talk through IEPs and the progress that has been achieved against the set targets. Where required, these meetings can happen more regularly. Home school contact books are used in cases where daily contact is required.

LSAs working with children on specific programmes will be keeping observation records commenting on the progress of a child against a specific target. These will be shared with parents and teachers and the child will be kept in regular contact about the progress that they are making towards the identified goals.

The SENDCos at Landscore will review the progress of SEND children on a half-termly basis and will review interventions and provision that are currently in place for the child and make changes as necessary. These will be communicated to parents.

School offers a variety of parent workshops, where we show parents how they can best support their child with learning. These take place in reading, writing and maths. We also run a Solihull parenting programme to support effective parenting and "Time Together" sessions to enable parents to work in school alongside their children on areas such as play, cooking, phonics etc

5. The school's approach to teaching pupils with special educational needs

Landscore will ensure all pupils access high quality teaching which takes account of pupil's differing needs. Lessons will be differentiated to match the pupils' level of learning as part of our schools universal provision.

Where relevant additional support will be provided which takes accounts of a child's needs. We aim for the majority of interventions to be classroom based. When required and where beneficial to the child, interventions will take place outside of the classroom. We have considerable experience of tailoring a curriculum to a child's individual needs and have worked very effectively to support children with complex social emotional needs, a variety of learning needs and children with complex physical disabilities. Where required school will make appropriate use of the resources in our delegated budgets to support children and young people with additional needs. Where and when needed, we will seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning.

Our SEND team of teaching assistants provide support for children in key areas of need. Teaching assistants in this team receive specialist training in order to deliver appropriate, tailored programmes of support.

6. How the school adapts the curriculum and learning environment for pupils with special educational needs.

Landscape will look to adapt the curriculum and learning environment for pupils with SEND in all situations. Planning for activities, both inside and outside of the classroom, takes account of the needs of all children and seeks opportunities to get the maximum benefit out of a learning experience. A range of teaching approaches, and where relevant specialist technology (inc Soundfield systems, physiotherapy equipment, communication aids etc), will be employed in order to support a child in accessing the learning effectively.

Wherever possible, learning will take place in the classroom, however where appropriate alternative provision will be made to meet the specific needs of the child.

Landscape will make appropriate use of the resources in our budget to support children with additional needs.

7. Additional support for learning that is available to pupils with special educational needs.

The duration and frequency of any intervention will be decided on an individual's needs. Support is provided through universal provision, targeted provision and enhanced provision.

A provision map records the different interventions that are available to children at Landscape.

Universal Needs Provision is provision which is in place for all children. This intervention typically happens at a whole class level and is particularly useful at supporting children with additional need.

Targeted Provision is a small group intervention – this can happen either inside or outside of the classroom. **Enhanced Provision** is a one to one intervention and is available to children who require the additional support.

Children who do receive targeted or enhanced provision are likely to receive provision from different members of staff. We are looking to avoid over-dependency on a single adult. We have a team of LSAs with expertise in the area of;

- Social, Emotional and Mental Health Need
- Speech Language and Communication
- Learning Needs
- Physical Difficulties

We will assess a child's need in conjunction with multi-agency input and will then decide, in collaboration with parents, how best to meet their needs. Where relevant we will establish an individualised support programme for more complex pupils, in conjunction with relevant recommendations.

Parents will be made aware of relevant access arrangements ahead of key assessment points. These will be discussed and agreed with children.

8. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.

Every child has the opportunity to access all educational opportunities outside the school including sporting events and trips. Provision is again highly differentiated within the planning and carried out during all trips including residential. Children's needs and concerns will be discussed with parents as necessary and are considered on a risk assessment. School will monitor the involvement of groups of children to ensure that they are engaging with extra-curricular activities. All children are invited to become part of school council and their voices are heard at either this or class teacher level.

9. Support that is available for improving the emotional, mental and social development of pupils with special educational needs.

At Landscore we are very aware of the importance of supporting the emotional, mental and social development of our pupils. Through our whole school SEALs work, supported by our small group THRIVE, SEALs programme we aim to support the children's needs. Where relevant, children will be involved in discussion of their IEP and IBP targets. All children on SEN Support / Statement (EHCP) will have their targets shared with them and they will evaluate their own progress against these targets as part of the IEP review. Children's views are also invaluable as part of the DAF/Annual Review process. Children will complete an 'All about Me Profile' ahead of the Annual Review (this document can be completed at home/school). Their views will be shared as part of this process. When relevant, children will be present at DAF and Annual Review meetings.

Individual Behaviour Plans are used to help ensure that a consistent approach is given to children throughout all elements of our school day. Summaries are produced to ensure that supply staff, learning support assistants, other teachers around the school and all teachers are confident in their approach towards a child. We implement a range of support inside and outside of the classroom to support a child's social and emotional development.

At lunchtime a child's individual needs will also be managed. Alternative provision is put in place to support children who might struggle with the expectations of a long lunchtime.

10. The name and contact details of the SEND co-ordinator.

The people responsible for managing Landscore's provision for children with Special Educational Needs and Disabilities is our Special Educational Needs Co-ordinator (SENDCo), Andy Smith, who is also the school's acting headteacher and Mrs Ord who will be taking on the role of SENDCa. Chris Mann, a higher level teaching assistant (HLTA) will be providing additional administrative support. Either can be contacted through the school office on (01363) 772018.

11. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Our SEND team of teaching assistants focus on specific areas of need. They receive training in their assigned areas of support which they work on with selected children but also disseminate to class teachers in order to ensure consistency in approach. Staff Meetings have a regular focus on SEND and new training/approaches are shared collectively as part of this. We regularly audit and review staff training needs and provide relevant training to develop whole school staffs understanding of SEND and strategies to support inclusion and high quality teaching. Where necessary, we seek support of external services to ensure that all teachers and staff are equipped to deal with a diverse range of needs. If children arrive at school with specific needs we work closely with parents and outside agencies to ensure that our approaches are effective and meet the needs of the child. The school's SLT evaluates the progress and provision provided for all children, including those with SEND, on a half termly basis. We review staff expertise through classroom observations and individual observations of small group work, and review pupil progress through book / work scrutiny and pupil observations. The school's SEND team meet together on a half termly basis to review the effectiveness of interventions for specific children and to address training needs.

Members of the SEN Team have been trained in a number of areas in the last year;

- Lego Therapy
- Social Stories and Comic Strip Narrative
- Proprioception and understanding how to maintain the 'Just Right State' for learning.
- Autism Awareness
- MyTY Maths
- Right Away Together Intervention
- Mentoring
- THRIVE

12. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

At Lansdown we have significant experience of working with children with physical disabilities. As a result of this, the school is fully accessible to wheelchairs, both inside and out. We have two Soundfield systems which we use with children with particular auditory difficulties. We also look at our classroom environments carefully in order to ensure that children do not experience sensory overload and consider a child's learning environment to ensure that it meets their individual needs. We have accessible changing and toilet facilities in school and have a dedicated physiotherapy room available. We work closely with agencies to ensure that specialist equipment is provided as required and will ensure that this is available to the children at all times.

Within the classroom, when required, children have access to writing slopes, cushions designed to help ensure good seating position and coloured paper and filters to help children with visual needs.

13. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

At Landscore, close links with parents are an essential part of all SEND work. We recognise that parents know their child best and it is important that all professionals listen and understand when parents express concerns about their child's development. We will listen to and do our very best to address any concerns raised by children and young people themselves.

Parents are consulted when their child is placed on the SEND register and discussions occur about how best to meet their child's individual needs. Inform parents when they are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision

We will ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home. All IEP meeting and reviews see school working closely with parents in order to evaluate and plan for a child's provision. Parents are invited to record their views on all IEP/Behaviour documentation. As part of all DAFs, parents complete an 'All about my child' document where they express views about their child's needs. In addition to this the school are always happy for additional meetings to review progress and discuss any matters that might arise.

As a school we offer a number of interventions aimed at supporting parents with their child's needs. This includes Family SEALs work, where a parent will work alongside their child on an identified project, and our Solihull Parenting Programme where parents are able to work alongside trained practitioners to develop skills in identified areas of need.

Opportunities are available throughout the year for parents to be involved in their child's education this includes; open afternoons, class assemblies, end of topic celebrations of work, routine parents evenings, new parents' visits, transition meetings, workshops aimed at supporting their child through literacy and reading etc.

Landscore will always aim to make any necessary arrangements for providing children, their parents, and young people with SEND with advice and information about matters relating to SEND

14. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Where relevant, children will be involved in discussion around their IEP. We encourage the active participation of the pupil in all stages of the SEND process. All children on IEPs will have their targets shared with them and they will evaluate their own progress against these targets as part of the IEP review. How they can help will also be recorded on the form. The views of the child are also invaluable as part of the Devon Assessment Framework/Annual Review process. Children will complete an 'All about Me Profile' ahead of the Annual Review (this document can be completed at home/school). Their views will be shared as part of this process. When relevant, children will be present at DAF and Annual Review meetings.

Annual Reports are provided for children/parents every year. In addition to this, there will be two parents evenings during the year where there will be discussions about progress and the identification of next steps to work with.

Views of all children at Landscore are encouraged; through pupil surveys and school council and the school's SLT work with the children on how to address whole school issues. This is evidenced in the developments around our school and the new play equipment that has recently been fitted.

15. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If you have any concern about provision, in the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact either of the school SENDCO and Headteacher Andy Smith. In the unlikely event that your concern is not resolved then please contact our chair of Governors who will guide you through the school's complaints policy.

16. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs. Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need.

School will use the DAF process for accessing additional funding and support, including those services provided by Health and Social Care

17. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32

Parents can access additional support through <http://www.devonias.org.uk/>. The contact number is 01392 383080. Details about the Devon local offer can be found through the landscore webpage or directly through www.devon.gov.uk/send.

18. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Transfer:

When a child joins us who already has identified SEND then the school will liaise closely with the child's previous school and parents. A transition form will be sent to the previous school which will need to be completed and returned. This document will contain information that will be given to the SENDCo and child's class teacher. Contact will be made between the parents and the SENDCo and they will be made aware of the provision that the school is able to provide. When a child transfers to another school the file is sent to the next school and contact is made with the schools' SENDCo.

Transition to Secondary School:

This initial meeting will occur at the Year 5 Annual Review held in the autumn term. At this meeting, the school will invite the new schools section to a meeting where we will talk about successful approaches that we are currently using. Throughout the final year regular contact will occur to ensure that this is transferred effectively.

When the child goes to secondary school the SENDCo from both Landscore and the secondary school will meet prior to the child's visit to support a smooth transition for the child. Contact will also occur with the transition co-ordinator and the relevant year head. Additional visits will be arranged which will enable the SEND children in year 6 to make contact with a member of staff who will help act as a point of reference for the child. They will also go on another visit in addition to the one taken by all of the Year 6 children. Transition plans are established with the identified secondary school and a range of interventions are put in place depending on the need of the child. The length and detail of these plans will be different for each individual. We work closely with the local secondary school, Queen Elizabeth's Academy Trust, or when relevant another school, to ensure that the transition is as smooth as possible for the child. Care will be taken at all stages to ensure that children are consulted throughout the process.