



'Loving to Learn, Learning to Love'



Special Educational Needs **Policy**

Last Approved: November 2023

Review Date: November 2024

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014 and updated January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 (updated June 2014)
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012 (introduction updated June 2013, terminology updated July 2021)
- This policy was created by the school's SENDCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND

Section 1 - School Information and Context

St. Mark's CE Primary School strives to provide an inclusive education for all children who attend the school. St. Mark's CE Primary School is a mainstream school, which makes provision for children with special education needs and disabilities. St Mark's Nursery class is on a separate site within Thomas Boughey Children's centre. Every teacher is responsible and accountable for every child they teach, including those with Special Educational Needs (SEN).

School Address Main site

Wood Terrace
Shelton
Stoke on Trent
ST1 4LR

St Marks Nursery

College Road
Shelton
Stoke on Trent
ST4 2DQ

Head Teacher Mr. L. Nicholls

Inclusion Leader (SENDCO) - Miss J. Thomas

Teacher in charge of Nursery – Mrs L. Bradbury

Home School Links Worker(s) – Mrs S. Khan (Main site) & Mrs S. Malik (nursery)

School website - www.saintmarksprimary.org.uk

The Special Needs Co-ordinator (SENDCO) at St. Mark's CE Primary School is Miss J. Thomas.

Miss Thomas was appointed as SENDCO in January 2018 and is a member of the senior leadership team in school.

The SENDCO can be contacted via the school office by telephone on 01782 234411 or by email office@stmarkssch.org

St. Mark's CE Primary School is a larger than average primary school with a very high percentage of pupils from minority ethnic backgrounds and pupils who have a first language other than English.

Section 2 – Aims and Objectives

Aims

At St. Mark's CE Primary School, we strive to raise aspirations and expectations for all pupils including those with special educational needs and disabilities. The school aims to provide all children with a broad and balanced curriculum. The objective of any provision and support given is to improve outcomes for children. All teachers are expected to be able to identify and provide for pupils with SEN.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014 (Updated January 2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENDCO who will work with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

Section 3 - Identifying Special Educational Needs

The SEND Code of Practice 2014 (Updated January 2015) identifies four broad areas of need for pupils with SEN and disabilities.

Communication and interaction:

- Speech, language and communication needs including social communication;
- ASD including Asperger's Syndrome and Autism.

Cognition and learning:

Children who learn at a slower pace even with appropriate differentiation this includes:

- Moderate learning difficulties;
- Specific learning difficulties such as dyslexia, dyscalculia and developmental co-ordination disorder (DCD).

Social, emotional and mental health difficulties:

Children who experience a wide range of social and emotional difficulties which manifest themselves in ways such as becoming withdrawn, displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Some children may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs:

- Vision impairment;
- Hearing impairment;
- Physical disability.

While the above four categories of need broadly identify aspects of primary areas of need for children, at St. Mark's C.E Primary School, we identify the needs of a pupil by considering the needs of the whole child and family.

There are a number of factors that may impact on progress and attainment that **are not SEN** in themselves although any of these pupils may also be identified with a SEN:

- Disability -The Code of Practice 2014 outlines 'reasonable adjustment' duty for all schools under current disability equality legislation. (Disability alone does not constitute SEN);
- Attendance and punctuality;
- Health and welfare;
- English as an additional language (EAL);
- Being in receipt of Pupil Premium Grant;
- Being a looked-after child (LAC); • Being a child of a serviceman/woman.

Behavioural difficulties are not considered to be a Special Educational Need in themselves but a response to an unmet need, which should be further investigated and addressed through appropriate provision for the child and their family.

Evidence that a child has a need in one of these areas may be from a concern of parents or the class teacher, evidence from the previous school or setting, lack of progress at school, medical diagnosis, assessment by the SENDCO or another education or health professional e.g. an assessment by a Speech and Language Therapist or an Educational Psychologist.

Additional needs are identified at the earliest opportunity and parents are consulted.

Parents who are concerned that their child may have special educational needs should speak to the class teacher or make an appointment to see the Inclusion Leader (SENDCO) or teacher in charge of nursery.

Section 4 - A graduated approach to SEN support

Every teacher at St. Mark's CE Primary School is a teacher of every child; including those with SEN. St. Mark's has a graduated response to supporting children. This begins with good quality teaching. St. Mark's has a Learning Challenge Curriculum, which is planned considering the interests and needs of the children in each class. Questions and activities during lessons may be adapted for groups or individuals. The level of work set will be matched to children's age and the level they are working at. Some children may need particular resources such as coloured overlays, pencil grips, sloping writing boards etc. Computer programmes or apps may be used to support learning.

Teaching support assistants, bilingual assistants and learning mentors support children's learning including those with special educational needs or disabilities and those learning English as an additional language. Teachers are accountable for the progress of all pupils including those with SEN even when pupils access support from Teaching Assistants or specialist support staff.

Those who need additional support may complete a programme in a small group, which will usually be for 10-12 weeks.

When making the decision to place a child on the SEN register a discussion between the teacher, SENDCO and senior leadership team will take place during half-termly progress meetings. Parents must be consulted and their views obtained. Parents are also able to raise concerns

about their child if they consider that they may have SEN. Some children may be identified with SEN from information provided on admission.

Prior to this discussion, the class teacher will assess, plan, do and review. This will include:

- Teacher assessment and standardised tests will be carried out;
- Teacher will plan and differentiate work to meet the needs of each pupil based on assessment;
- Initial discussion of concerns with parents and families will take place through parents meetings and additional meetings arranged at the parents or teachers request;
- Support will be given to the child to ensure quality first teaching and 'catch up' interventions will be provided with advice sought from the SENCO where necessary.

Teachers will then re-assess children and if the child has not made progress at the next pupil progress meeting the decision will be made to put the child on the SEN register as additional support or investigation into barriers is required to ensure adequate progress is achieved.

Some pupils who need intensive support may have one to one support for part of the curriculum. Any advice given by professionals will be integrated into the curriculum. Parents will be involved at every stage.

Managing pupils' needs on the SEN register

If a decision has been made to place a child on the SEN register, the teacher will invite the parents into school to discuss the decision and agree strategies about how to support their child at school and home.

Since September 2014, there is now a single category of support for children being placed on the SEN register. This is called SEN support. If a child is placed on the SEN register the class teacher and SENDCO will plan an intervention (or interventions) for the child and the class teacher will record this on a class provision plan. Children who receive additional support may have a pupil passport, which records information collected and agreed by the child, family and classroom staff to identify the needs of the pupils in more depth and plan ways to support them.

This information will be co-produced with parents to ensure children have the best possible chance of success. Interventions will be monitored and reviewed termly to review the impact of this intervention. Some interventions may be reviewed prior to this dependant on the outcome of it.

Class teachers will suggest ways in which parents can support their child's needs. The SENDCO or a member of the senior leadership team may meet with parents to discuss strategies for children who are having difficulties with emotional or social needs. At times, the school may require additional guidance and advice from outside agencies (see appendix). If this occurs, the class teacher and/or SENDCO will discuss this with parents and seek signed consent to make a referral.

The SENDCO may discuss with the family the possibility of involving outside agencies to advise or work with the family, practitioners and teachers.

Agencies include:

- LA authority advisory teacher
- Speech and language therapist
- Educational psychologist

- Paediatrician
- Health visitor
- Our Health 5- 19 Hub
- Physiotherapist
- Hearing or visually impaired unit
- Occupational health therapists

The responsibility for progress and attainment will remain with the school and the impact will continue to be reviewed through half-termly pupil progress meetings and termly SEN reviews with the class teacher and parents. If a child is receiving support from an outside agency and continues to make inadequate progress, a decision may be made to request a statutory coordinated assessment. This may result in an Education, Health and Care Plan (EHCP). The SENDCO will be responsible for making a case to the Local Authority for Statutory Assessment following a family conversation where parents' views will be recorded.

Inclusion in activities beyond the classroom

Activities and school trips are available to all pupils.

- Risk assessments are carried out and procedures are put in place to enable children to participate.
- Alternative transport may be arranged to transport pupils with disabilities if transport booked for the class is not appropriate to an individual's needs. On these occasions, parents are involved in the arrangements and will be required to give consent.
- Individual risk assessments and 1:1 support is provided for children who require additional support on school trips. These arrangements are shared with parents/carers prior to school trips.

Section 5 – criteria for exiting the SEN Register

At half termly pupil progress meetings, individual SEN pupils are reviewed using teacher assessments, pre and post intervention data. Standardised tests, information from class teachers and consultations with other professionals such as SEND advisory teachers or Speech and Language Therapists will also be taken into consideration. Parents and, where appropriate, pupils' views will be sought. If pupils have made accelerated progress, their removal from the SEN register is considered

Section 6 -Supporting Pupils and Families

The school has a nurturing ethos based on the values of RESPECT.

Responsibility
 Equality,
 Spirituality,
 Perseverance,
 Enthusiasm,
 Commitment
 Trust

As a church school, we have close links with St. Mark's church. St. Mark's CE Primary School has an 'Open Door Policy' and parents are welcome to speak to staff at mutually agreed times either face to face or by telephone. Members of the Senior Leadership Team and the home school links worker are available at the beginning and end of the school day.

Regular newsletters are sent home. Parent consultation meetings are held each term and there is an annual report on each child's achievement. Parents of children with SEN will be invited to discuss the progress of their child every term; however, parents are able to make appointments to speak to the class teacher or SENDCO at any time. Parents are encouraged to attend class and celebration assemblies and invited to share other events throughout the year linked to the school curriculum.

The school aims to work in partnership with pupils and families. Pupil passports are co-produced with the involvement of parents, children and staff. These will be reviewed and updated termly. Pupils who have an Educational Health Care Plan will be invited to contribute to and attend an annual review of progress and provision. Parents, representatives from the school and other agencies will be invited to attend.

We endeavour to involve all pupils and encourage them to fully participate in their learning.

The school offers a wide range of pastoral support for children who are experiencing mental health, social or emotional difficulties. These include:

- Each class has a reflection area and a prayer room is available for children of all faiths or none to use at break and lunchtimes.
- Collective Worship (assembly) is inclusive and sensitive to the needs of children from a variety of backgrounds and cultures.
- A range of after school clubs are offered where children can extend their learning and try new skills.
- There is a consistent behaviour management policy and every day is a fresh start.
- Our two learning Mentors are able to support children with emotional or social needs.
- Advice and support is available from a range of professionals and agencies including the Educational Psychologist, Our health 5-19, Speech and Language Therapy, Occupational Therapy and CAMHS

Admission arrangements for pupils with SEN

No child will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admissions Policy). Pupils with an EHC Plan are considered separately and before everyone else and will be accepted by the school if named on their EHC Plan.

Data Collection

Information about pupils who may have Special Educational Needs is collected on admission. In addition, data is collected from parents annually including information about Special educational Needs. It is parents' responsibility to inform school of any changes.

Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and we will offer transition meetings to all pupils in receipt of additional SEN support, or an EHC plan. Pupils with EHC plans will have next phase destinations and transition arrangements discussed at plan review meetings in the year prior to them leaving.

A transition timeline will be produced, with specific responsibilities identified. Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all 'class transition days' to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Parents will be given a reliable contact at the next phase provider with whom the SENDCO will liaise.

Section 7 - Supporting Pupils at School with Medical Conditions

Pupils with medical conditions are entitled to full access to the curriculum with reasonable adjustments if necessary.

- If a pupil has a medical need then a detailed medical care plan is compiled with the support of a health visitor or school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupils.
- Staff receive regular relevant training delivered by a school nurse or specialist nurses. E.g. Asthma training, training to meet the needs of children with specific medical conditions.
- It is essential that all staff are aware of medical needs, disabilities, and adjustments that need to be made. These matters are treated as confidential.
- In the case of a child having a disability, reasonable adjustments are made to include the child in all activities or to provide an alternative.
- All staff have basic first aid training (Emergency first aid).
- We have a number of fully qualified first aiders who have completed the Paediatric First Aid or First Aid at School training delivered by St John Ambulance.
- All nursery school teachers and Early Year's Practitioners are qualified in paediatric first aid.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place. Parents are welcome to come to school to administer medicine to their child during the school day. Please see policy on "Supporting pupils with medical conditions".

Section 8 - Monitoring and Evaluation of SEND Provision

The SENDCO, SLT and governing body regularly and carefully monitor the quality of provision offered to pupils at St. Mark's C.E Primary School. This is currently carried out through:

- Monitoring of Teaching and Learning
- Lesson observations
- Learning walks
- Pupil progress meetings taking place half-termly
- Termly Inclusion meetings between teachers and the SENDCO
- Monitoring of class provision maps
- Data analysis
- Planning scrutiny
- Book scrutiny
- Discussions with pupils
- Regular staff audit
- Inspections e.g. by OFSTED

Section 9 Training and Resources Training and resources

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on the individual's needs. Children who are allocated with high dependency top-up funding will usually have an SEN personal welfare assistant or teaching assistant deployed to work with them.

All staff have training on safeguarding children and are updated regularly in staff meetings. First Aid training is updated regularly. Several staff have received training in Paediatric First Aid. All staff have received asthma training and relevant staff have been trained in epilepsy awareness, or training specific to complex medical conditions as required.

Several members of staff are trained in manual handling.

Staff have been trained in the use of a wide variety of intervention programmes to support children's learning. These include Numicon, Better Reading Partnership, Talking Partners, Active Literacy Kit, Precision Teaching, Use of Clicker 6, Word Aware and pre-teaching vocabulary.

All staff have done Stoke Speaks Out Level 1. There is ongoing professional development for all staff.

The school has achieved Quality Lead Accreditation from Achievement for All. Staff have received training on differentiation and structured conversations through this.

New staff receive in-house support as part of their induction process.

The SENDCO attends the termly SENCO Forum to ensure they are kept up to date with changes and new initiatives.

Section 10 Roles and Responsibilities

- The school has a SENDCO who has the day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- The school has a Lead learning mentor and learning mentor to support children with social and emotional difficulties. The SENDCO is line manager for these members of staff.
- The SEN Governor is Mrs L Jones.
- Miss Thomas (Inclusion Leader and SENDCO) is the Designated Teacher with specific Safeguarding responsibility.
- Miss Thomas (SENDCO) is the Designated Teacher with responsibility for LAC.
- Miss Thomas (SENDCO) is the member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils.
- Mrs Bradbury (Assistant Head Teacher) is the member of staff responsible for Pupil Premium.

Section 11 Storing and Managing Information

Day-to-day documents such as provision plans and pupil passports for SEN are stored and accessible for class teachers and other members of staff working with the pupils.

Sensitive and confidential information is stored in a locked cupboard accessible to the SENDCO and in the case of nursery to the teacher in charge.

SEN data is passed on to the next child's school or stored in school until the child is 25 years old. Data is stored in compliance with the Data Protection Act.

Section 12 Reviewing the Policy

This policy is reviewed annually.

Section 13 Accessibility

The school has a Single Equality Scheme and an Accessibility Plan, which is updated at least every 3 years.

The main site has two stories with fourteen classrooms, four of which are on the second floor. Access to upstairs classrooms is gained by stairs or a lift. An Evacuation chair is available in the case of emergency and four members of staff are trained in its use.

The ground floor has wheelchair access and if necessary classrooms are relocated according to the needs of pupils. There are suitable toilet facilities for children with disabilities.

There are currently four portable sound field systems, which will amplify sound in the classroom. Interactive whiteboards are used in all classrooms. Visualizers are used in classrooms.

Advisory teachers from SEND services alongside occupational health and physiotherapy services support the school with advice and equipment where possible to ensure the school is accessible for pupils with disabilities. Specialist equipment is available for pupils with specific physical difficulties to ensure accessibility.

The school provides parents with translators where possible to improve access to information for parents who do not speak English.

Access Arrangements for tests

Where appropriate, access arrangements for tests will be made following the Standards and Testing Agency procedures. Any reasonable adjustments will be made and discussions with parents will take place regarding such arrangements.

Section 14 Dealing with Complaints

If a complaint is made, this should be made initially to the class teacher. If a satisfactory outcome is not achieved then this should then be made Head Teacher or Deputy Head. If a resolution is still not achieved then the complaint should be made to the chair of governors. The school has a complaints policy, which is available from the school office and on the school's website.

Section 15 Bullying

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

For further details of how the school deals with bullying please refer to the anti-bullying policy, which can be found on the school website: <http://www.saintmarksprimary.org.uk>

Or this is available from the school office.

Section 16 – Other Relevant Information

Related Policies

The Single Equality Scheme and Accessibility Plan

Behaviour Management Policy

Data Protection Policy

Safeguarding Policy and Child Protection

Anti- Bullying Policy

Complaints Policy

Meeting the Needs of Pupils with medical needs policy

Admissions Policy

Local Offer

The Children and Families Act (2014) has introduced a new approach to the way children, young people and their families are supported.

From September 2014, every Local Authority is required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND). This is known as a 'Local Offer'.

The Local Offer will bring together information from education, health and social care about Special Educational Needs and Disability all into one place. The Local Offer will cover what's available including statutory entitlements, what provision is in place locally and which other organisations offer for the children and young people from birth to 25 with Special Educational Need and Disability.

For further information about the Local Offer in stoke on Trent please visit:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

Support for parents

SEND Information, advice and Support Services is a service, which provides free, accurate, impartial, confidential, information, advice and support relating to special educational needs and disability (SEND) for parents/carers, children and young people 0-25 yrs.

SENDIASS

The Crescent Children's Centre

Pinewood Crescent

Meir
Stoke-on-Trent
ST3 6HZ
Tel: 01782 234701
E-mail: iass@stoke.gov.uk

Business Hours

The SEND Information Advice and Support Service Duty Phone is available Monday, Tuesday, Wednesday Thursday and Friday from 10.00am to 5.30pm and Wednesdays from 10.00am to 3.00pm

E-mail: iass@stoke.gov.uk
Website: www.sendiass-stoke.co.uk

Signed.....

Mr L Nicholls

Headteacher

Date.....

Signed.....

Mrs L Jones

Local Governing Board Co-Chair

Date.....

Appendix A

Circumstances specific to the nursery class

Each child in nursery is assigned a key worker, who may be a teacher or an Early Years' Practitioner. The key worker develops a relationship with the child and the family and is the first contact for parents if there are concerns as the child settles into nursery.

Children's additional needs are often identified during the transition and settling in processes, these include:

- Home visits during the summer term prior to the child's admission to the nursery, usually by the home school links worker and during home visits conducted by the teacher and EYP's in the autumn term. During these visits the child and teacher, home school link worker and EYP begin to get to know each other. The child's previous experience, likes and dislikes, any medical issues and dietary requirements are discussed. These matters and personal details are recorded.
- Children and parents are invited to attend play and stay sessions at the nursery, during the term before admission. These take place on Wednesday afternoons during the summer term. These give opportunities for all teachers and Early Years' Practitioners to meet and talk to children and families.
- Early Years' Practitioners and the home school links worker may also visit children in the term prior to admission in their previous setting, if this is appropriate, but especially if there are identified additional needs.
- When children first enter the nursery, we maintain the partnership with parents during the settling in programme. Children will attend on a graduated part time basis until all agree they are ready to stay for the whole of their allocated full day session.
- At the beginning of each day, teachers, Early Years' Practitioners and parents have the opportunity to speak whilst children come into the nursery.
- During the settling in period, teachers and Early Years' Practitioners observe and make notes about each child's personal social and emotional development, including their confidence, physical skills and speech and language. Teachers use this information to plan for the next learning steps.
- Children are assessed using a document based on the Early Years Foundation Stage curriculum. The same document is used for recording further progress and is passed on to reception teachers as part of transition.
- 'Teaching talking' is an additional method of assessment based on two practitioners' experience of each child's speech and language and play. This helps us to identify any children who have difficulties in this area.
- By the end of the child's first term in school parents will have experienced a home visit and an initial meeting with their child's key worker. If there are any concerns these will be raised at these meetings or at a meeting arranged by the SENDCO specifically to talk about concerns. Parents are of course welcome to ask for an appointment for a meeting with a key worker, teacher or SENDCO at any time. This will be supported by the home/school links worker (if needed).
- No child will be on the SEN register until the settling in period is completed, unless a child has entered the nursery and has been already identified as needing support, or unless the child displays a need that is overwhelmingly significant.
- During the autumn term, the SENDCO begins to compile the inclusion register. At this stage in the year, it will record existing special educational needs, concerns, medical needs and other inclusion needs.

Existing special needs (Admission arrangements with relation to SEND)

Where a child has recognised special needs and is joining the nursery class from another setting we ensure that transition is done sensitively. An Early Years' Practitioner, or teacher and the home / school link worker visit the child in the setting, meet parents and child again on home visits, if this is possible. Plans are made for the best induction / transition package for the child in partnership with the parents, pre-school setting and any external agencies involved. This is flexible according to the needs of the child. In cases where the child is coming to our school from home a series of home visits may be planned.

The key worker, teacher and SENDCO continue to monitor the child and develop the existing strategies for support in our setting.

Quality first teaching is essential for all pupils. Pupils' learning styles and interests are used to help to plan for the most stimulating environment for them.

The nursery class uses the "learning challenge" as a way of accessing the Early Year's Foundation stage curriculum. This involves all children and begins with real experiences. The curriculum is play based, with a balance of adult led and child initiated activities. It is planned that children will be observed using the skills they have learnt in their own initiated play.

Children's progress

Children's achievements are recorded through observations as samples of their work and photos are collected. These are used to inform the assessment document and to plan for the next steps. Data from this is used to measure children's progress. Parents of children with SEN meet with key workers termly.

Accessibility

St Marks Nursery is situated within Thomas Boughey Children's Centre, which was built in 2005 and conforms to all legal requirements for access. However, the needs of the children and families change over time and adjustments are made to the building as needed. Consideration is given to the best ways to communicate with parents and carers, taking into account their disabilities, working lives, languages and cultures.

Supporting children and families

- Communication with families is daily and verbal, but this is supported by text messaging, newsletters and individual letters. Home visits may be arranged if needed. The home school links worker and one of the Early Year's Practitioners speak fluent Punjabi and Urdu. Translators are arranged for other families as needed.
- Parents are invited to workshops to explain aspects of the Early Year's curriculum and welfare, and to celebrations throughout the school year. This gives them the opportunity to meet other families. Some families from ethnic minorities may not have social connections in the area. The Nursery is situated within Thomas Boughey Children's Centre and activities and classes take place here.

Roles and Responsibilities

- Key workers in the nursery class have responsibility for the day-to-day welfare of the children in their groups and work with the supervision of the teacher and SENDCO.
- Mrs L. Bradbury is the Designated Safeguarding Lead for the nursery class.
- Mrs S. Malik supports families and is Deputy Designated Safeguarding Lead for the nursery class.

Transition to Primary School

Transition to primary school is a big step for all children. For those with SEND the process is sensitively adapted, following consultation with parents.

- The SENDCO will liaise with other SENDCOs to discuss needs and current provision and any adaptations that may be needed.
- The key worker meets with the teacher or key worker from the new school.
- Visits are arranged for the child and parents to the new school. Extra visits may be arranged if needed.
- A visit is arranged to the nursery class, for the child's new teacher or key worker.
- It may be appropriate to organise a transition meeting, or series of meetings involving parents and all of the professionals working with a child, a representative from the child's new school and the SENDCO from St. Mark's.