



## Special Educational Needs Information Report and Policy 2023

What types of SEN do we provide for?

### **Cognition and learning**

Students have moderate to severe learning difficulties as a primary need or as a dual diagnosis to their medical or physical needs. According to their age and stage of learning, students will have National Curriculum attainments at on the mid-range of the Engagement Scale to Functional Skills Level 1

### **Communication and interaction**

Due to the complex needs of many of our pupils, their communication is not always in line with their developmental age, physical or medical difficulties etc. Many of our pupils might have a significant or profound communication impairment that needs focused intervention e.g. Alternative and Augmentative Communication.

### **Social and emotional health and well-being**

Students may be socially vulnerable, lacking confidence and experiencing low self-esteem or anxiety about themselves as learners; many students may have challenging experiences at different placements; many have adverse childhood experiences. Pupils' emotional health improves in response to a pupil centred approach with positive personalised programmes. Their social skills may be in line with their developmental age or physical needs and experience although some pupils have social difficulties due to their medical diagnosis. Students may sometimes demonstrate behaviour requiring specialist interventions.

### **Physical, sensory, medical.**

The school accepts students with a range of physical, sensory and medical needs. The school has adaptations and skilled staff to work with students with visual impairments and hearing impairments.

What is our approach to teaching pupils with SEN?

We are committed to finding ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching and support staff are expected to ensure that, wherever possible, students who are having difficulty or becoming unmotivated are identified early and provided with appropriate support, encouragement, guidance, different teaching styles, adapted resources and work,

	<p>so that they might continue to participate at the most appropriate level for them. We ensure that all pupils have access to the curriculum by using individualised systems of support.</p> <p>We recognise that some pupils present with complex learning difficulties; and as such, need access to a curriculum that is more diverse than the National Curriculum. Alongside the additional priority needs that should be inherent within daily teaching, is the identification of a specialist curriculum for the pupils that encourages and enables them to become as independent as possible as adults.</p>
<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes the statutory requirements of the National Curriculum and, importantly, the range of additional priorities, specialist curriculum activities and therapy programmes that the school develops in order to engage, enable, empower and equip the pupils for life. It also incorporates the ethos and environment which promote the vision of the school.</p> <p><b>Academic Curriculum:</b></p> <p>Early Years and Foundation Stage and Year 1:</p> <ul style="list-style-type: none"><li>• In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Early Years and Foundation that focuses on the Early Learning Goals and on developing children's skills and experiences.</li></ul> <p>Years 2-8:</p> <ul style="list-style-type: none"><li>• Long term plans are agreed that indicate the topics to be taught in each term across the year groups. The plans are based on the relevant subject areas within the National Curriculum. The long term plans allow for progression through the key stages.</li><li>• Medium term plans are devised that set out the learning objectives, teaching strategies, resources and expected outcomes within each topic. Plans show a range of differentiated activities that meet the needs of the diverse group of pupils in each year group.</li><li>• Pupils in classes with more complex needs follow a Holistic Curriculum; where the subjects for the National Curriculum are linked and taught at an appropriate level of development using themes. The plans are based on relevant concepts and consolidation.</li></ul>

#### Years 9-11:

- We have developed a curriculum for this age group that takes account of the learning needs of young adults. With a high emphasis on skills for life and independence the students have the opportunity to take accredited courses in Functional Skills, through the development of the Foundation Learning Curriculum, and vocational and life skill courses. If appropriate, students have the option to take courses offered through the Alec Reed Academy which include GCSEs. This provides breadth to the options they choose.
- The long-term plans reflect the subject specifications outlined by the various exam boards.
- Medium term plans are developed by the teachers that take into account the requirements of accreditation with the needs of the students.
- With the raising of the Participation Age that ensures pupils are still in education or training until 18 years old, the curriculum also allows for pupils to explore the pathways for their future placement.

#### Year 12/13/14

JCS acknowledges that preparing pupils for life beyond school needs to include next steps in specialist education provision and/or supported employment opportunities. For pupils with SEND it is also essential to focus on equipping them with important life skills, social, independence and self-help skills.

To provide relevant academic and vocational subjects alongside independent living skills and exceptional spiritual, moral, social and cultural understanding: the curriculum offer at JCS includes:

- Attainment of a JCS certificate in Preparing for Adulthood – developing their relationships within the community, understanding good health, employment and independent living skills.
- In- house, realistic work experience opportunities through our ‘Employment Pathways’; gardening and horticulture, animal care and café/hospitality which leads to involvement with community businesses and organisations centred around these industries to gain real life work experiences for pupils.
- Some pupils can gain accreditation (Entry Level 1 – 3) in functional skills ICT and maths where appropriate.

- Through our Employment Pathways pupils learn the fundamental skills and qualities associated with employability through modules such as; looking and acting the part; developing workplace skills; working with other people; health and safety and money handling.
- Pupils in the 6<sup>th</sup> form class build upon the skills acquired during in school work-experience and apply them through real-life work experiences with local charities, businesses and facilities.
- Access to a range of social and leisure opportunities including working with external agencies such as MENCAP and Inclusion Project In which pupils learn to interact and work cooperatively with familiar and less familiar people.
- Access to and understanding of appropriate community facilities, shops and restaurants.
- Pupils learn to manage their own health and therapy needs and gain an understanding of how they can access and use local healthcare services responsibly.
- Pupils develop essential independent living skills that will enable them to look after their own home; gain travel training experiences; learn how to make a range of simple healthy snacks, drinks and meals and continue to develop their communication skills for sharing information about themselves and their disability.
- Assistive Technology to develop independent access to activities and the community
- Access and inclusion in therapies as appropriate (physio, OT, S&LT)
- Access to necessary health and medical support/ provision as required (e.g. for those with gastrostomies, tracheostomies etc.)
- Travel training and experience
- Self-help and independent living skills
- Access to independent, varied and relevant careers advice, guidance and inspiration, working with further education colleges, supported employment providers and Ealing Connexions.
- Pupils and their families are involved in considering their next steps as they transition into adulthood through regular meetings, communication, workshops and open days involving local education, travel training, local authority representatives and employers.

**How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?**

The school is ideally located to enable pupils to have access to the curriculum, social environment and resources of a mainstream school. Joint projects with mainstream peers are planned to enhance interaction. Benefits of integration are considered individually for each pupil i.e. the ability to work

	<p>independently; social peer groups &amp; ability to communicate effectively; accessibility to resources and curriculum; ability to cope with academic demands and the wishes of the pupil and parents.</p> <p>For academic integration purposes pupils must be able to access the demands of a mainstream class with minimum or no learning support.</p>
<p><b>How do we consult parents of pupils with SEN and involve them in their child's education?</b></p>	<p>Parents are the school's most important partners in the education and social development of the pupils. We give a high priority to communication:</p> <ul style="list-style-type: none"> <li>• Younger pupils have a home/school book which can be used to send notes in either direction on a daily basis. Secondary Department pupils have a school planner for this purpose.</li> <li>• All parents are invited and expected to attend the Annual Review meeting, where targets are agreed for the coming year. Progress Days, Open Evenings and Curriculum Information evenings are key events. Transition meetings are held at key points through the school in various formats. Attendance via a virtual platform is offered to enable maximum chance of appearing.</li> <li>• Contact with relevant staff and professionals are welcome by telephone</li> <li>• The school employs a number of staff members who speak a range of languages and can provide translation of messages and at meetings. In addition, the school uses a translation service for other languages.</li> <li>• Parents are encouraged and welcomed to help in school, although will need to undergo a Disclosure Barring Service check if they are involved in frequent and regular contact with pupils.</li> <li>• The school uses a texting service for immediate communication and has an informative website.</li> <li>• Transition, curriculum and behaviour support workshops for parents/carers are run every half term.</li> <li>• Parents are given the opportunity to complete an annual Parent Questionnaire</li> </ul>
<p><b>How do we consult pupils with SEN and involve them in their education?</b></p>	<ul style="list-style-type: none"> <li>• All pupils express their views towards their Annual Review meeting. Pupils of secondary age are invited to attend their Annual Review meeting.</li> <li>• Regular pupil voice meetings as well as deep dive question and listen elements, inform us of the pupils' views.</li> <li>• Pupils are elected to the school council and express their views on a number of school issues.</li> </ul>

	<ul style="list-style-type: none"> <li>• All pupils have an achievement record that encourages them to take ownership of their targets and shows them how well they are progressing and improving</li> </ul>
<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p><b>Assessing Learning</b>  The principle of assessment is to check and identify what a child understands and what they need to learn next. This is done on a daily and lesson by lesson basis against the curriculum intent statements of “need to know”.</p> <ul style="list-style-type: none"> <li>• Progress in English and maths is checked and evaluated three times per year.</li> <li>• Regular Pupil Progress meetings highlight areas of need and concern and intervention are planned to improve progress where necessary</li> <li>• Progress records evidence progress in maths and English towards targets curriculum area intent</li> <li>• Some pupils undertake tests and exams during the academic year.</li> <li>• Every pupil receives a written report during the year concerning their progress.</li> </ul> <p>The John Chilton School assessment system works:</p> <ol style="list-style-type: none"> <li>1. By dividing subject areas into clear and assessable sets of I Can statements that make up hierarchical and developmental JCS Stages of learning.</li> <li>2. Depth of learning is measured through lateral progress points within each I Can statement (s).</li> <li>3. Percentages have been allocated to the lateral learning progress points:</li> </ol> <p>The progress points describe the steps of achievement within I Can statements, from encountering to mastering, demonstrating finely graded progress for all pupils and a realistic pupil profile. Some pupils will move more quickly along the steps while those with more complex learning needs, may take longer to achieve them.</p> <p><b>EHCP Outcomes</b>  EHCP Outcomes are monitored termly and tracked on the school assessment system. Interventions and resources are identified and monitored. Pupil Progress meetings take account of progress towards their short-term target.</p>

**How do we support pupils moving between different phases of education?**

**Transition from Home to the Early Years Foundation Stage:**

- Individual tours offered to all incoming parents and pupils
- Parents/carers receive an 'information pack' with information about the school
- The Foundation Unit staff team is available to parents to discuss children's needs as requested. They are proactive in talking to parents about issues that may arrive with individual pupils.
- An Open Afternoon is held for all new EYFS pupils and their parents.
- Where possible pupils are visited by a member of the EYFS staff, either at home or at their present setting before they start at John Chilton School.

**Pupils Joining from Y1 to Y6**

- Individual tours offered to all incoming parents and pupils, time for the pupil to stay with the current class is also offered to help get them acquainted with their new surroundings.
- Parents receive a 'Parents' Pack' with information about the school
- New pupils assessed quickly by class teacher and multidisciplinary team where appropriate
- Records from previous school made available to class teacher
- Pupils arriving from local schools are visited by the prospective teacher or key stage leader in their current school

**Pupils Joining in Y7**

- Identified pupils with complex needs receive additional support before and after transition
- Transfer of records to JCS secondary department
- Parents'/Carers' transition evening held annually with representatives and presentation from Secondary Department
- Y6 pupils attend the John Chilton School secondary department for a Transition Day during the summer term
- During the summer term in year 6 pupils begin to have lunch in the new secondary dining area and attend a lesson with a Secondary Department teacher once a week

**Transition from John Chilton School to another provision**

- Pupils transferring to a local school will be supported by visits with a member of staff from John Chilton School

	<ul style="list-style-type: none"> <li>• Thorough reports and records are transferred to the new school</li> <li>• When possible, a “Goodbye” pack with photographs and memorabilia are given to the pupil to support the move.</li> <li>• Termly transition events covering move to adult services and colleges are held for families and pupils Y9-14.</li> <li>• Support is given to the school by Connexions. Individual support is offered to pupils and the Connexions Worker provides support to, and is invited to attend all pupils' annual reviews of special educational needs from 14+ onwards, therefore contributing to "Transition Plans" and helping them identify life choices for when they leave the school.</li> <li>• Pupils are supported, where appropriate, towards independent travel.</li> <li>• Pupils at KS4 are supported by school staff to visit potential 6th form and college placements (open evenings etc.)</li> <li>• A robust transition meeting is held with all involved professionals before the annual review to ensure that the EHCP is reflective of need for the next provider</li> <li>• The school’s transition leader meets with all parents and students in years 10, 11, 12,13 and 14 to discuss and facilitate the transition process.</li> <li>• Customised transition procedures are formulated to help a pupil move to another school or provision.</li> <li>• Staff liaise with post school placements where necessary</li> <li>• Where appropriate a transition plan is made and a transition document including photographs, books and an introduction to new staff</li> </ul>
<p><b>How do we support pupils preparing for adulthood?</b></p>	<p>The school has an intent for each pathway based on the Preparation for Adulthood themes- these dictate the outcomes and opportunities expected by the end of each phase in school.</p> <p>The Foundation Learning Curriculum (years 9-11) and the 16+ curriculum for pupils with complex difficulties recognises the need to emphasise the knowledge, skills and understanding that the students will need to live as fully an independent adult life as possible. Themes are chosen that will enable students to develop and generalise functional skills in literacy, ICT and mathematics, as well as concentrating on living skills such as cooking, cleaning clothes, shopping, managing money, travelling</p>



	<p>and healthy living. Preparation is undertaken for work and leisure time, through Work Related Learning; with students accessing appropriate information, advice and guidance.</p> <p>Pupils from Y7 onwards access careers education sessions that include opportunities to recognise their individual interests, skills and how they like to spend their leisure time.</p>
<p><b>How do we support pupils with SEN to improve their emotional and social development?</b></p>	<p>Pupils’ social skills and emotional development are encouraged in a variety of ways throughout the school week:</p> <ul style="list-style-type: none"> <li>• A full Personal, Social, Health Education curriculum</li> <li>• Circle time</li> <li>• Zones of Regulation embedded across the school</li> <li>• A tutor time curriculum building citizenship and resilience skills</li> <li>• A comprehensive range of specialist groups or individual work on specific skills and targets</li> <li>• A range of clubs and leisure activities</li> <li>• Use of restorative justice and positive behaviour approaches</li> <li>• Opportunity where necessary to see the School Counsellor</li> <li>• In school and class support from the Learning Mentor and Social, Emotional and Mental Health team</li> <li>• A nurture group that takes pace for identified pupils daily</li> <li>• Opportunities for play skill development</li> <li>• Sensory processing and regulation sessions as advised by the Occupational Therapist</li> <li>• A visiting Counsellor offers individual sessions to identified pupils</li> <li>• Excellent practitioners (SEMH and SEND) support students, staff development and offer outreach to other establishments</li> </ul>
<p><b>What expertise and training do our staff have to support pupils with SEN?</b></p>	<p>We are an experienced and skilled team of teachers, learning and physical support staff and health care professionals. We work closely with outside agencies including educational psychology, specialist teachers for pupils with a visual or hearing impairment and social care.</p> <p>We are skilled in:</p> <ul style="list-style-type: none"> <li>• Teaching pupils with physical, medical and learning difficulties through a bespoke curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• Augmentative and Alternative Communication systems including Information and Communication Technology (ICT)</li> <li>• Enabling independence through individual ICT provision and Assistive Technology</li> <li>• Supporting and promoting positive behaviour and emotional well-being with a proficient Learning Mentor and skilled SEMH team who offer staff training</li> <li>• Regular weekly sessions for all school staff on a range of pedagogy and specialist interventions and support</li> <li>• School based trained VI staff offer training to school staff</li> <li>• Whole School research projects through Lesson Study designed to improve understanding of pupil learning and approaches to benefit optimum education</li> <li>• Qualified Forest School Leader who takes identified pupils weekly for support through Forest School activities</li> <li>• Rebound therapists that provide support for pupils with complex needs</li> <li>• Staff trained in hydrotherapy and Halliwick swimming techniques</li> <li>• Qualified Moving and Handling specialist who trains all staff</li> <li>• Annual eating and drinking training to assist pupils with dysphagia</li> <li>• Therapists on site to training and support for individual and group needs</li> <li>• Nurse on site to train in supporting medical conditions</li> <li>• Staff accredited in positive handling and restraint who train staff to support on the rare occasion of need</li> </ul>
<p><b>How will we secure specialist expertise?</b></p>	<ul style="list-style-type: none"> <li>• The school commissions Occupational therapy, Physiotherapy, Speech and Language therapy and counselling for its pupils.</li> <li>• Specialist support for pupils who have visual impairments or hearing impairments is provided by pupils' home Local Authorities who also provide Educational Psychology support.</li> <li>• The school employs its own teams of staff to support pupils who require Assistive Technology support, VI input, Therapy Liaison team, Moving and Handling advisor as well as Social, Emotional &amp; Mental Health support.</li> </ul>
<p><b>How will we secure equipment and facilities to support pupils with SEN?</b></p>	<ul style="list-style-type: none"> <li>• Specialist equipment is provided by the school through its own budget for items used only in school. This can be supplemented through securing donations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Health budgets are used to provide items that are used both at home and at school (e.g. wheelchairs, walkers).</li> <li>• The school has good facilities including a sensory room, hydrotherapy pool, therapy treatment rooms and hygiene rooms. We are also able to use facilities in Alec Reed Academy such as sports facilities and theatre.</li> <li>• The school has a Satellite Site that includes a sensory room, therapy room and hall.</li> <li>• Both sites have adapted cooking rooms for all pupils to use.</li> </ul>
<p><b>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</b></p>	<ul style="list-style-type: none"> <li>• The school works closely with therapy and medical services (some of which are located within the building).</li> <li>• The school refers to LA support services as necessary e.g. peripatetic teachers for pupils with sensory difficulties and educational psychology services.</li> <li>• Social care services are liaised closely with as the school employs a full time Family Worker</li> </ul>
<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<ul style="list-style-type: none"> <li>• Progress of the various cohorts of pupils in terms of needs and abilities are analysed and evaluated to identify differences in rates of progress and response to interventions</li> <li>• Pupil progress meetings are held regularly involving subject teachers and leaders to identify areas of concern to plan interventions.</li> <li>• Regular lesson observations, work scrutiny's and moderations of work are undertaken in school and with peer schools.</li> <li>• The school is outward facing and uses links with similar schools to reflect on the quality of our provision. Joint practice reviews are undertaken with other special school colleagues</li> <li>• The school undertakes research and development to evaluate and adapt our approaches.</li> <li>• The school commissions school improvement support from an independent consultant</li> <li>• The school commissions an independent consultant to support school improvement through staff training and advice</li> </ul>
<p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>If a parent or carer has a complaint about their child's education, care or safety whilst at school, they should refer informally in the first instance to their child's teacher/form tutor. If the matter is not resolved it will be referred to an appropriate senior staff member.</p>

	<p>If informal attempts at resolving the matter have been exhausted, the complainant should outline their complaint to the Chair of the Governing Board in writing. Arrangements can be made for interpreting and recording wherever necessary.</p> <p>We aim to respond quickly to parents. This may be via a telephone call, meeting or in writing according to the matter in hand.</p>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p>Concerns should initially be referred to the child’s class teacher and escalated if necessary, in the same as for complaints.</p> <p>Pupils can tell a trusted member of staff who will support them in talking to a teacher or Phase Leader if necessary.</p>
<p><b>What support services are available to parents?</b></p>	<p>Parents are included in discussing positive behaviour strategies and the school helps with providing appropriate resources at home. We aim to have an open and inclusive approach in working with and supporting parents. The school employs full time both a Designated Safeguarding Lead and a Family Worker to liaise with and support parents with a range of issues.</p> <p>Parents have access to three transition events per year to discover the services and provision available to their families.</p> <p>Parents are invited in for “Caring for the Carer” coffee mornings on a range of themes including wellbeing.</p> <p>Families are invited in to see how we teach in school and access a range of workshops. Curriculum, communication and therapy workshops for parents are run every half term.</p>
<p><b>Where can the LA’s local offer be found?</b></p>	<p>Visit the local offer on the Ealing Council website <a href="http://www.ealing.gov.uk/send">www.ealing.gov.uk/send</a></p>

**July 2023**



## Special Educational Needs and Disability Policy

### **1. The objectives of the Governing Board in making provision for pupils with special educational needs and disabilities.**

The Governors' objectives for all the pupils at John Chilton School are within the school ethos i.e.:

*At John Chilton School, we strive for the development of confident, motivated and independent learners in an inspiring, empowering, nurturing and safe environment; supported by communication and engagement between home, school and partnerships with the wider community.*

### **2. The kinds of special educational needs and disabilities for which provision is made at the school.**

John Chilton School is a co-educational maintained special school in the London Borough of Ealing for pupils age 4 to 19 years. Students have moderate to very severe learning difficulties as a primary need, or as a dual diagnosis to their medical or physical needs. According to their age and stage of learning, students will have National Curriculum attainments from Engagement Scale to Functional Skills Level 1

### **3. Facilities for pupils at the school including facilities which increase or assist access to the school by pupils who are disabled.**

The school is fully accessible with stairs, lifts, ramps and powered doors. Specialist facilities include a hydrotherapy pool, fully equipped hygiene rooms, wheelchair accessible play equipment, fixed and mobile hoists and standing frames

### **4. Information about the school's policies for the assessment and provision for all pupils with special educational needs and disabilities.**

Full details are within the school's Assessment, Recording and Reporting Policy, Curriculum Policy and the Teaching and Learning Policy.

### **5. How resources are allocated amongst pupils.**

Resources are allocated to pupils according to their assessed need. Staffing is allocated to classes/year groups flexibly with some individual pupils receiving more support than others. Pupils have individualised equipment that will enable them to access the curriculum and social environment of

the school. In a small number of cases, specific pupils have additional resources (including staffing support) paid for by their Local Authority. The school ensures that that these pupils receive the support of these resources. Pupil Premium funding is allocated to resources and activities who attract this finance.

## **6. Identifying and reviewing the needs of pupils**

*Refer to Assessment, Recording and Reporting Policy*

- Pupils' Education, Health and Care Plans are reviewed at least annually
- Concern about a pupil's progress is identified through classroom observation, and the assessment cycle. Referrals are made through the Headteacher for additional support from outside services.

## **7. Arrangements for providing access by pupils to a balanced and broadly based curriculum (including the National Curriculum).**

*Refer to the Teaching and Learning Policy and Curriculum Policy*

## **8. Governing Board evaluation of the success of the education which is provided at the school to pupils**

- Termly reports are made by the Headteacher to the full Governing Board.
- Governors visit the school for focused activities and school activities.
- Benchmarking tools are available to Governors.

## **9. Any arrangements made by the Governing Board relating to the treatment of complaints from parents of pupils concerning the provision made at the school.**

*Refer to Complaints Policy*

## **10. Information about the school's staffing policies and partnership with bodies beyond the school.**

Staffing:

- The school's staffing structure is reviewed annually by the Governors.
- The school has a Leadership Team comprising the Headteacher, three Assistant Headteachers, one Senior Leader and two Middle Leaders

Links:

- From October 2020, the school will have two sites – one is situated within the Alec Reed Academy and the other for KS2 pupils is temporarily on the site of the Wood End Primary. The school works closely with both schools on integrated provision for its pupils where appropriate. There are further links with other mainstream and special schools and JCS is a key partner in and contributor to the Ealing Schools Primary Teaching Alliance.

### **11. Arrangements made by the Governing Board relating to in-service training for staff in relation to special educational needs.**

The school's Continuing Professional Development (CPD) Leader takes responsibility for in-service training. CPD is available for all staff. Staff access training through a balance between the needs of the school as expressed in the School Improvement Plan and an individual's needs as well as emerging needs related to the changing needs of the pupils and changes in legislation. All CPD is in line with the Standards for Teachers' Professional Development (DfE 2016)

### **12. The use made of teachers and facilities from outside the school including the links with support services for special educational needs includes:**

- Therapists and Nursing staff
- Peripatetic teachers for Visual and Hearing Impairments.
- Ealing Services for Children with Additional Needs (ESCAN)
- Independent Specialists and Consultants
- Educational Psychology
- Clinical Psychology
- Alec Reed Academy
- Wood End Primary
- MENCAP
- Community Groups for club and leisure activities

### **13. The role played by parents of pupils.**

The school strives to nurture relationships with parents/carers by frequent and appropriate communication. Engagement with parents/carers and involving them in the education of their child is considered as vital. Parents/carers are invited to review meetings to discuss progress and to be

involved in setting targets with appropriate intervention strategies to help their child at home and at school. Information is given about the curriculum and ideas for home learning; workshops are organised, as well as information about future pathways.

Parents volunteer to help in the school e.g. swimming, reading, library, curriculum events.

#### **14. Links with other schools and arrangements for managing the transition of pupils between schools or between the school and the next stage of life or education.**

- The school aims to visit new pupils and their families at home at admission at EYFS and at their current school in other years.
- Transition to Phase 3 is facilitated by a focused programme involving parents and pupils.
- Transition from year 8 to year 9 and Foundation Learning is facilitated by meetings with pupils, parents and carers.
- Transition to Post 16/18/19 education is facilitated through annual meetings, information fairs, transition planning, involvement of Connexions, visits to colleges, work experience etc. Pupils in sixth form spend time weekly in structured community activities.
- Close links with ARA and WEP provide two way integrated provision for a small number of pupils
- The school provides an outreach service giving advice and support to other schools that have pupils who have physical/medical difficulties, assistive technology needs and SEMH needs

#### **15. Links with child health services, social services and educational welfare services and voluntary organisations which work on behalf of children with special educational needs.**

- ESCAN (including therapies, social services, nursing services, CAMHS) and equivalent services for pupils whose home Local Authority is not Ealing
- Commissioned therapies
- MENCAP
- Inclusion Project

**Revised July -2023**