



Nettlestone Primary school

Special Educational Needs and Disability Information Report

Date of Next Review - September 2023

Nettlestone Primary School Nettlestone Green Seaview Isle of Wight PO34 5DY Tel: 01983 613171 Email: nettlestone@admin.nettlestonepri.iow.sch.uk	Website Address www.nettlestoneprimaryschool.co.uk/
Type of EY Setting/school/College Mainstream Primary School	
Specialist provision on site	

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

Admissions and SEND Assessment Teams www.iwight.com/Residents/Schools-and-Learning/

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in the early years setting about my child's development needs?</p>	<p>Mrs Jane Howard - EYFS lead/Reception Class Teacher</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring the safety and well being of all children in the setting • Ensuring a high standard of physical, emotional, social and intellectual care and development for all children placed in the setting. • Operating a programme of activities suitable to the age range of the children attending the setting, in conjunction with other staff. • Differentiating the curriculum to ensure access and progress for all pupils • Providing additional intervention where appropriate • Having a clear understanding of the needs of all pupils, including those with special educational needs or disabilities • Assisting in the preparation of children's observations, records and reviews for parents / carers in conjunction with other staff. • Producing legible documentation on children's development which are monitored by management on a regular basis.

<p>Who is the best person to talk to if we need help as a family?</p>	<p>Mrs Caroline Martin - Executive SEND support/FLO</p>	<ul style="list-style-type: none"> • Liaising with external agencies, LA support services, health, social services and voluntary bodies. • Chairing Review meetings • Ensuring the safety and well being of all children <p>She is responsible for:</p> <ul style="list-style-type: none"> • Liaising and giving advice to staff • Liaising with external agencies, LA support services, health, social services and voluntary bodies. • Delivering individual and small group support to identified children • Recording progress on the school provision map • Liaising with parents of children with SEND • Liaising with parents of children with SEMH • Providing social skills group support where necessary • Providing ELSA support where necessary • Ensuring the safety and well being of all children
	<p>Mrs Louise Parkin - Head of School</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring the safety and well being of all children • Coordinating the curriculum to ensure progress and accessibility for all • Monitoring the quality of teaching and learning for all children • Monitoring and reporting on progress and achievement for their individual school children
	<p>Miss Kirsty Howarth - Executive Headteacher</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring the safety and well being of all pupils • Monitoring the quality of teaching and learning for all pupils • Monitoring and reporting on progress and achievement for all pupils
	<p>Mrs Hannah Berners - SEND Governor</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Meeting regularly with the Headteacher and SENCO to monitor and evaluate the quality of provision made for pupils who have been identified as SEND

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| | | <ul style="list-style-type: none"> Ensuring the school provides the appropriate support for pupils with SEND |
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HOW COULD MY CHILD GET HELP IN THE SCHOOL?:

Children and young people in Nettlestone Primary School will get support that is specific to their individual needs. This will primarily be provided by the class teacher but may also involve:

- Other staff in the school.
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) or speech and language therapists.
- NHS support services such as occupational therapists or school nursing team.
- Consultants with Hampshire and Isle of Wight Educational Psychology Service (HIEPS).

	Types of support provided	What would this mean for your child?
What are the different types of support available for all children and young people at Nettlestone Primary School?	<p>High Quality Inclusive teaching -</p> <p>Nettlestone Primary School is a very inclusive school and throughout the year groups use teaching methods, tools and techniques that are suitable for all children, whatever their needs. We have therapeutic, calming classrooms that feel nurturing and allow children's brains to be calm enough to learn.</p> <p>Every teacher is a teacher of every pupil, including those with SEND. Nettlestone Primary School strives to promote high quality inclusive teaching for all pupils.</p> <p>We provide all pupils with a curriculum tailored to support specific needs, whilst ensuring a level of challenge to allow pupils to make expected levels of progress.</p> <p>Our aim is for all children to be working independently, in class, with work that is suitably challenging. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers are responsible for the learning (progress and attainment) of all of the children in their class and aim to spend time each day working with all children, including those with SEND, individually or as part of a group.</p> <p>We have high expectations of all pupils and use our best endeavours to ensure every pupils gets the support they need.</p>	

	<p>Your child will have their learning needs met through high quality inclusive teaching, using differentiated activities that are aimed at your child's individual level.</p> <p>We provide an exciting, opportunity rich curriculum with appropriate layers of challenge for all children.</p> <p>We provide an extensive range of curriculum enhancement and enrichment opportunities (trips, visits, visitors, workshops etc).</p> <p>High quality inclusive teaching can include:</p> <ul style="list-style-type: none"> • Visual cues • Word banks/maps • Daily/frequent reading • Pre/post teaching • Over learning • Teaching styles to suit needs • Focused teaching groups <p>'Keep up, Catch up' strategies are used by class teachers and teaching assistants to support children with their learning on a regular basis in order to help them to make progress.</p> <p>Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the leadership team to ensure that the needs of all children are met and the quality of teaching and learning is high.</p>
	<p>Evidence based targeted intervention -</p> <p>Any child who is highlighted as not making expected progress will be monitored during regular pupil progress meetings. If appropriate, an 'evidence based intervention' will then be put in place. This decision will be made with the SENCO, Class teacher, Head of School, & Executive Head teacher.</p> <p>This is the responsibility of the class teacher and other adults working in the classroom and may involve small group work or 1:1 support.</p> <p>Decisions around additional support will be made on a personal basis, taking into consideration the whole child.</p> <p>The provision is monitored and tracked by the class teacher and the SENCO. Parents are fully informed through mentoring meetings.</p>

What does it mean if my child is on the Special Educational Needs and Disabilities register?

SEND Support -

Pupils who do not make progress despite high quality inclusive teaching and targeted support will receive specifically tailored programmes to meet individual needs. They will be recorded on the schools Special Educational Needs register.

A child with Special Educational Needs could be on the register for one or more than one of the following needs (Descriptions taken from the SEN Code of Practice 2014):

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.

As well as the whole class strategies, we will offer one or more of the following - depending on your child's individual needs (these are not exhaustive).

Interventions maybe one to one, paired or small groups:

- Speech & Language (including following outside agencies recommendations)
- Bucket group
- Social Communication
- Zones of Regulation
- Colourful Semantics

Resources/strategies/tools may include:

- Individual time table (inc. 'oops' cards which prepare the child that there is a change)
- Now/next/then visual
- Task plans
- 'Tool kit' bag (resources in a bag)
- Zones of Regulation visuals
- Social stories

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. These include: 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.

As well as the whole class strategies, we will offer one or more of the following - depending on your child's individual needs (these are not exhaustive).

Interventions maybe one to one, paired or small groups:

- One to one reading sessions
- Phonics (Little Wandle)
- Paired Reading
- Rapid Reading
- Rapid Writing
- Rapid Maths
- Coloured overlays
- Precision teaching

Social, Emotional and Mental Health:

Nettlestone is an attachment and trauma aware school. We use whole school strategies to promote positive mental well-being. 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.

As well as the whole class strategies, we will offer one or more of the following - depending on your child's individual needs (these are not exhaustive).

Interventions maybe one to one, paired or small groups:

- ELSA
- Personalised reward programme
- Behaviour plan
- Quieter area
- Zones of regulation
- Positive support plans

Sensory and/or Physical:

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.

As well as the whole class strategies, we will offer one or more of the following - depending on your child's individual needs (these are not exhaustive).

Interventions maybe one to one, paired or small groups:

- Sensory circuit
- Disabled level access
- Individual adaptations as required, for example, enlarged print

Once it is established that your child has a Special Educational Need, a meeting will be held with parents, the Special Educational Needs Coordinator (SENCo) and the class teacher. All information about the child will be collated and this will be used to develop their initial pupil passport and for referrals to be made to outside agencies if necessary.

Social and Emotional Well-being -

We do offer support for children's emotional wellbeing and mental health through various interventions that we either run ourselves or can access. Children who need this type of support will be discussed with the SENCO, Specialist Support

	<p>Advisor, Head of School and Executive Head Teacher and the appropriate support will be put in place. Support within school can be but is not exclusive to or limited to:</p> <ul style="list-style-type: none"> • 1:1 support • Pastoral support and guidance • Access to CAMHs (<i>Children & Adolescent Mental Health Services</i>) • Early Help Assessment • Bereavement support • Young Carers support • Counselling support
<p>How can I let Nettlestone Primary school know I am concerned about the progress of my child in school?</p>	<p>The first point of contact should always be your child's current class teacher. All of our teachers are happy to speak to parents at the end of the school day, either informally or by prior arrangement. Also we have timetabled opportunities throughout the year for parental consultation meetings. Regular progress information is shared and a full school report issued at the end of the year.</p> <p>If, following a meeting with the class teacher concerns remain, a meeting may then be arranged with parents, class teacher and the SENCO to discuss next steps.</p>
<p>How will Nettlestone Primary school let me know if they have any concerns about my child?</p>	<p>Class teachers will keep you informed if they have concerns about your child. Teachers will usually arrange to have a meeting with you or this may happen during one of the parental meetings. By arrangement the SENCO can also be present at these meetings.</p> <p>If your child has a Special Educational Need, you will also have the opportunity to discuss the progress your child has made and the targets set for your child (on their pupil passport) once every term. There may be other meetings with you during the year, such as annual review meetings, or transition meetings, where we talk about how your child is doing.</p>
<p>How is extra support allocated to children at Nettlestone Primary School and how do they move between the different levels?</p>	<p>Your child's class teacher will support your child by planning work which teaches your child a new skill, gives your child the chance to practise and apply skills independently and is at the right level for your child. Regular assessments help to ensure that pupil needs are addressed.</p> <p>Teaching assistants work closely with the children and sometimes work 1:1 with children who have additional needs. They follow the teacher's planning.</p> <p>Teaching Assistants look after the children at lunchtime. They are aware of any children with Special Educational Needs and how this may affect them during lunchtimes. Learning Support Assistants receive regular training (e.g. behaviour,</p>

	<p>medical) to help them support your child. Learning Support Assistants will always give feedback information about playtime to teachers and/or SENCO.</p> <p>The SENCO will ensure that everyone who works with your child is aware of their needs and any adaptations that need to be made.</p> <p>Extra support is identified and allocated to groups or individuals during regular pupil progress meetings. Pupil progress allow class teachers and middle and senior leaders in school to discuss the progress and attainment of individual children. The school primarily seeks to cater for the varying needs of children within the classroom by delivering high quality inclusive teaching as part of carefully differentiated learning. Any child needing extra support, in the form of an intervention, will be monitored in terms of their levels of progress.</p> <p>The school follows a graduated approach for SEND provision. Any child in receipt of extra support through an intervention will be carefully monitored to ensure they progress at an accelerated rate. Should an intervention be deemed to be ineffective strategies will be reviewed and amended within 10 weeks. Parents will be notified of any extra support through pupil mentoring meetings.</p> <p>If your child continues to not make progress despite target support the class teacher will talk to you about it and arrange for a meeting with the SENCO. If the child has identified needs which needs provision above what is usually provided, then we will place them at 'SEN support'.</p> <p>If your child is not making progress with the support we have available in school we may ask advice from other agencies. If your child experiences significant difficulty making progress and meets the local criteria then we can explore requesting statutory assessment for an Education, Health and Care Plan (EHCP)</p> <p>We will follow guidance from the Local Authority to help us make these decisions.</p>
<p>What specialist services are available at or accessed by Nettlestone Primary school to support my child?</p>	<p>Directly funded by the school -</p> <ul style="list-style-type: none"> • Educational psychology service consultations can be arranged by the school for individual children. This actions tends to be taken once a variety of different strategies, adaptations and interventions have been employed but the child is still not making progress. Nettlestone Primary School uses Hampshire and Isle of Wight Educational Psychology Service (HIEPS). • Emotional Literacy Support with a trained ELSA

	<p>Paid for centrally by the Local Authority but delivered in school -</p> <ul style="list-style-type: none"> • Termly planning meetings with the speech therapist offering support and advice to the school. This may involve identifying and delivering staff training needs and providing parental advice. • Speech and Language therapy support for children with an EHCP detailing a speech, language or communication need. • Sensory Support Services to support children with a visual or hearing impairment. <p>Provided and paid for by the Health Service but delivered in school -</p> <ul style="list-style-type: none"> • Speech and Language Therapy (under 5's) • School Nurse • Occupational Therapy • Physiotherapy
<p>How are staff at Nettlestone Primary school supported to work with children & young people with SEND?</p> <p>What training have the staff supporting children with SEND had or have available?</p>	<p>At Nettlestone we have a fully qualified (National Award for SEN Coordination) Special Educational Needs and Disabilities Coordinator (SENCO). Mrs Kelly has been a SENCO for the past 12 years.</p> <p>All staff are supported by Mrs Kelly and Mrs Martin who both have many years' experience working with children who have additional needs. There are regular meetings with teachers. Children's needs are talked about and planned for as they arise.</p> <p>All of our staff have been trained in the evidence based interventions for targeted support. We employ a part-time, Executive SENCO, Mrs Kelly. We employ a part-time Executive SEN Teaching Assistant, Mrs Martin Regular SEND updates and staff awareness training takes place in school. We commission bespoke training for staff to support the needs of the school and their own career development. We access elements of the Local Authority training and development package. The SENCO attends the SENCO network briefings on a half termly basis where up to date information concerning special educational needs is shared and discussed. The SENCO attends SENCO Circles on a half termly basis run by Hampshire Educational Psychology Service where training is provided and school needs are discussed.</p>

<p>How will activities/teaching be adapted for my child with learning needs?</p> <p>How will the curriculum be matched to my child's needs?</p> <p>How will I know how my child is doing and how will you help me to support my child/young person's learning?</p>	<p>At Nettlestone Primary School we ensure that all children are able to learn. Pupils may be taught as a whole class, a small group or individually. Pupils' needs are always considered and adjustments are made to address any barriers to learning. We will work with you to celebrate your child's strengths and identify small steps which will enable your child to make progress and feel successful</p> <p>Teaching will be differentiated by the class teacher depending upon the needs of your child and what level they are working at. Appropriate layers of challenge are ensured. If any specialist equipment is needed the school will endeavour to ensure that it is available in order to support your child.</p> <p>Teachers plan for the needs of individual and groups of children to ensure they can make good progress. A visual, auditory and kinaesthetic approach to learning will be adopted in all core subjects.</p> <p>The curriculum will be adapted to suit the needs of your child and make sure that it is fully inclusive for all children to enjoy and achieve.</p> <p>The class teacher and SENCO will keep detailed records and monitoring information on your child's progress. An arrangement as to how and how often you would like feedback on that progress can be arranged with the class teacher but usually you are informed at 3 parent consultation meetings throughout the year. However, more frequent updates can be arranged at the discretion of the class teacher.</p> <p>If your child needs support at home the class teacher will inform you on how best to do that and every child in school receives regular homework to be completed at home as well as reading on a daily basis.</p> <p>If your child is identified as having SEND they will receive a 'Pupil Passport'. Pupil voice is an important aspect of SEND at Nettlestone Primary and is central to the Pupil Passport. As such, it will be completed in school with your child, identifying their strengths and areas of difficulty. The support and strategies which are in place will be highlighted and discussed in conjunction with your child. You will receive a copy of your child's 'Pupil Passport'. We would very much welcome your contribution.</p>
<p>How will Nettlestone Primary school measure the progress of my child?</p>	<p>All children are assessed on a regular basis through the school year to ensure the teacher and team know exactly where your child is in their learning journey.</p> <p>We use teacher assessments and tests throughout the year to see where your child is against end of year expectations. We use Reading, Spelling and Maths age tests every term.</p>

	<p>Your child's progress on interventions will be monitored through our record keeping and recorded on the school provision map.</p> <p>Every term, during pupil progress meetings, teachers meet with the SENCO and SEN support to review children and identify support.</p> <p>In circumstances where teachers decide that a pupil is not making progress in their learning, the SENCO is the first to be consulted. The SENCO and teacher firstly will initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the normal course of action is to provide support through SEN Support. Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support. Adequate progress is defined as that which:</p> <ul style="list-style-type: none"> • narrows the attainment gap between the pupil and their peers • prevents the attainment gap increasing • is equivalent to that of peers starting from the same baseline but less than the majority of peers • equals or improves the pupil's previous progress rate • ensures full curricular access • shows an improvement in self-help, social or personal skills • shows improvements in the pupil's behaviour. <p>A system of Assess, Plan, Do, Review will be in place which revisits the progress of pupils and the impact of any additional intervention if this has been put into place. Class teachers will write Pupil Passport documents which will be used to assess, plan, do and review progress of children on the SEND register.</p>
<p>What is an Educational Health Care Plan?</p> <p>How will I know if my child needs one?</p>	<p>The majority of children with Special Educational Needs and/or Disability do not require an Educational Health Care Plan. However, if after carrying out the plan, do, review approach for a period of time, using the evaluated pupil passports), the child has not made expected progress and the school feel that the child needs more than what the school is currently offering, then school may begin the process of collecting evidence, then requesting that the Local Authority considers assessing the child for an Educational Health Care Plan (EHCP). An EHCP request can also be made by parents or social workers.</p> <p>An EHCP is a legally binding document which outlines a child's special educational, health, and social care needs. The document has to list all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the</p>

	<p>plan is legally enforceable ultimately through Judicial Review. If it has been agreed by the Local Authority that the child has an Educational Health Care plan, then the school will use this plan to adapt the child's pupil passport. The child will receive a range of additional support which can include extra adult support for the child individually, pairs or in small groups.</p> <p>Unless stated on the plan, the child does not receive one to one support throughout the day. Evidence has proven that this is not an effective way to promote a child's independence.</p>
<p>What is the pastoral, medical and social support available at Nettlestone Primary school?</p> <p>a) What support will there be for my child's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in early year's settings to manage behaviour?</p>	<p>Your child's teacher will have your child's interests at the heart of what they do. On a day to day basis the class team will have responsibility for pastoral, social and medical needs.</p> <p>Pastoral and social support:</p> <ul style="list-style-type: none"> • School Nurse • Social Skills Group • Clear rules and boundaries consistent throughout the school • Sticker cards • Celebration assembly • Caring and Sharing cup <p>At Nettlestone Primary School we will try to support any child with a behavioural need by trying to identify the underlying cause for that behaviour and supporting the child and family in ways to help improve their situation.</p> <p>At Nettlestone Primary School we could offer (after consultation with SENCO, Head of School, Executive Head Teacher, class teacher and parents)</p> <ul style="list-style-type: none"> • Early Help Assessment • Positive Support Plan • Positive Behaviour Policy • Whole school system for rewards and sanctions • Additional adult support • 1:1 / small group intervention work • Meetings with Education Welfare Service • Education Welfare Support

<p>What support does the school have for me as a parent of child with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting?</p>	<p>We run an open school policy where parents are free to come in and chat to class teachers and the SENCO whenever they feel they need someone to talk to.</p> <p>We also offer Early Help Assessments to those families that meet the criteria. Through these, further support networks can be accessed such as parenting support.</p> <p>We can signpost to other services.</p> <p>Children are regularly asked about how they feel about their learning, what they would like to achieve and how they can best achieve this.</p>
<p>How does the school manage the administration of medicines?</p>	<p>Medication can only be dispensed on completion of a permission form or Healthcare Plan, stating clearly the dosage/type of medication to be given. Medicines are kept securely in the school office or fridge (as appropriate). This is in conjunction with the school's policy on administering medication.</p> <p>Please see the schools policy on administering medicines.</p> <p>Most staff have had Epi-pen training.</p> <p>We have had specific training for any particular needs as they arise and specific to individual children.</p> <p>We work closely with our school nurse.</p>
<p>How accessible is the school environment? (including after school clubs and school trips)</p>	<p>We are a fully inclusive and fully accessible school.</p> <p>We have access ramps to our building and facilities.</p> <p>We have a disabled toilet and shower room.</p> <p>There is always somebody in the school office until 4 pm every night.</p> <p>All children are included in all parts of the school curriculum (including clubs and other activities e.g. swimming) and we aim for all children to be included on school trips including residential. We will provide the necessary support to ensure that this is successful. An individual risk assessment is carried out prior to any off site activity to ensure everyone stays healthy and safe. This will be shared with parents in a timely manner before the trip. If difficulties are identified for specific children these will be shared with the parent/carer and a solution sought prior to the trip taking place.</p> <p>For more detail please see our accessibility plan</p>
<p>How will the school support my child/young person when they are leaving? OR moving to another Year?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>We run many transitions programmes through key transition points in the year.</p> <p>We have close links with our on-site pre-school and run play afternoons during the summer term to ensure that transition is as smooth as possible. Our class teacher visits every child in its pre-school, nursery to support transition. Home visits</p>

	<p>are offered to every family who begins school at Nettlestone.</p> <p>If your child is moving child to another school we will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.</p> <p>When moving classes in school: Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Pupil passports will be shared with the new teacher.</p> <p>We have close links with all the secondary schools and often have meetings with them and parents for those more vulnerable children moving up to Year 7. We also facilitate as many visits as we feel necessary for children to complete a smooth transition.</p>
<p>What are the arrangements for handling complaints from parents of children with SEND about the provision made at school?</p>	<p>It is in everyone's interests for complaints to be resolved as quickly and effectively as possible. Our SEND complaint procedure is as follows:</p> <ul style="list-style-type: none"> • Initially the complaint is dealt with by the class teacher. Class teachers will listen to all the points raised and seek ways to address the issues. • If the matter remains unresolved, the complaint will be dealt with by the SENCO or a member of the senior leadership team. • If there is still no resolution the Headteacher will become actively involved. • If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors and the Governing body will deal with the matter through their agreed complaint resolution procedures. • The school's complaints policy is available on the school website.
<p>Where can I get further information about services for my child?</p>	<ul style="list-style-type: none"> • Please see our school policies on our website • Short Breaks • Family Information Zone (FIZ) • SENDIASS • Sure Start • Further information about what is on offer across the island can be found on the Council website and the Isle of Wight Local Offer www.iwight.com/localoffer

Glossary of Terms:

ASD - Autistic Spectrum Disorder

EY - Early Years

SEN - Special Educational Needs

SENCO - Special Educational Needs Co-ordinator

SEND - Special Educational Needs and Disability