



GOVERNORS' SEND INFORMATION REPORT

2020

The SEND Code of Practice sets out the responsibility for governing bodies to 'publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.'

Singleton Church of England School Link Governor for SEND is **Laura Walker**

S I N G L E T O N

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At Singleton we celebrate the fact that all children are different and are individuals and we make sure that we tailor learning opportunities to meet the needs of individual children. Within this report, you will find information about the provision that we can offer at Singleton School to support children with Special Educational Needs or Disabilities.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and, in terms of Singleton CE Primary School, is as follows:

WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS DOES SINGLETON C OF E SCHOOL MAKE PROVISION FOR? WHAT IS SEND?

Our School recognises that identifying needs at the earliest point and making effective provision improves long-term outcomes for the child. Children's skills and attainment will be assessed on entry, building on information from parents and the previous settings or key stage. Singleton would also consider evidence that a child may have a disability and look into reasonable adjustments that may be needed.

There is a wide-spectrum of SEND which are frequently inter-related. The four main areas as identified in the 2014 SEND Code of Practice are:

- Communication and interaction difficulties
- Cognition and learning difficulties
- Social, emotional and health difficulties
- Sensory, memory and/or physical difficulties

GRADUATED RESPONSE

Singleton School operates a graduated response approach recognising that there is a continuum of SEND and that, where necessary, increasing specialist support should be brought in for advice. Targets and actions for a child are revisited, refined and reviewed with the growing understanding of their needs and to support progress and good outcomes for the child.

If a child enrolls at Singleton with previously identified SEND, the school would follow the targets from the previous setting for up to half a term, while the class teacher assesses the achievement and skills of the individual child. Discussion would be held with the child (where appropriate), their parents, the class teacher and the SENDCO regarding the type of support they had previously and what would be useful/appropriate in the new setting to achieve positive outcomes for the child. After a settling in and assessment period new targets would be set for the child.

Our current SENCo is Leonie Millward who is available by contacting the school office:

Telephone 01253 882226

or email;- leonie.millward@singleton.lancs.sch.uk

**Singleton Church of England
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Church road
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HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL SINGLETON C OF E SCHOOL HELP ME TO SUPPORT MY CHILD'S LEARNING?

Arrangements for:

- consulting parents of children with SEN and involving them in their child's education;
- consulting young people with SEN and involving them in their education;
- Assessing and reviewing children and young people's progress towards outcomes.

Families are consulted during extended Parental Consultations at least every term. Parents and carers of children on the additional support SEND Register are always encouraged to make an appointment at our termly Parental Consultations.

At Singleton the SENCo where requested / appropriate attends the parental consultation meeting each term alongside the class teacher. Families can also request a meeting with their child's teacher and/or SENCo and/or head teacher by contacting the school office.

As part of our termly review meetings, children on the SEND Register (as appropriate) are involved in reviewing their EHC's (Educational Healthcare plan) and IEP's. (Individual Education Plan)

In addition, teachers are expected to consult with children that they teach who have SEN throughout the year, for example, when setting and reviewing reading, writing and maths targets.

We also have a learning mentor, Mrs Machala Lilley who can provide or signpost support for parents and families.

	Autumn	Spring	Summer
All children	Parents' Evening Meeting	Parents' Evening Meeting	Written Report
Children with SEND	1:1 30 min meeting Individual education Plan - review of targets and sent home	1:1 30 min meeting Individual education Plan - review of targets and sent home	1:1 30 min meeting Individual education Plan - review of targets and sent home
	On request, meeting with SENDCO for target setting and review	On request, meeting with SENDCO for target setting and review	On request, meeting with SENDCO for target setting and review
			Written Report
	Invitation to a 'drop in coffee morning'	Invitation to a 'drop in coffee morning'	Invitation to a 'drop in coffee morning'

If your child has an EHC (Education Health Care Plan) there will also be a formal annual review of their progress, targets and associated support with their parents, the child and the professionals involved in the child's education, health and care.

The SENDCO may also make referrals to outside agencies such as Educational Psychologists, Speech and Language and Occupational Therapists for additional advice and help to support a child's learning.

ARRANGEMENTS FOR SUPPORTING CHILDREN AND YOUNG PEOPLE IN MOVING BETWEEN PHASES OF EDUCATION

This varies depending on the needs of the individual child. All children on additional support 'meet' their new teacher and become familiar with their new classroom during our July 'transition days' as appropriate within a small school.

If children require more support with transition we may, for

Example arrange for them to:

- Spend longer with the new teacher;
- Spend longer in the new classroom;

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- Have a photo album / scrap book produced with photographs of the new teacher, new classroom, new teaching assistant, etc.;
- Arrange meetings between the child's current teacher, new teacher, family and SENCo.

Children on the Additional support SEND Register who are moving from Year 6 to Year 7 may require additional support with transferring from primary to secondary school. This may require, for example:

- Additional time spent at the new secondary school;
- Access requirements to be planned for; additional meetings between relevant support staff, staff from the new secondary school, the child's family and (as appropriate) the child.

When transferring to a new school, the child's SEND File is transferred to the new school and the Family Learning Mentor always phones the new school to ensure a smooth transfer.

THE APPROACH TO TEACHING CHILDREN AND YOUNG PEOPLE WITH SEN AND HOW ADAPTATIONS ARE MADE TO THE CURRICULUM AND THE LEARNING ENVIRONMENT OF CHILDREN AND YOUNG PEOPLE WITH SEN

Please see the 'Singleton School SEND Local Offer' section on the school website.

THE EXPERTISE AND TRAINING OF STAFF TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SEN, INCLUDING HOW SPECIALIST EXPERTISE WILL BE SECURED

All Singleton School staff members receive appropriate SEN-related training and, where appropriate, have the opportunity to work alongside appropriate specialist expertise (see below).

A number of Singleton School's teaching assistants have received specific training in meeting the needs of children with autism and supporting children with speech, language and communication difficulties. All teaching staff in school have received the Solihull training, which is a course that focuses on the development of the brain and behavioural, emotional and social needs of children

Examples of how we access specialist expertise:

- The school (working alongside the child and child's family) can refer to the Educational Psychology Team;
- The school (working alongside the child and child's family) can refer to CAMHS;
- The school (working alongside the child and child's family) can refer to the Speech and Language Therapy Service;
- The school (working alongside the child and the child's family) can refer to behaviour specialists
- The school (working alongside the child and the child's family) can refer to the school Doctor

EVALUATING THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN AND YOUNG PEOPLE WITH SEN

At Singleton School, the attainment and progress of all children is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. Class teachers use a range of assessment techniques every lesson to assess children's understanding. For example, using observations and using key questions. They also assess progress at the end of each term. All children's progress is monitored and tracked through termly progress meetings with the class teacher, SENDCO, and Head Teacher.

The progress of children with SEN is carefully monitored by each child's teacher and the Senior Management Team as the child moves through the school. This includes both academic progress and the progress of the child as a whole. Progress is also monitored by Singleton School Governing Body.

Where necessary and financially viable, provision may be changed.

HOW CHILDREN AND YOUNG PEOPLE WITH SEN ARE ENABLED TO ENGAGE IN ACTIVITIES AVAILABLE WITH CHILDREN AND YOUNG PEOPLE IN THE SCHOOL WHO DO NOT HAVE SEN

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Children with SEN have excellent access to educational visits, extra-curricular activities and the school's residential trip.

Please see the 'Singleton School **SEND Local Offer**' section on the school website.

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT, INCLUDING MEASURES TO PREVENT BULLYING

At the time of writing, the school has no recorded evidence of children being bullied because of any form of special educational need and/or disability.

The National Curriculum and the additional opportunities available at Singleton Primary School seek to develop all pupils emotionally and socially – including those with special educational needs and/or disabilities.

Singleton School follow The Lancashire Scheme of Work for PSHE – Coram Life Education SCARF. The PREVENT Strategy is threaded throughout our curriculum.

Where required, and where possible given the staffing and financial constraints of a small school, additional pastoral support is made available through access to an appropriate member of staff. We use PIVATS 5 to support with social, emotional and behavioural development.

At Singleton School we have a Family Learning Mentor – Machala Lilley.

HOW THE SCHOOL INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL CARE BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY SECTOR ORGANISATIONS, IN MEETING CHILDREN AND YOUNG PEOPLE'S SEN AND SUPPORTING THEIR FAMILIES

Singleton CE Primary School works successfully with a wide variety of health and social care bodies. The school has a working relationship with Lancashire Local Authority's SEND team and, where appropriate, works with relevant charities.

Please see the 'Singleton School **SEND Local Offer**' and 'Outside Agencies' sections within the school website.

ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEN ABOUT THE PROVISION MADE AT THE SCHOOL

Please see the school's '**Complaints Policy**' (available on the school website).

ARRANGEMENTS FOR SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE LOOKED AFTER BY THE LOCAL AUTHORITY AND HAVE SEN

Arrangements are in line with other children on the Additional support SEND Register with adjustments made in light of additional guidance in the SEND Code of Practice.

These are described below:

Children who are being accommodated, or who have been taken into care, by a local authority (i.e. under section 20, or sections 31 or 38 of the Children Act 1989) are legally defined as being 'looked after' by the local authority.

Local authorities have particular responsibilities for these children and act as a 'corporate parent'. The local authority must safeguard and promote the welfare of all children they are looking after.

All maintained schools and academies and free schools must appoint a Designated Teacher for looked after children. At Singleton Church of England School, this is the Head teacher.

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The Designated Teacher is expected to work closely with the SENCo / Learning Mentor to ensure that the implications of a child being both looked after and having SEN / AEN (Additional Educational Needs) are fully understood by relevant school staff.

Local authorities must promote the educational achievement of the children they look after, regardless of where they are placed. The Children and Families Act 2014 requires every local authority to appoint an officer who is an employee of that or another authority to discharge that duty. This officer, often known as a Virtual School Head (VSH) will lead a virtual school team, which tracks the progress of children looked after by the authority as if they attended a single school. Special Educational Needs and Disabilities departments should work closely with the VSH as well as social workers to ensure that local authorities have effective and joined-up processes for meeting the SEN of looked after children.

Local authorities are required to act under care planning statutory guidance issued by the Secretary of State when exercising their social services functions with regard to the children they look after. This is set out in volume 2 of the Children Act 1989 guidance.

This means that a considerable amount of planning will be done around the care, health and educational needs of any looked after children. They will have a Care Plan, which sets out how the local authority will meet the care needs of the child, addressing all important dimensions of a child's developmental needs. These include health, education, emotional and behavioural development, identity, family and social relationships, social presentation and self-care skills. The Care Plan will specifically include a Personal Education Plan (PEP) and a Health Plan (both are a statutory requirement) which will particularly assess and set out the child's education and health needs. It may be through making these assessments that a child's SEN will be identified.

Where a looked after child is being assessed for SEN it is vital to take account of information set out in the Care Plan. SEN professionals must work closely with other relevant professionals involved in the child's life as a consequence of his/her being looked after.

These include the social worker, Designated Doctor or Nurse, Independent Reviewing Officer (IRO), VSH and Designated Teacher in school. This will ensure that the child's EHC (Educational Health Care) plan works in harmony with his/her Care Plan and adds to, but does not duplicate, information about how education, health and care needs will be met. It is essential to involve the child, their carers and, where appropriate, their parents in the planning process. When referencing information contained within the Care Plan, only information relevant to meeting the child's SEN should be included in the EHC plan. If in any doubt, SEN professionals should discuss this with the social worker and, where appropriate, the child and their carers.

A significant proportion of looked after children live with foster carers or in a children's home and attend schools in a different local authority area to the local authority that looks after them. Local authorities who place looked after children in another authority need to be aware of that authority's Local Offer if the child has SEN. Where an assessment for an EHC plan has been triggered, the authority that carries out the assessment is determined by section 24 of the Children and Families Act 2014. This means that the assessment must be carried out by the authority where the child lives (i.e. is ordinarily resident), which may not be the same as the authority that looks after the child. If a disagreement arises, the authority that looks after the child, will act as the 'corporate parent' in any disagreement resolution, as described in Chapter 11 of the SEND Code of Practice.

It is the looked after child's social worker (in close consultation with the VSH in the authority that looks after the child) that will ultimately make any educational decision on the child's behalf. However, the day-to-day responsibility for taking these decisions should be delegated to the carer who will advocate for the looked after child and make appeals to the First-tier Tribunal (SEN and Disability) as necessary.

For a child in a stable, long-term foster placement it may well be appropriate for the carer to take on the responsibility of managing a Personal Budget but this will need careful case-by-case consideration.

The Care Planning Regulations specify the frequency with which Care Plans are reviewed. It is important to ensure the annual review of an EHC plan coincides with one of the child's Care Plan reviews. This could be done as part of the review of a child's PEP which feeds into the review of the wider Care Plan.

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Social workers and SEN teams will need to work closely together to ensure that transitions from being looked after to returning home are managed effectively, to ensure continuing provision.

QUESTIONS AND ANSWERS FOR PARENTS.

The following questions are those most commonly asked by parents. We hope they will prove useful to you in answering some of the queries that you may have. If you do still have a question, then please do not hesitate to contact the school SENCo at Singleton CE Primary School.

1. How does the school know if children need extra help and what should I do if I think my child has SEN?

Information about the child's strengths and needs will be received in school from the child's previous educational setting, where applicable.

Special educational provision is provision that is different from or additional to that which is normally available to pupils of the same age.

The progress of all pupils is monitored regularly by class teachers and the senior leadership team, through the use of formal and informal assessments. When a pupil is not making expected progress, their level of need can be quickly identified and discussed with parents/carers and the pupil concerned.

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher, who will then liaise with our SENCo where appropriate.

If you wish to discuss a specific area of Special Educational Need or Disability then please contact our SENCo, Leonie Millward

2. How will the school staff support my child?

Class teachers plan lessons which are differentiated to meet the needs of all children in their class. They will organise the class into small groups in order to focus the teaching and learning potential. Groups sometimes may be supported by a key adult, either the class teacher or learning support assistant, where appropriate, to foster effective, independent learning. (As a small school, this is dependent on financial and staffing availability)

Class teachers may liaise with the SENCo for additional advice or support.

If school and parents agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, Speech Therapist or Specific Learning Difficulties Advisory Teacher. A referral will not be made without parental permission.

The SEND Governor works closely with the school to help monitor provision. The SENCo and SEND Governor meet regularly to enable this process.

SEND provision, including interventions, is recorded on a Whole School Provision Map. Progress is monitored closely to measure the impact of interventions.

3. How will I know how my child is doing?

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We believe in working closely with parents/carers in sharing ideas and information to encourage children to aspire to achieve of their best in their learning and their self-esteem.

If a child needs a more personalized programme of support, targets may be recorded on an Individual Education Plan. These targets may be related to an area of the academic curriculum or to develop social or emotional skills. Their progress at meeting these targets will be shared regularly with parents/carers and the child, where appropriate.

In addition to informal /formal parent/carer consultation evenings (Autumn & Spring Terms), information can be shared via telephone, or face to face, where an appointment may be necessary.

All parents/carers will receive two interim reports and an end of year written report detailing their child's progress across the curriculum.

4. How will the learning and development provision be matched to my child's needs?

All teachers use information about the strengths and needs of individual pupils so they can plan the learning within the curriculum to ensure that all pupils are able to make progress.

Lessons are appropriately differentiated for groups or individuals to enable access to learning and foster greater independence.

Additional provision is coordinated by the school's SENCo and is designed and implemented by teaching staff, ably supported by teaching assistants.

The progress of identified groups of children, including those with SEND, is also closely monitored by the SEND Governor who feeds back at regular Standards and Effectiveness Committee Meetings and full Governing Body meetings.

The use of specific resources and materials will further aid access and independence.

Advice sought from outside agencies will be incorporated into the child's provision.

Regular assessment will inform where amendments to provision may be required.

5. What support will there be for my child's overall wellbeing?

The well-being of all pupils is of primary concern at Singleton Primary School. We strive to build positive relationships whereby parents, pupils and teachers can share ideas and information together to make school a safe and happy place for everyone.

Children are supported with their social and emotional development throughout the school day through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social, and aspects of Emotional Aspects of Learning (SEAL) are a part of our curriculum and are also taught explicitly in class.

Children's views are sought via the Junior Leadership team and other forums. Their ideas are listened to and valued. The Christian Junior Leaders promote Christian Values.

Additional support from specialist staff may be requested if financially possible and reasonable to do so.

Our Behaviour and Bullying Policy, which includes guidance on expectations is fully understood and in place by all staff. Our Christian Values are strongly promoted

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We regularly monitor attendance and take appropriate steps to encourage punctuality and prevent unauthorized absence.

6. What training have the staff who support children with SEND had or are having?

Teachers and TAs (Teaching Assistants) access external training as appropriate to the individual needs of the child. However, the extent of this is linked very closely to the financial restraints.

In-house and external training will also be accessed to help staff develop and build the skills and knowledge they require to meet the needs of all pupils, including those with SEND.

7. What specialist services and expertise are available or accessed by the school?

Our SENCo can offer advice and training for a range of SEND. If further advice and support is required Leonie Millward may make a referral, with parental permission, to an appropriate outside agency or service. This may include the Educational Psychology Service, Speech & Language, or CAMHS (Child and Adolescent Mental Health Service) who may also be contacted via the School Nurse/GP. There is a range of services within Lancashire which will only be accessed with parental permission.

Referrals to specialist services are generally made by the SENDCO and parents would be consulted. If a referral is accepted there would be an assessment of needs and desired outcomes of the support agreed.

Common Assessment Framework (CAF)

A meeting is arranged with parents to outline unmet needs. Actions are then decided between parents, teachers and other professionals.

Team Around the Family Meetings (TAF)

This is a meeting where parents and all of the professionals working with the child meet and collaborate together. Desired outcomes are agreed and the support needed to meet the next set of outcomes is outlined. The outcomes are reviewed at the next TAF meeting and next steps planned for.

8. How will you help me support my child's learning?

At Singleton Primary, we value communication and the sharing of ideas and information between home and school. There are regular opportunities to discuss your child's progress and how you can best support them at home. Formal parent/carers' consultation meetings take place in the Autumn and Spring terms, with a final meeting Summer Term to view your child's current progress and achievements.

Our SENCo will is also available to be at these meetings if you wish, to offer support or to discuss your child's strengths and needs and explore further ways in which you can support your child's learning.

In addition to the formal meetings, you may be invited to a parental workshop to enable a fuller understanding of how the particular area of the curriculum is explored and developed in school and how your child can be further supported at home.

9. How will I be involved in discussions about, and planning for my child's education?

In addition to formal parent/carer consultation meetings, you can also discuss your child's education with their class teacher, SENCo, Learning Mentor or Head Teacher. If you need an appointment, this can be made through the school office.

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Where a child needs more focused, individualized differentiation, an Individual Education Plan (IEP) or similar may be introduced to enable closer monitoring of small steps of progress. Ideas and information will be shared, reviewed and recorded through this planning. Advice from outside professionals will be included and followed in the plan where there is involvement.

At times where a child's needs are more complex and they may need support from a number of outside agencies, it may be beneficial to initiate a CAF (Common Assessment Framework). This will enable a team of professionals and family members to meet regularly to offer help and support to meet the needs of one or more of the family. This is called a TAF (Team Around the Family). If a CAF is considered, the SENCo will meet with the parents/carers to explain about the process. A CAF will only be initiated with parental consent.

In extreme circumstances, if your child's needs are significant, it may be appropriate to undertake a statutory assessment of his/her needs. During this process you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process. The assessment may lead to the issue of an EHCP (Education and Health Care Plan), which has replaced the Statement of Special Educational Needs. Once an EHCP is in place, annual review meetings will be organized.

10. What should I do if I am unhappy with my child's support or progress?

1. Discuss your concerns with your child's class teacher.
2. If your concerns continue please contact the SENDCO
3. If your concern continue please contact the Head Teacher.
4. Please contact the Chair of Governors if your concerns remain unresolved.

Whilst every effort will be made to resolve any difficulties in school, parents/carers can refer to the School's Complaints Policy.

For further details please see the school's 'Complaints Procedure.' Copies can be obtained from the school office or it can be found on our school website

11. How will my child be included in all activities outside the classroom and on school trips?

At Singleton children have a variety of extra-curricular activities to enjoy. Some clubs are run by school staff, some by external professionals, all with appropriate qualifications and CRB clearance. All children, regardless of their level of ability, are encouraged to take advantage of these activities. Every effort will be made to reduce barriers to participation.

Pupils may also have the opportunity to attend enrichment events both on and off the school site. Where necessary, risk assessments will be undertaken and reasonable adjustments made to enable inclusion regardless of need or disability.

School trips, including residential, are a regular feature at Singleton CE Primary School. These experiences are hugely enriching both from a learning and social aspect. All children are encouraged to participate. A risk assessment would be carefully considered and shared with parents/carers well in advance of the trip to ensure all children can be confidently and safely included regardless of their level of SEND. It may be necessary to make some reasonable adjustments to the trips, events and activities to enable as much participation as possible. This would be discussed with parents/carers prior to the trip.

12. What to do if my child has medical needs?

- Please ensure that you have made the school aware of your child's medical needs by speaking to the class teacher, office staff or SENDCO.
- Please complete all of the relevant medical information on the enrolment form so that we can support your child during their time at our school. For children with more complex medical needs a meeting will be held to ensure that the school has the most up to date Care Plan and appropriate provision will then be put in place.
- Please also let your child's class teacher and the SENDCO know if your child develops medical needs during their time in school.
- Training for supporting children with medical needs is co-ordinated by the SENDCO and reviewed regularly.
- All support and teaching staff are kept regularly up to date with First Aid training to ensure all staff are familiar with what action to take in the event of an emergency.
- In addition, Difibrillator, Asthma Diabetes and Epipen training has been provided by either the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

13. Who can I contact for further information?

In the first instance, parents/carers are encouraged to contact their child's class teacher. For pupils with SEND, further information and support can be sought from our SENCo, Leonie Millward. Parents/carers can discuss their child's strengths and needs in person or by telephone, if preferred.

Parents/carers are also able to contact the Family learning Mentor, Head Teacher or SEN Governor.

The Lancashire Family Information Service (FIS) aims to provide quality, accessible and impartial advice and guidance on a full range of childcare and family support services, resources and issues led by the needs of children and their families, carers, employers, professionals and local and national government and their agencies. Information and advice is available via their helpline on 0800 195 0137 or by email:

LancsFIS@lancashire.gov.uk

The Lancashire Parent Partnership Service is a statutory service that offers information, help and support for parents and carers of children and young people with special educational needs and disabilities (SEND). They can be contacted via their information line on 0300 123 6706 (Mon-Fri 8am to 5pm) or on email: information.lineteam@lancashire.gov.uk

14. How will the school prepare and support my child to join the school, transfer to another school or the next stage of their education and life?

The first day at school for all children can be both exciting and/or stressful. We would always encourage children new to the school to make visits beforehand to enable them to become familiar with their new setting.

As children progress through the school, they will all participate in a transition day, where they will have the opportunity of spending part of the day in their new classroom with their new teacher, as appropriate. The current class teacher will pass on important information about the child's education and welfare to their new teacher.

When transferring from one primary to another, all electronic and paper records will be sent to the receiving school within 15 days of the child leaving.

"Moving on" (transition) can be difficult for all children but especially those with SEND. To aid a smooth transition, a carefully planned programme supports each child. When transferring to secondary school, additional visits can be organized to help the child feel more confident about their next setting. Meetings

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between parents/carers, key primary and secondary school staff and the pupil can be arranged to enable effective information-sharing and important questions to be addressed.

15. How are the school's resources allocated and matched to the needs of children with special educational needs?

The school's budget is decided by the Head Teacher, SEND Governor in consultation with the SENCo.

Human Resources and interventions are closely monitored to ensure value for money.

Within the budgetary constraints, support is allocated according to the level of need.

16. How is the decision made about how much support my child will receive?

At Singleton CE Primary School, we strive to provide a stimulating and inclusive education alongside quality first teaching. Sometimes, pupils need support which is different or additional to that of their peers. Any adjustments or interventions put in place for a child will be clearly detailed and shared with relevant staff, parents/carers and the pupils, as necessary. Every effort will be made to continue to foster independent learning.