

**SEN INFORMATION REPORT/SCHOOL BASED LOCAL OFFER – WEST EARLHAM INFANT AND NURSERY SCHOOL:**  
**2018/2019**

**A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:**

<b>School based information</b>	<b>People</b>	<b>Summary of responsibilities</b>
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND) And how can I talk to them about my child if I need to?</p>	<p>The Acting Head Teacher and Special Educational Needs Disability Co-Ordinator (SENDCO)- Sarah Mardell</p> <p>And</p> <p>Emma Cane Speech and Language Therapist and SEND advisor</p>	<p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that you are:               <ul style="list-style-type: none"> <li>• involved in supporting your child's learning</li> <li>• kept informed about the support your child is getting</li> <li>• involved in reviewing how they are doing</li> <li>• part of planning ahead for them.</li> </ul> </li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.</li> <li>• Updating the school's SEND record of need (overview), a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood and making sure that there are excellent records of your child's progress and needs.</li> <li>• Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.</li> <li>• Supporting your child's class teacher to write SEN Support Plans (as appropriate) that specify the targets set for your child to achieve.</li> <li>• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments as necessary.</li> <li>• Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</li> <li>• Ensuring that all staff working with your child in school are supported in delivering the planned</li> </ul>

	<p><b>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities)</b></p> <p><b>SEND Governor (Sarah Grenville)</b></p>	<p>work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</p> <ul style="list-style-type: none"> <li>• Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul> <p><b>Sarah Mardell is responsible for</b></p> <ul style="list-style-type: none"> <li>• The day to day management of the school. This includes support for children with SEND</li> <li>• Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child’s education we would prefer that questions regarding your child’s learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child’s day has been and we do actively encourage this continued feedback!</p> <p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND Policy</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</li> <li>• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</li> <li>• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</li> </ul>
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**B. HOW COULD MY CHILD GET HELP IN SCHOOL? :**

	<p><b>Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.</b></p>	<p><b>What would this mean for your child?</b></p>	<p><b>Who can get this kind of support?</b></p>
<p>How will the school support my child?</p>	<p>Class Teachers Teaching Assistants Inclusion Team ELSA (Emotional Literacy Support Assistant) Play Therapist Speech Therapist Educational Psychologist, Fischer Family Trust Wave Three Reading Support</p>	<ul style="list-style-type: none"> <li>• The type of support is dependent on individual needs. A provision map showing the support and interventions we use can be found on our website.</li> <li>• Teachers are qualified with on-going cpd to deliver lessons which are differentiated and inclusive of all children with varying needs.</li> <li>• We employ Teaching Assistants across the school who support children at all levels and deliver interventions to children.</li> <li>• We have an Inclusion Team who support children to manage their behaviour to ensure they are able to take a full part in school life.</li> <li>• We have trained ELSAs and a Play Therapist who support children to name and regulate their emotions and develop social skills</li> <li>• We have introduced the Fischer Family Wave Three reading programme to offer further support to children with their reading</li> <li>• We have an on-site Speech Therapist who supports children with communication needs and liaises with NHS Speech Therapists.</li> <li>• Staff at the school have undertaken Signalong training to support the understanding and use of language.</li> <li>• We have an Educational Psychologist who works closely with us to assess children’s needs and advise on practice and interventions.</li> </ul>	<p>All children</p>
<p>What are the different types of support available for children with SEN and /or disabilities in</p>	<p><b>Class teacher input via good/outstanding classroom teaching.</b></p>	<ul style="list-style-type: none"> <li>• Teachers have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Teachers use different approaches to ensure that all children can fully participate in learning to reach their full potential. This may include more practical, hands on activities or providing different resources adapted for your</li> </ul>	<p>All children</p>

this school?		<p>child.</p> <ul style="list-style-type: none"> <li>• Teachers put in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.</li> <li>• There is an ethos and expectation to continually strive to improve inclusive practices. The school uses the underlying principles from the Index for Inclusion.</li> </ul>	
	<p><b>Specific small group work. This group may be</b></p> <ul style="list-style-type: none"> <li>• <b>Run in the classroom or outside.</b></li> <li>• <b>Run by a teacher or a Teaching assistant who has had training to run these groups.</b></li> </ul> <p>These are often called Intervention groups by schools. <i>(Stage of SEND Code of Practice:</i> <b>SEN Support</b>, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level)</p>	<ul style="list-style-type: none"> <li>• Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.</li> <li>• He/ She will plan group sessions for your child with targets to help your child to make more progress.</li> <li>• A teaching Assistant/teacher, our on-site speech therapist (or outside agency) will run these small group sessions using the teacher’s plans, or a recommended programme.</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called <b>SEN Support</b>, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.</p>
	<p><b>Speech and Language Therapist Input – Emma Cane</b></p>	<ul style="list-style-type: none"> <li>• Children are screened when they arrive at school for speech and language and communication need. If a SLC need is identified, children are set individual targets.</li> <li>• Further support is available through Talk Boost and Early Talk Boost groups, Theraplay, Speech Sound Groups, Listening and Attention groups and Social Skills groups.</li> <li>• Universal provision is put in place in the EYFS, for all children to develop</li> </ul>	

	<p>their attention skills.</p> <ul style="list-style-type: none"> <li>• 1-1 support is given as appropriate for children with severe speech, language and communication difficulties.</li> </ul>		
	<p><b>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups</b></p> <p><b>AND/OR Individual support</b> for your child, as a guide of around 20 hours and below in school</p> <p><i>Stage of SEN Code of Practice:</i> SEN Support, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>	<ul style="list-style-type: none"> <li>• If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</li> <li>• Before referrals are made you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.</li> <li>• If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better</li> <li>○ Support to set targets which will include their specific professional expertise</li> <li>○ Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit</li> <li>○ A group or individual work with an outside professional</li> </ul> </li> <li>• The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

	<p><b>Specified Individual support</b> for your child of, as a guide, 21 hours or more, in school.</p> <p>This is provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time, may be provided by a Statement of Special Educational Needs. This means your child will have been identified by the class teacher/SENCO as needing a <b>particularly high level of individual and small group teaching</b> (as a guide, 21 hours or more, in school), which cannot be provided from the resources already delegated to the school. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This</p>	<ul style="list-style-type: none"> <li>• The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Norfolk County Council web site: <a href="http://www.norfolk.gov.uk/SEND">http://www.norfolk.gov.uk/SEND</a></li> <li>• Your child’s school/setting will have been putting together a profile of your child’s aspirations and needs over time, and you will have been involved in these meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professional and them.</li> <li>• After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child’s needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.</li> <li>• After the reports have all been sent in, the Local Authority will decide if your child’s needs are severe, complex and lifelong as a guide, they need 21 hours of support, or more, in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> <li>• The EHC Plan or Statement (if your child still has one) will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe, complex and lifelong Need, as a guide, 21 hours or more, in school.</li> </ul>

	<p>may be from:</p> <ul style="list-style-type: none"> <li>Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</li> <li>Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS</li> </ul>	<p>be put in place. It will also have long and short term goals for your child.</p> <ul style="list-style-type: none"> <li>The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</li> </ul>	
<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> <li>Admissions we always strive to make appropriate adaptations for children with additional needs. We ensure that this adaptation is also made for families and any other stake holders.</li> <li>We will first invite you to visit the school with your child to have a look around and speak to staff.</li> <li>If other professionals are involved, a multi-agency meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts</li> <li>We may suggest adaptations to the settling in period to help your child to settle more easily</li> <li>After six weeks we will ask you to attend another meeting to check that everything is going well.</li> </ul>		
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> <li>If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially.</li> <li>If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Acting Head Teacher and SENDCO Sarah Mardell.</li> <li>If you are still not happy you can speak to the school SEND Governor, Sarah Grenville.</li> </ul>		
<p>How will the school let me know if they have any</p>	<ul style="list-style-type: none"> <li>When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCO.</li> <li>We also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.</li> </ul>		

<p>concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> <li>• If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.</li> <li>• If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> <li>○ Any concerns you may have</li> <li>○ Discuss with you any further interventions or referrals to outside professionals to support your child's learning</li> <li>○ To discuss how we could work together, to support your child at home/school.</li> </ul> </li> </ul>
<p>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</p>	<ul style="list-style-type: none"> <li>• Recording your child's views about their progress in parent meetings.</li> <li>• We plan and deliver a curriculum that takes into account the interests of all the children.</li> </ul>
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> <li>• The school budget, received from Norfolk LA, includes money for supporting children with SEND.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs and Disability in consultation with the school governors, on the basis of the needs of the children currently in the school.</li> <li>• For children with high level needs, the school can apply for 'top up' funding from our local cluster of schools (The West Norwich Cluster).</li> <li>• The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> <li>○ the children getting extra support already</li> <li>○ the children needing extra support</li> <li>○ the children who have been identified as not making as much progress as would be expected.</li> </ul> <p>And decide what resources/training and support is needed.</p> </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> </ul>



<p>Who are the other people providing services to children with SEND in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>• Teaching assistants (at least two based in every class)</li> <li>• Family Support Worker – Clare Glaister</li> <li>• Inclusion team – Gloria Gray</li> <li>• ELSAs – Penny Woodcraft &amp; James Daley</li> <li>• Play Therapist – Alex Walker</li> <li>• Speech and Language Therapist – Emma Cane</li> <li>• Educational Psychologists – Chris Ducker and Specialist Teacher Vic Pirling</li> </ul>
		<ul style="list-style-type: none"> <li>• We have an Inclusion Team of 5, led by Gloria Gray. This includes, James Daley, Alex Walker, Penny Woodcraft and Lynn Frost who work in school every day.</li> <li>• We have Emotional Literacy Support Assistants who offer weekly sessions to children to support their emotional well-being and develop social skills</li> <li>• We have a Play Therapist who offers weekly sessions to develop social skills and emotional well-being through play</li> <li>• We have an on-site Speech and language Therapist, Emma Cane who works 3 days a week in school, working individually and with groups of children who have been identified as needing extra help in communication.</li> <li>• We have access to our own Educational Psychology service CEPP. Chris Ducker and Specialist Teacher Vic Pirling are available to us regularly</li> <li>• Regular meetings) are held with the SENDCO, Speech and Language Therapist, Emma Cane and the Educational Psychologist Chris Ducker to discuss the needs of the children within school and the best support to put in place to address these needs.</li> <li>• We have close links with the UEA and work with speech and language students who alongside Emma help support children in school.</li> </ul>
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Sensory Support Services</li> <li>• Access Through Technology</li> <li>• Professional training for school staff to deliver medical interventions</li> <li>• Parent Partnership Service (to support families through the SEN processes and procedures).</li> <li>• Other health care providers such as Doctors and Paediatricians</li> <li>• We have access to other Norfolk County Council Services, which are described on the Local offer website on <a href="http://www.norfolk.gov.uk/SEND">http://www.norfolk.gov.uk/SEND</a></li> </ul>
<p>How are the adults in school helped to work with children with an SEND</p>		<ul style="list-style-type: none"> <li>• The SENDCO's role is to support the class teacher in planning for children with SEND.</li> <li>• The school has a school development plan, including identified training needs for all staff to improve the</li> </ul>

<p>and what training do they have?</p>	<p>teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.</p> <ul style="list-style-type: none"> <li>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service and Sensory service or medical /health training to support staff in implementing care plans.</li> </ul>
<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p>	<ul style="list-style-type: none"> <li>• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</li> <li>• Support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.</li> </ul>
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/her class teacher.</li> <li>• His/her progress is reviewed formally every term and assessed.</li> <li>• At the end of Early Years Foundation Stage (end of reception year) and Key Stage 1 (i.e. at the end of year 2) all children are required to be assessed using the EYFS Profile (reception) and Standard Assessment Tests (SATs) Year 2. This is something the government requires all schools to do and the results are published nationally.</li> <li>• Children at SEND Support will have a plan which will be reviewed with your involvement, every term and the plan for the next term made.</li> <li>• The progress of children with an EHC Plan/ Statement of SEN is formally reviewed at an Annual Review with all adults involved with the child's education.</li> <li>• The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.</li> <li>• A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> <li>○ Termly parents' meetings</li> <li>○ Letters sent home</li> <li>○ Additional meetings as required</li> <li>○ Reports</li> </ul> </li> </ul>
<p>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</p>	<p>The ways we support children that have social and emotional needs are:</p> <ul style="list-style-type: none"> <li>• Inclusion Team managed by Gloria Gray</li> <li>• Three houses, feeling and wishes delivered by Claire Glaister or Gloria Gray</li> <li>• Emotional Literacy Support Assistant (ELSA) sessions delivered by Penny Woodcraft and James Daley</li> </ul>

	<ul style="list-style-type: none"> <li>• Play Therapy sessions delivered by Alex Walker</li> <li>• Small social skills groups delivered by Emma Cane</li> <li>• Small listening and attention groups delivered by Emma Cane</li> </ul>
How our school is made accessible for students with SEND?	<ul style="list-style-type: none"> <li>• The SEND support document put together by the Norfolk LA</li> <li>• The school employs an Educational Psychologist to ensure the early intervention of children who have cognitive, emotional and behavioural difficulties.</li> <li>• We also have, in addition to the provision the LEA provides, a speech and language therapist in school 2 ½ days a week to ensure early screening of children with speech and language difficulties are addressed.</li> </ul>
How does our school make special arrangements for looked after Children (LAC) with SEND?	<ul style="list-style-type: none"> <li>• We liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (SSP/EHCP/Statement) for each child.</li> <li>• We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.</li> <li>• We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes</li> <li>• The SENDCo ensures that training and policies are supportive of looked after children with SEND</li> <li>• The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.</li> </ul>
How have we made this school physically accessible to children with SEND?	<ul style="list-style-type: none"> <li>• We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>• The school is all on one level with ramps at specified fire exits.</li> <li>• The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing, a shower and a rising changing mat/bed.</li> <li>• We have hearing loops installed for children with hearing difficulties.</li> <li>• All corridors and doors are wide enough for wheelchair access.</li> <li>• Door frames are contrasting colours to help those with visual impairments.</li> </ul>
How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> <li>• All children are included in all parts of the curriculum and we aim for all children to be included in school trips. We provide the necessary support to ensure this is successful.</li> <li>• A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.</li> <li>• All learners should have the same opportunity to access extra-curricular activities.</li> <li>• A variety of after school clubs are available Monday- Thursday for all children. Provision and staffing is put in place for children who have an additional need.</li> <li>• We are committed to making reasonable adjustments to ensure participation for all (As detailed in the Equality Act 2010).</li> </ul>

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the new school's SENDCO 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.
- When moving classes in school:
  - Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All SEND plans will be shared with the new teacher.
  - If your child would be helped by a book to support them understand moving on then it will be made for them.
  - We hold an open evening in the summer term which all parents and children are invited to, to meet their new teacher and all the support staff that will be based in their new classroom.
- In Year 2
  - We have a strong relationship with West Earlham Junior School which enables us to put together the smoothest transition possible for children.
  - The SENDCO will meet with the SENDCO at West Earlham Junior School to discuss the needs of individual children.
  - Meetings will be arranged between the SENDCO at West Earlham Junior School and parents to discuss your child's needs and concerns before they move up to junior school in the summer term. The SENDCO at West Earlham Infant School can be present if requested.
  - The SENDCO will also have individual meetings with the Year 3 class teachers to talk about the needs of individual children and pass information on.
  - Your child will attend a small group in school with an adult, to support their understanding of the changes ahead. This may include creating a 'Personal Transition book' with photos which includes information about themselves for their new school and pictures of the different areas and adults in their new school.
  - Where possible your child will visit their new school on several occasions in small groups and in some cases staff from the new school will visit your child in this school.

## GLOSSARY OF TERMS

S	Statement stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHCP plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
LAC	Looked After Child
SENDCO	Special Educational Needs & Disability Coordinator
ASD	Autistic Spectrum Disorder