

Transition

➤ How will the school help my child settle with confidence and manage change as they move between schools and year groups?

- ✓ New entrants' evenings are held for Nursery and Reception parents.
- ✓ Transition booklets are prepared for some children when they move to a new year group.
- ✓ Year 1 begin the Autumn term with a curriculum similar to that followed in EYFS.
- ✓ Transitions days at the end of the Summer term allows pupils the opportunity to meet their new teacher.
- ✓ Meetings are arranged between parents/carers and new staff for vulnerable children.
- ✓ The Inclusion Leader attends the year 6 to year 7 transfer meeting.
- ✓ Year 6 children attend familiarisation day/s at their new Secondary School.
- ✓ Additional visits to Secondary School can be arranged for vulnerable children.



Engagement in all School Activities

- ✓ There is a diverse curriculum which includes enrichment lessons such as forest school and performing arts.
- ✓ These lessons support children with a range of needs to excel in different areas.
- ✓ Adaptations are made for all children to participate.
- ✓ Adjustments may be made to residential visits to ensure all children can participate in a way that suits them.
- ✓ All children are invited and encouraged to participate in extra-curricular clubs.



Working with Others

- Who does the school work with?
- How does the school work with other agencies?
- How will I be informed?

- ✓ The external agencies working at High View are:
 - Educational Psychology Service
 - Speech and Language Therapy
 - Autistic Spectrum Disorder Service
 - Paving the Way
 - Early Years SENCo
 - School Nurse
 - Child and Adolescent Mental Health Service
 - Social Care.
- ✓ Protocols for informing parents/carers and child:
 - Staff (usually the Inclusion Leader and/or class teacher) may meet with parents/carers to discuss the referral.
- ✓ How referrals are made:
 - The class teacher will complete the referral in conjunction with the Inclusion Leader and parents/carers.
- ✓ Staff receive training from a variety of external agencies as

Supporting Children with Medical Needs

- ✓ Ask to see our First Aid and Medicines in School policy.

For more information on Sutton's SEND Charter, visit [Sutton's Local Offer](#).



Evaluation of Provision for Children with SEND

- What percentage of the school roll are on the SEND register?
- How many children are at each stage of support?
- How many children have been identified with each category of need?
- Has communication between key staff and home been effective and how do we know?
- Was the curriculum effective for pupils with SEND? Were there any adaptations?
- How many children had access arrangements? Did this have an impact on their results?
- Have we evaluated our SEND policy?
- What proportions of children with SEND made expected progress and more than expected progress?
- What is the attendance for pupils with SEND?
- What evidence is there of successful interventions and those which need adaptation?

- ✓ 12% of children are on the SEND Support. (figures correct Sep25)
- ✓ 3% of children have EHCPs.
- ✓ Numbers of children within each category of need are as follows:

○ Communication and Interaction	39.4%
○ Cognition and Learning	15.2%
○ Social, emotional and mental health	25.8%
○ Autism Spectrum Disorder	19.7%
- ✓ Parents meet termly with Inclusion Leader and/or class teacher to review the outcomes of the SEND support plan following the assess, plan, do review cycle.
- ✓ Our individualised provision ensures that all children are able to access the curriculum. This is evidenced through a rigorous monitoring system.
- ✓ Many children had access arrangements for year 6 SATs (2025).
- ✓ We evaluate our SEND policy annually.

Our SEND Charter Principles are that we

Welcome and Care

Value and Include

Communicate

Work in Partnership

developing and nurturing each of these to build

Trust