

Hassocks Infant School

Special Educational Needs and/or Disabilities (SEND) policy



★ Explore ★ Respect ★ Flourish

| | |
|-----------------------------|-------------|
| Date policy agreed: | Spring 2021 |
| Date policy to be reviewed: | Spring 2022 |
| Responsibility: | SENCo |

Contents

| | |
|--|----|
| 1. Aims..... | 3 |
| 2. Legislation and guidance | 3 |
| 3. Definitions..... | 5 |
| 4. Roles and responsibilities | 5 |
| 5. SEND information report..... | 6 |
| 6. Monitoring arrangements..... | 6 |
| 7. Links with other policies and documents | 17 |

SEND Policy ADDENDUM

COVID-19

During the COVID-19 pandemic, Hassocks Infant School follows all current DfE guidelines and regularly updates the school risk assessment to keep the school as safe as possible for the children, their families and our staff.

Alongside a child's parents, the SENCo will create individual risk assessments for children with an Education, Health and Care plan and for those children with medical conditions and will reflect on whether they remain relevant each term. We will use our best endeavours to secure the special educational provision required to support a child's special educational needs and to make reasonable adjustments to enable them to access learning, whether this is in school or remotely. All children with an EHCP are offered a place in school during lockdown restrictions, unless they need to self-isolate, as dictated by government guidance. Where a parent decides to keep their child with either an EHCP, medical need or additional need at home, any support provided by the school would be discussed with the SENCo and the child's parents. This may also involve discussions with external agencies who are currently involved and/or the West Sussex Special Educational Needs Assessment Team (SENAT).

1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Hassocks Infant School is a mainstream setting committed to meeting the needs of all pupils including those with Special Educational Needs and/or Disabilities (SEND).

Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into the next phase of their lives

We will use our best endeavours to ensure that a pupil with a Special Educational Needs and/or a Disability receives the support they require to meet their needs.

Hassocks Infant School supports the principle of social inclusion and believes in an inclusive education for all. We support the ethos that every teacher is a teacher of every child including those with SEND.

This report describes the way in which we meet the needs of children who experience barriers to their learning. We recognise the various issues our children bring to, or

experience in school and the need to respond to these. These may derive from a variety of situations, such as inherent difficulties or factors within the learning environment. These children will experience significantly greater effort in accessing learning and will need additional support to enable them to become lifelong learners and participate fully in school life.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.' Every school is required to use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND.

(SEND code of practice: 0 to 25 years, 2015, p92)

We aim to:

- develop an inclusive culture for a wide variety of needs, which is about building a secure, accepting, collaborative and stimulating community where everyone feels valued
- develop a whole school response to SEND and recognise and address particular needs as early as possible to ensure all children experience success and have every opportunity to make good progress
- use our best endeavours to provide children with the support and provision they may require, which is additional, to achieve their best and become confident individuals living fulfilling lives
- ensure that all children have the greatest possible access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum in Key Stage One and provide a flexible approach to teaching and learning
- provide equal opportunities, where reasonable adjustments are made for children with SEND so that they can engage in the activities of the school alongside other children who do not have SEND, promoting successful and effective learning for all pupils
- work in collaboration with parents/carers through every stage of the special needs provision involving them in discussions relating to their child's SEND and provision, through open dialogue
- involve children in the process of setting outcomes and identifying ways forward
- utilise the experience of school staff to meet a child's needs and continue to provide targeted professional development
- share ideas, experience and expertise within the school as well as maintaining a cooperative and productive partnership with outside agencies to ensure a multi-professional approach to meeting the needs of all children

To do this, we will:

- identify and provide for pupils who have special educational needs and/or a disability and other additional needs using the West Sussex Graduated Approach and professionals with the Local Authority
- work within the guidance provided in the SEND code of practice: 0 to 25 years

- provide a Special Educational Needs Coordinator (SENDCO) to oversee the day-to-day implementation and operation of the School Information Report
- provide support and advice for all staff working with special educational needs pupils

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Jo Heath

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report:

1. The kinds of special educational needs for which provision is made at Hassocks Infant School

Hassocks Infant School is a mainstream 4-7 Infant School.

The SEND code of practice: 0 to 25 years, 2015, identifies four broad areas of need and Hassocks Infant School welcomes children and young people with a Special Educational Need and/or Disability (SEND) in one or more of the following areas:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- SENDsory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Within these areas of need, some children will require different levels of support. These are outlined below and follow the guidance of the West Sussex Graduated Approach. This document can be found on the West Sussex Local Offer webpages.

Inclusive Quality First Teaching (QFT)

Support is based on good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes a planned range of teaching skills, strategies and approaches are deployed to engage all pupils. Discussions with parents may be initiated at this point and support is managed by the class teacher.

Targeted Support – A child is added to the SEND School Support register

Support will be plan using targeted and time limited Individual Learning Plans (ILP) when:

- A child's attainment and progress continue to be below age related expectations and the gap between their peers' attainment continues to grow
- Despite at least two terms of support at the QFT level and using the guidance of the West Sussex Graduated Approach and Ordinarily Available Inclusive Practice tool to inform practice

Targeted support and Individual Learning Plans will be initiated by the class teacher and overseen by the SENDCo. The parents will be able to express their views about their child's learning and next steps. At this level, children will be added to the SEND School Support register with the parent's conSENDt.

Specialist Support – The school will seek support from a specialist

At this level, support continues to be planned using an ILP and specialist support will be accessed from external agencies. The class teacher will implement specialist reports in consultation with the SENDCo. The SENDCo will liaise with external agencies.

Educational, Health and Care plan

A child may be referred for an Education, Health and Care Needs assessment by the school if:

- A child's needs are deemed persistent and severe and a child is making little to no progress after implementing specialist provision for at least two terms
- The child is working below age related expectations, which meets the thresholds for an Education Health and Care Needs assessments (as identified in the West Sussex Criteria for making a request for an education health and care needs assessment document updated August 2018)
- The child's provision is inclusive of 20 hours of additional support per week

The decision to apply for an Education Health and Care Needs assessment will be discussed with a child's class teacher, the SENDCo, external agencies and parents. An Education, Health and Care plan (EHC plan) is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they are working towards.

Individual Healthcare plan

Where pupils have medical needs, we will plan and deliver provision in a co-ordinated way using an Individual Healthcare plan. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

Other factors which may impact on a child's progress and attainment but are not considered SEND that the school may provide additional and targeted support for are:

- Health and Welfare
- Children with EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

2. Information in relation to Hassocks Infant school's policies for the identification and assessment of children with special educational needs and disabilities

How does the school know if children need extra help and what should I do if I think my child may have special needs and/or a disability?

The task of identifying and providing for the special educational needs and/or disabilities of a child is primarily the responsibility of the class teacher, with support from the SENDCO. It is important that early identification and intervention are in place to support children who may have a SEND; however, the precise nature of need can be take time to identify.

We follow guidance from the West Sussex Graduated Approach to identify and assess children with a Special Educational Need and/or Disability. We do this termly using the process of Assess, Plan, Do and Review.

It is the school's responsibility to know where pupils are in their learning and development. Decisions about whether special educational provision is needed for a child will be informed by:

- insights from parents/carers and children;
- setting high ambitions and stretching measurable targets, appropriate to their needs, promoting high standards and the fulfilment of potential;
- tracking of children's progress towards their goals;
- keeping under review the impact of the additional or different provision that is made for them;
- promoting positive outcomes in the wider areas of personal and social development;
- ensuring the approaches used are based on the best possible evidence and that they are having the required impact on progress and development.

When considering if a child needs Targeted or Specialist SEND support the school also takes into account:

- the age of the child
- the child's background and previous experiences
- the child's development in comparison to their peers and national data
- advice from external support services, where appropriate

We encourage parents to contact their child's class teacher should they want to discuss their child's progress or wellbeing. A parent can speak to the class teacher during Parent Consultation Evenings or arrange to discuss their child at any point in the year.

External agencies

Where Specialist support is necessary, the school may make a referral to seek further advice from external agencies. The agencies may provide support for the school, the child, and their families. We would always discuss the referrals and any suggested outcomes with parents. The agencies we work with include:

- The Meeds SEND Alliance
- West Sussex Speech and Language Therapy Services
- SENDsory Support services (for children with hearing and visual impairments)
- West Sussex Educational Psychology services (telephone consultations also available)
- Learning and Behaviour Inclusion Team (LBAT)
- The Autism and Social Communication Team (ASCT)
- School nursing team
- Woodland's Mead SEND Alliance
- Early Help (Enabling Families and Early Help support)
- West Sussex Occupational Therapist
- CAHMS – Child and Adolescent Mental Health Services

- EMTAS – Ethnic Minority and Traveller Achievement Service

Please note that for some referrals to be accepted by external agencies, the school must provide a range of evidence about how they have supported a child and where they are having specific difficulties. It can take time for a school to gather this information alongside the teacher, external agencies and parents/carers. It is necessary that the school takes time to fully 'assess, plan, do and review' the child's attainment and progress in response to any provision to ensure the referral and support sought is appropriate for a child.

For contact details and more information about SEND services in West Sussex, please see the West Sussex Local Offer <https://westsussex.local-offer.org/>.

3. Information about Hassocks Infant school's policies for making provision for children with special educational needs and/or disabilities whether or not they have an EHC plan including;

How does Hassocks Infant School evaluate effectiveness of the provision?

The progress of all pupils is monitored and formally updated by the class teacher each term. This is then reviewed by the SENDior Leadership Team. Decisions about directed support is discussed and implemented based on need. Individual Learning Plans are reviewed and updated half termly. The progress of all pupils on the SEND register is also reviewed by the SENDCO. If a child is receiving Specialist support, the external agency may also be involved in reviewing the effectiveness of provision. If a child is not making expected progress, this may be looked at in more detail by:

- Looking at provisions that are in place and whether they have been effective in raising attainment
- The SENDCO liaising with the class teacher about what is working well, next steps and any assessments that may help make provision more specific
- Gathering pupil voice about what they feel is going well and what could improve things for them
- Observations of the pupil and scrutiny of their work
- Discussing with parents to review the current situation and discuss the next steps needed to support their child to make progress.

4. Hassocks Infant Schools arrangements for assessing and reviewing the progress of children with special educational needs and/or disabilities

How will both you and I know how my child is doing?

There are a variety of ways a parent or carer can find out about a child's progress.

- Parents may contact the school to request information on how their child is getting on.

- Parent Consultation Evenings offer parents the opportunity to meet with the class teacher to discuss pupil progress.
- If concerns are raised, parents may be contacted by the school to discuss progress in more detail.
- Information regarding any interventions put in place for a pupil will be shared with parents.
- Individual Learning Plans will be shared with parents and reviewed at least termly.
- Speech and Language Goal Sheets, from the Speech and Language Team will be shared with parents, initiated by the Speech and Language therapist.
- All children receive end of year reports.

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

A child's class teacher should be contacted in the first instance to discuss support and next steps. The SENDCO will meet with parents, alongside the class teacher, to discuss how home and school can best work together to support learning. This will usually be relevant when a child is receiving Targeted or Specialist support. Staff will be happy to advise parents on strategies to support their child at parent consultation evenings.

The Hassocks Infant School website has a range of web links and suggested courses suggested by agencies working within the West Sussex Local Authority. See link below.

Support for Parents and Carers – Parent Support - <https://www.hassocks.w-sussex.sch.uk/page/?title=Support+for+Parents+and+Carers&pid=107>

5. Hassocks Infant School's approach to teaching children with special educational needs

How will school staff support my child?

All pupils with identified special needs are included on the school's SEND Support Register. The register is organised into three levels of support: Targeted support; Specialist support; EHCP support. Support for children is prioritised based on need.

Information regarding a pupil's needs will be shared and discussed by the teacher, SENDCO, parents and any other professionals involved. This will be reviewed termly and passed on to any new staff working with the pupil.

Teaching staff will tailor methods and materials to meet the needs to a pupil, with the focus on quality first teaching and ensure that all pupils study a broad and balanced national curriculum along with their peers

The progress of all pupils is closely monitored and pupils who are not making expected progress despite quality first teaching in the classroom, may be offered additional support. This may include modified provision, 1:1 support, interventions or small group work and in-class support from a Teaching Assistant. We are careful to avoid the over reliance of one-

to-one individual support for the majority of children as evidence shows that in many cases this prevents children from becoming independent learners.

The SENDCO, supported by the SENDior Leadership Team ensures that the staff have sufficient skills and knowledge to deliver the interventions that a child may need. The type of SEND support provided is based on reliable evidence of what works having consulted external agencies.

Pupils with Education and Health Care Plans and other students with identified needs have an Individual Learning Plan, co-produced with the pupil and their parents, containing detailed information about their needs; appropriate teaching and support strategies and desired outcomes.

How Hassocks Infant School adapts the curriculum and learning environment for children with special educational needs and/or disabilities?

We are committed to meeting the needs of all children with a SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make reasonable adjustments to the curriculum and the learning environment to make sure that children with a SEND are not at a substantial disadvantage compared with their peers.

Please see the school's Accessibility plan.

How will the curriculum be matched to my child's needs?

We are committed to offering a broad and balanced curriculum to all children. We acknowledge that reasonable adjustment may be required to ensure that pupils are able to make progress.

Adjustments to a pupil's curriculum and learning environment will depend on need as identified in the Graduated Approach and be discussed with the teacher, child, parent and relevant professional.

By considering what adaptations are required, the SENDCO will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

6. Additional support for learning that is available to children with special educational needs and/or disabilities

How is the decision made about what type and how much support my child will receive?

The school assigns support based on a child's specific needs. This may be linked to a need in one or more of the following areas: Communication and Interaction; Cognition and Learning; Social, emotional and mental health; Physical and/or SENDsory Need; Medical.

Support can be directed by an Education Health Care plan, however support for children without this will be determined through discussions held by the class teacher, SENDCo, SENDior management team, external agencies and parents and following the Graduated Approach. This is also determined by a child's individual progress and attainment.

It is vital that any support provided is appropriate to the needs of the pupil and gives them opportunities to learn independently and develop skills to enable them to cope outside of the school environment. The level of support given to a pupil will be reviewed regularly, taking into account the impact that the support is having in terms of the pupil's progress, both academic and social. Parents and the students themselves will be involved wherever possible in decisions relating to the support offered.

How are the school's resources allocated and matched to children's special educational needs and/or disabilities?

The school's resources are allocated based on priority and need of the cohort. As the children's progress is assessed throughout the year, different priorities and needs may arise. The SENDCo meets with the SENDior Leadership Team to prioritise need through resources, including staffing and interventions. The school's funding for additional provision is determined by the West Sussex Local Authority.

If at any time a child needs to be administered with medicine, where possible, the school staff can do this once a parent/carer has completed a medical form, available from the school office. Individual Healthcare Plans are completed with a child's class teacher and parent and support is agreed with external support as necessary.

7. How Hassocks Infant School enables children with special educational needs and/or disabilities to engage in the activities of the school together with children who do not have special educational needs

How will my child be included in activities outside the classroom including school's trips?

We try to make sure that all pupils with a SEND can engage in the activities of the school alongside children who do not have a SEND. Depending on the child's needs, the level of support is established prior to any school trip/activity, including discussion with the parents to establish the best approach and to make reasonable adjustments. We would also seek advice from the relevant external agency supporting a child.

8. Support that is available for improving the emotional and social development of children with special educational needs and/or disabilities

What support will there be for my child's overall well-being?

Our school ethos means that we are fully committed to looking at the whole child and drawing on their strengths and individuality. Teachers and TAs build good working relationships with the children, and they are very SENDsitive and responsive to the individual needs of a child.

Support for a child's wellbeing includes:

- Jigsaw, a whole school PSEHE curriculum that has strong emphasis on emotional literacy, building resilience and nurturing mental and physical health
- A clear and consistent safeguarding systems overseen by the Designated Safeguarding Lead, with all member of staff responsible for the implementation of the school's Child Protection and Safeguarding policy
- Advice and support for the child's teacher to help them manage the child's behaviour within the classroom, taking into account the needs of the whole class. This may be from the SENDCo, DSL or external agency
- Whole class and/or small group sessions that teach strategies to become more aware of and independent in controlling their emotions and impulses, manage their SENDsory needs, and improve their ability to problem solve conflicts (Zones of Regulation)

Parents should contact the school if they feel their child would require additional support for their wellbeing. The school can liaise with external agencies about support for children and their families at home.

9. Who is the SEND Co-Ordinator and how do I contact them?

You can contact the school's SENDCo and Deputy Designated Safeguarding Lead, Mrs Jo Heath via the school office on 01273 842 549 or office@hassocksis.com.

10. Information about the expertise and training of staff in relation to children with special educational needs

What specialist services and expertise are available for access by the school?

The school has access and support from the external agencies listed in Section 2.

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

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEND training is shared between the Headteacher, SENDCO and the Governing body. We closely monitor the training and development needs of our staff annually and in consideration of individual children's needs.

Where possible, the school's SENDCO attends meetings held by the local network of SENDCos (Meed's SEND Alliance) to keep up to date with local and national reforms in SEND. Jo Heath has completed a Masters degree in Inclusive Education, which also includes the statutory National Award for Special Educational Needs Coordination.

11. Information about how the equipment and facilities to support children with special educational needs and/or disabilities are secured

How accessible is the school environment?

The school environment is very accessible and caters for a variety of SEND. As a school staff we continuously assess the environment to ensure it is conducive to learning and to develop independence. If necessary and where possible we will make reasonable adjustments to adapt the environment to ensure it continues to be an accessible, stimulating and enriching environment for all. This may involve seeking advice from an external agency, such as the West Sussex Occupational Therapist or Rehabilitation Officers.

You can find further information in our Accessibility Plan available on the school website.

12. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

How are parents involved in the school? How can I be involved?

As a school we recognise and highly value the central role of the parent in their child's personal and educational development. We recognise that the support from parents helps to secure the best possible outcomes for any child, particularly with a SEND. Parents are consulted and informed at each stage of the school's involvement with their child in the area of SEND during parent consultation meetings, ILP review meetings and Annual Reviews (linked to Education Health Care plans).

Parents are encouraged to arrange a meeting with their child's class teacher if they feel this would support them and their child. The SENDCo will work alongside the teachers, parents and pupils.

What are Hassocks Infant School's arrangements for consulting and involving pupils with SEND in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. The level of discussion regarding a pupil's SEND provision will depend on the age and understanding of the child, but they will always be an integral part of the planning and reviewing process (ILPs and Annual Reviews). We have various ways of gaining pupil voice and will often ask the children about their perceived strengths, what is working well and what they find difficult and would like to improve. The class teacher will then use this insight to develop provision.

The children have opportunities to voice their views during an Autumn and Summer term child conference. They may also get the chance to be part of the school council.

What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

Parents are advised to discuss any concerns with the class teacher or SENDCO, in the first instance, and if they feel they need to make a complaint, there is a complaints procedure: details of which can be found on the school website.

How does the school involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?

There is a named Governor for Vulnerable children, Diane Bowles, who liaises with the SENDCO. The Governing Body are involved in decisions regarding the admission and provision planning for pupils with SEND. The SENDCO will be asked to attend Governors Meetings if a SEND item is to be discussed. The SENDCO writes the SEND Information Report, which is agreed by the Governors. This is also an opportunity for Governors to raise questions with the SENDCO.

13. The contact details of support services for the parents of children with special educational needs and/or disabilities

Parents should make contact with their child's class teacher in the first instance and they can help direct parent's to relevant support with guidance from the SENDCO.

The Hassocks Infant School website has a webpage dedicated to signposting parents/carers to useful websites, including those relating to SEND or wellbeing – See Parent Support at <https://www.hassocks.w-sussex.sch.uk/page/?title=Support+for+Parents+and+Carers&pid=107>

Parents can use the Local Offer <https://westsussex.local-offer.org/> pages to find out about more support services in West Sussex.

If you would like further information about who to contact, please enquire at the school office or make arrangements to speak to the SENDCo.

14. Hassocks Infant School's arrangements for supporting children with special educational needs and/or disabilities in transferring between phases of education

How will the school prepare and support my child to join the school or transfer to a new setting?

If you are thinking of applying to Hassocks Infant School, and your child has a Special Educational Need and/or a disability, you can arrange a visit or telephone call to discuss your child's needs with the SENDCo. For more information about admission arrangements, please go to the West Sussex Admissions website.

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/>

We have a carefully planned approach to transition at Hassocks Infant School both for children starting the school in Reception and for those leaving us in Year 2. We work closely with the nurseries/previous settings and Junior schools to plan provision carefully.

Where it is thought necessary, additional meetings and visits are organised to ensure that the pupil, parents and all professionals involved are completely informed and prepared.

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Jo Heath, SENDCo, **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions