



# Trinity CE Primary School

*Who is my neighbour?*

*We aspire to encourage diversity and a love of learning that nurture well-rounded individuals, with curious minds, who shine in service to our community and are inspired to flourish. We do this by asking 'Who is my neighbour?'*

## Special Educational Needs Policy

Signed	Date	Review Date
Charlotte Whittle, Headteacher	Sept 2025	Sept 2026
Iliffe Kenyon & Eileen Barnes-Vachell Co-Chairs of Governors	Sept 2025	Sept 2026

## **Trinity C of E Primary School**

**Special Educational Needs and Disabilities Coordinator (SENDCO):** Miss C Hart

**School Contact (via school office):**

**Tel:** 01491 575887

**Email:** [chart@trinityprimaryschool.org](mailto:chart@trinityprimaryschool.org) or [office.3254@trinity.oxon.sch.uk](mailto:office.3254@trinity.oxon.sch.uk) (for the attention of SENDCO)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0–25 (January 2015)
- Special Educational Needs and Disabilities Act 2001
- Children and Families Act DfE 2014
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2012

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## **A- SCHOOL AND CHILDCARE ARRANGEMENTS**

### **A1- Aims and Definition**

At Trinity, we aspire to encourage diversity and a love of learning that nurtures well-rounded individuals, with curious minds, who shine in service to our community and are inspired to flourish. We do this by always asking ourselves 'who is my neighbour?' At Trinity, we teach by the values of '***Courage, Care and Respect***', fostering a sense of community and consideration for others, along with the confidence to aim high. At Trinity C of E Primary School, the children are at the centre of everything we do. We are committed to providing a high quality, inclusive education for all children. We believe that all children are entitled to a broad and balanced curriculum which allows them to develop academically, socially, physically and emotionally at a pace which is suited to their individual needs.

#### **We aim to:**

- Provide Quality First Teaching for all children
- Identify the needs of pupils with SEND at the earliest possible opportunity through continual monitoring of the progress of all pupils.
- To follow the 'Assess, Plan, Do, Review' graduated approach cycle recommended in the SEND Code of Practice.
- Recognise, value and celebrate children's achievement at all levels to ensure every child experiences success.
- Raise the aspirations of and expectations for all pupils with SEND, enabling all pupils to make good academic, social and personal progress and reach their potential.
- Create an ethos of inclusive practice within the school ensuring that all members of the school community are valued as individuals and are respected through equal opportunities in line with the Equality Act.
- Assess students accurately, track their progress regularly and adjust provision in light of ongoing monitoring.
- Plan and implement effective provision to improve the long-term outcomes for the pupil; ensuring that pupils with SEN have full access to the National Curriculum and Early Years Foundation Stage and enrichment opportunities alongside their peers.
- Ensure that lessons are stimulating and well adapted to meet the needs of all children.
- Ensure all pupils with SEND have equal access to all of the school's provision and opportunities
- Create effective home-school partnerships where parents are involved in planning and support at all stages of their child's development.
- Facilitate clear communication relating to SEND between pupils, staff, parents, governors and external agencies.

- Ensure all staff have access to continuing professional development and advice to support quality teaching and learning for all children.
- Continually monitor and evaluate the effectiveness of our provision for all children, including those with SEND to ensure we are provisioning high quality educational opportunities.
- Work with the Governing Body to enable them to fulfil their monitoring role of the school's arrangements for SEN and disability.

### **Definition of Special Educational Needs**

The 2015 Code of Practice says that:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

*Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college*

## **A2- Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the school and childcare as a whole.

### **Governors ensure that:**

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs, January 2015
- parents are notified if the school decides to provide SEN provision for their child / children
- they are fully informed about SEN issues, so that they can play a major part in the school improvement plan.
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.

**Governors** play a major part in the school improvement plan. In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy; assign an SEN link Governor.
- SEN provision is an integral part of the School Improvement Plan
- the quality of SEN provision is regularly monitored: SEN link Governor.

**The Head Teacher is responsible for:**

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEN issues
- the deployment of all special educational needs personnel within the school
- Monitoring and reporting to the governors about the implementation of the school's SEN policy and the effects of inclusion policies on the school as a whole. For sharing the SEN information report annually (written by the SENDCO.)

**SENDSCO is responsible for:**

- overseeing the day to day operation of the school's SEN policy and ensure the SEN policy is reviewed annually.
- advising staff on the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- helping staff to identify pupils with special educational needs.
- monitoring pupils with specific learning problems.
- supporting class teachers in devising strategies, writing Pupil Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- working alongside class teachers to liaise with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process.
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents. Ensuring that recommendations and advice is shared and implemented.
- supporting TAs who support children with Special Educational Needs. Managing teaching assistants
- maintaining the school's SEN register.
- Writing the SEN Information report for Governors
- Monitoring the progress of children with SEND and monitoring interventions.
- contributing to the CPD of all staff
- liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- Monitor that the terms and outcomes of EHC Plans are being met.
- Organise annual reviews for children who have an EHC Plan.

### **Class Teachers are responsible for:**

At Trinity we believe that high quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Quality first teaching is key to ensuring that all children make good progress and additional intervention and support cannot compensate for this.

- The SEND Code of Practice (2015) emphasises that the teacher has day-to-day responsibility for the progress and development of all pupils in their class including those who access support from teaching assistants or specialist staff.
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified (in liaison with SENDCO, parents and child)
- 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 including procedures for identification, monitoring and support.
- Keeping SEN documents/pupil profiles up to date.
- liaising with parents remains the responsibility of the class teacher. The class teacher is responsible for keeping parents/carers informed and feedback about progress and development at key points in the year.
- ensuring lunch time supervisors and any other relevant adults are given necessary information relating to the needs of pupils.
- ensuring rigorous monitoring and tracking of attainment and progress for pupils with SEN including the impact of interventions.

### **Teaching Assistants are responsible for:**

- Being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers about pupils' progress. TAs work as part of a team with the SENDCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Intervention Trackers, SEND Pupil Profiles and monitoring progress.

## **A3- Coordinating and Managing Provision**

At Trinity CE Primary School:

- sharing of expertise is welcomed and encouraged

- the Headteacher and SENDCO meet frequently to discuss SEND issues
- Special educational needs is a part of the school development plan
- SEND is regularly on staff meeting agendas
- the SENDCO ensures that regular pupil profile meetings are held, 3 times a year, to review children's progress and provision, and that parents are invited
- there is informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved, if appropriate, in discussions about their targets and provision
- The pupil's voice is at the heart of all decisions related to their provision
- Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible.
- The SENDCO also liaises with parents and pupils with pupil profiles or Education, Health and Care Plans(EHCPS). All children with an EHCP have an annual review organised by the SENDCO and other relevant professionals.
- the SENDCO ensures that the following information is easily accessible to staff:
  - the school's SEN policy
  - the SEN register
  - SEN file (on the Google Drive) giving the names of all pupils on the SEN register, and copies of the pupil's profiles, descriptors, and other relevant information, including reports from outside agencies.
  - INSIGHT (data tracking software) provides copies of the pupil's profiles (current and archived), provision maps and individual provision trackers.

#### **A4- Admission Arrangements**

Trinity C of E Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

#### **A5- Specialisms and Special Facilities**

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required; this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENDCO and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to

the adults working with the child via their SEN file on google drive. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

#### **Specialist training among the staff**

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

### **B- IDENTIFICATION, ASSESSMENT AND PROVISION**

#### **B1- Allocation of resources**

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENDCO.
- The national SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.

Trinity C.E Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. Trinity C.E Primary School, provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

#### **B2- Identification, Assessment and Review**

##### **The Graduated Approach to SEND Support at Trinity**

According to The SEND Code of Practice: 0-25 years (January 2015), the Graduated Approach can be described as:

***"A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."***

By using the Graduated Approach, we aim to make reasonable adjustments to ensure that the majority of children and young people with SEND are able to access and have their needs met within our mainstream provision, so that they enjoy the same opportunities as their peers wherever possible and are fully included within school. At Trinity C of E Primary School, we endeavour to ensure that all pupils have access to a broad and balanced curriculum through quality first teaching in all lessons.

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

### **Assess- Identifying children with SEND**

Children with SEND are identified as early as possible within our setting. Initial concerns are raised through comments brought by parents or school staff working directly with the child. These concerns may be based on the pupil's general well-being, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.

At Trinity C of E School we assess each pupil's current skills and levels of attainment on entry and at regular intervals, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

### **Where a child is not making expected progress:**

- The first response is high quality teaching targeted at their areas of weakness. Teachers will provide adapted and differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCO will be consulted via the 'Cause for Concern Form' located within the SEN register on google drive for support and advice. The SENDCo then may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.

- The SENDCO, working with the class teacher and Headteacher, will assess whether the child has SEND using multiple sources to support including the Oxfordshire SEN descriptors. While gathering evidence (including the views of the pupil and their parents), the school may put in place extra teaching or other interventions, designed to secure better progress, that are additional to or different from those provided as part of the school's usual curriculum offer and strategies.
- The school uses the Oxfordshire Guidance for Special Educational Needs Support to decide whether a child should be placed on the SEN register. This provides detailed guidance on how educational settings can identify children and young people with different types and levels of need, as well as information on appropriate steps and strategies to support them.
- A register is kept of pupils with SEN and is available to all staff.
- The school keeps a record of all children who staff have identified as a 'Cause for Concern'.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the class teachers and SENDCO to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them (with parental agreement).

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

In addition to school-based assessments, parents/carers may ask us to look more closely at their child's learning. We understand the importance of listening and understanding when parents express concerns about their child's development. We also listen to and address any concerns raised by children and young people themselves. Frequently, the concern can be addressed by QFT or some parental support. Otherwise, a graduated approach to supporting pupils with SEN or disabilities is initiated, following the process explained below.

### **Plan**

Where it is decided to provide a pupil with SEN Support, the parents must be formally notified by the SENDCO.

The teacher and the SENDCO should agree, in consultation with the parents, the pupil and outside agencies (where appropriate), the targets, adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.

The support and intervention provided is carefully selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.

Where appropriate, plans seek parental involvement to reinforce or contribute to progress at home. All teachers and staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Detail of SMART targets and support is outlined on individual pupil profiles.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil.

### **Do**

In the 'do' stage of the graduated approach the support outline in the pupil profile is put in place. Class teachers work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

At Trinity, we ensure that there is a high level of discussion around how pupils' day-to-day learning is developing. The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed three times per year (in line with the school's assessment cycle).

The impact and quality of the support and interventions is evaluated, along with the views of the parents and the child.

Reviews of the progress of pupils with SEN are carried out three times per year (in line with the school's assessment cycle). This usually takes place in the context of a parents evening. Pupils are usually involved by contributing their views prior to the meeting, if this is appropriate. Parents are invited to attend, but if they cannot, they may arrange to meet the class teacher at a later date. TAs may be invited to give verbal input to assist teachers and the SENDCO in assessing progress made.

The class teacher, working with the SENDCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

## **Areas of Need (SEND Code of Practice 2015)**

### **Communication and Interaction**

*Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.*

*Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.*

### **Cognition and Learning**

*Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.*

*Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*

### **Social, Emotional and Mental Health**

*Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

*At Trinity, we have clear processes to support children and young people, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.*

### **Sensory and/or Physical Needs**

*Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

Children's needs and requirements may fall into one or more of these four areas; many children will have inter-related needs.

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

### **B3- Curriculum Access and Inclusion**

Trinity C.E. Primary School strives to be an inclusive school that enables all pupils, including those with additional special educational needs and disabilities (SEND), to flourish and reach their full potential through its:

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

### **B4- Evaluating Success**

The SENDCO regularly monitors and evaluates the quality of SEND provision within the school. Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND provision and policy is evaluated through:

- analysis of pupil tracking data and assessment results at pupil progress meetings
- progress against national data and based on their age and starting points
- interventions baseline and exit data
- progress against individual targets
- Monitoring the quality of Pupil Profiles and review meetings
- half termly/annual reviews for pupils EHCPs
- SENDCO learning walks and book scrutinies
- pupils' work, questionnaires and interviews
- The school improvement plan

### **B5- Complaints Procedures**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO.

In the event of a formal complaint parents are advised to contact the headteacher or a governor, if they prefer.

## **C-Partnerships Within and Beyond School**

### **C1 Staff Development**

Trinity C.E. Primary school is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENDCO and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of ECTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.

### **C2- Links to Other Agencies, Organisations and Support Services**

The school has access to a wide range of education, health and social services professionals available in Oxfordshire.

This includes staff from the Communication and Interaction Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and the Physical Disability Team. It also includes the Educational Psychology Service.

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENDCO, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENDCO holds contact addresses and request forms for other agencies and support services.

### **C3- Partnership with Parents**

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to flourish and achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Parents have right of access to records concerning their child.

## **C4 THE VOICE OF THE CHILD**

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At Trinity C of E Primary School, we encourage pupils to participate in their learning by sharing their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise our pupil's diverse successes and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

## **C5 TRANSFER ARRANGEMENTS**

The SENDCO, class teachers and Headteacher liaise over the internal transfer of pupils with SEN. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

When Year 6 children transfer to local Secondary Schools, the SENDCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.