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SEND INFORMATION REPORT

FEBRUARY 2019

The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014 :

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school currently provides support for the following types of Special Educational Needs and disabilities:

- Dyslexia
- Literacy learning difficulties, such as Visual Perception difficulties
- ADHD
- Autistic Spectrum disorder
- Speech and Language difficulties
- Social and emotional difficulties
- Cerebral Palsy
- Global delay
- Severe and complex physical and medical difficulties
- Delay with fine and gross motor skills

Information about the school's Policies for identification and assessment of pupils with SEND.

In the classroom, your child receives learning that is appropriately levelled for them as part of the class teacher's planning. If the teacher feels that your child would benefit from extra support, they will discuss your child's needs with the SEND Leader, who may decide to provide them with some small group or individual intervention learning.

The school's SEND Policy details these procedures.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

School staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- Using information passed on from an early years setting or previous school
- Continuous assessment during lessons by class teachers
- Termly liaison meetings between individual staff and the SEND Leader
- Half-termly tracking of children's progress by teachers and the SEND Leader
- Termly Progress checks between the SEND Leader and Intervention group leaders
- Reading and Spelling tests
- Informal progress tests
- Feedback from assessments by outside agencies
- Parental feedback from Parent Discussions or additional contact

The SEND Leader will then consider if any additional intervention may be necessary.

If it is agreed that additional support would be beneficial, a Provision Map is drawn up and this is shared with parents to inform them of the needs that have been identified and to discuss ways of addressing them. This may sometimes involve a referral to outside agencies such as the Speech and Language Therapy Service (SALT), the Special Educational Needs Specialist Service (SENS), the Behaviour Support Service (BSS) or the County Educational Psychological Service, which will be discussed with parents to ensure their full agreement.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs, an individual learning plan will be set up and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the [child's] parents / carers **must** be informed that special educational provision is being made.

Evaluating the effectiveness of provision for pupils with SEND.

At the beginning of the Autumn term, the SEND Leader meets with each of the class teachers to discuss any children that teachers have identified as raising concerns with their learning and progress. A plan of action is agreed for each child.

Outcomes have included further focused differentiation in class learning or additional small group learning provided by the class teacher.

3 children were able to access the First Class @ Number Maths intervention.

The First Class @ Number intervention uses a Baseline assessment with the Sandwell Early Numeracy test as a starting point. Children are then re-assessed at the end of the 10 week programme.

Children accessing the First Class @ Number programme in the Autumn term 2017 made on average 12 months' progress in 10 weeks.

3 children were able to access a 1:1 Literacy tuition which focused on Reading skills, Reading Comprehension, Writing and Handwriting.

Two of the children made expected progress (+3 points) in Reading, and all of the children consolidated their writing skills. However, despite this intensive and focused intervention, there are still concerns with all of the children's progress in Reading and Writing, and a referral to SENSS will be made for a Diagnostic Literacy Assessment for all three children.

A total of 16 children have benefitted from **ELSA intervention** during the 2017-18 academic year. This support covered a range of needs including: bereavement, parental separation, self-regulation and anger management, friendship issues, social skills, boosting self-esteem, Safeguarding concerns.

A detailed referral sheet is completed by the referrer, outlining specific needs. The ELSA then works through a Baseline Questionnaire with the child at the start of the intervention and completes an Exit Questionnaire when the block of intervention comes to an end.

Many of the children have accessed the intervention for 6-8 weeks, but some have required more prolonged support.

After a period of targeted in-school support, staff may feel that it would be appropriate to seek further expertise and support from **outside agencies** to facilitate children with their learning, communication or physical needs. This always involves close consultation with parents.

The SEND Leader made 3 referrals to the **Speech and Language Therapy Service (SALT)**, which resulted in all three children having a Therapy Programme which is delivered regularly in school to

support their needs. Children's progress is reviewed regularly by the Speech and Language Service and targets up-dated, as appropriate.

5 referrals were made to the **Special Educational Needs Specialist Service (SENSS)**.

Children with a SENSS programme are reviewed by SENSS every 6 months. Progress with Reading Accuracy, Reading Rate, Reading Comprehension and Spelling is assessed and Learning Programme targets are then updated.

1 child had a Diagnostic Literacy assessment from hours purchased by the school. This child then received a targeted Literacy Learning Programme to be delivered in school. Progress was reviewed by SENSS in the Autumn term 2018 and this child has made +12 months progress with Reading Accuracy in 6 months. The involvement of SENSS is on-going, and a further review will take place in 6 months.

Another 4 children were able to access **Higher Needs Block Funding** from the Local Authority, linked to their Education, Health and Care Plans (EHCP). During the latter part of the Summer term, three children had Diagnostic Literacy and Numeracy assessments, whilst the remaining child began a Sensory assessment, which has continued into the 2018-19 academic year.

All of these children received a Diagnostic report with recommendations for classroom strategies, and also targeted Learning Programmes to be delivered in discreet sessions. SENSS will review the progress of these children in 6 months' time.

One child had on-going Literacy support from SENSS from the previous year. This child has made small steps of progress but continues to raise concerns. Consequently, a referral has been made to the **Educational Psychology Service** and an **Education, Health and Care Needs Assessment Request** is being considered before transition to Middle School.

During 2017-18, the school made two referrals for **Behaviour Support** advice.

One child is receiving on-going support with regular meetings between parents, staff and professionals. The child is integrating into the classroom setting much more successfully and progress in learning is improving.

A second child is generally more settled in the classroom environment but is being closely monitored to address some on-going concerns.

Both children are continuing to access **Emotional Literacy Support Assistant (ELSA)** intervention.

One child received continued support from the **Vision Support Service**, with regular reviews and discussion with the class teacher.

Another child has continued involvement with the **Hearing Support Service**, again in close consultation with the class teacher.

Children with in-school support will have a **Provision Map**, with targets that are reviewed every term, and updated, as appropriate.

Some will have an **Individual Learning Plan**, for children who need more focused targets with smaller steps. This will be reviewed every half term, with targets updated, as appropriate.

Children with an EHC Plan have a Support Plan, with short-term targets drawn from their EHC Plan, along with 'next steps' from their Early Years curriculum or National Curriculum objectives.

Children with an EHC Plan have an **EHCP Support Programme**.

Our School seeks to strike a balance between flexibility and consistency in their approach to time allocation to ensure that all the needs of pupils are met. In order to provide this time, we develop individual support programmes which take into account:

-pupils' support needs in terms of staffing, resources, and equipment, *for example, mobility and communication aids*

-the management of medical and paramedical issues and personal care routines, *for example, epilepsy or difficulties with eating and drinking*

-ways of minimising the impact of sensory and physical requirements, *for example, timetabling sensory breaks; incorporating relaxation techniques; providing spring scissors to develop accuracy with cutting skills*

- individual counselling and the management of difficult emotions and behaviour, *for example, helping pupils recognise what triggers outbursts and how to respond*

-continuing use of therapeutic treatments, *for example, intensive interaction, hydrotherapy, horse riding, physiotherapy and occupational therapy*

Effective individual support programmes build on pupil's understanding of their own support needs and the views and contributions of parents, carers, families and others. They will draw on, as appropriate, the expertise and involvement of a range of professionals from different agencies, including therapists, nursing staff, social workers and voluntary sector representatives. Individual support programmes can make a significant contribution to an effective curriculum for pupils with learning difficulties by ensuring that parts of therapeutic programmes are successfully integrated in classroom activities.

Children with an **Education, Health and Care Plan (EHCP)** have an **Annual Review** each year, based on the date of when the Final Plan was completed. This follows the **Person Centred Review format**, as advised in the SEND Code of Practice. The SEND Leader carried out 9 Annual Reviews in the 2017-18 academic year.

Through these reviews, the SEND Leader was able to support 3 children and their parents with a parental request for a change of placement to Special School (Westfield Arts College).

Children's progress is tracked and analysed by teachers at the end of each half term.

The SEND Leader also tracks the progress of children on the SEND Register and produces a SEND Progress Report at the end of each term.

The End of Year SEND Progress Report (July 2018) identified the following areas for consideration:

What has been successful in terms of SEND progress made?

- More formal interventions set up by teachers within the classroom setting over the past two terms.
- Intervention Folders have been set up in each class to record interventions set up and log progress.
- Above expected progress for children with SEND in Reception and Year 1 in Reading and Maths.
- Child in Year 3 with a Maths SENSS programme has made expected progress; 3 points progress last year, compared with 1 point last year.
- SENSS assessment identified Dyslexia as a barrier to learning for a child in Year 3. A Learning Programme was put in place.
- ELSA intervention has continued to be highly beneficial

What hasn't? What do we need to do about it?

- It continues to be vital that appropriately differentiated learning is planned for pupils who need to 'close the gaps' to make at least expected progress.
- Continue to focus on appropriate intervention provision for those pupils making below expected progress.
- Regular delivery of intervention programmes to support accelerated progress; little and often is key.
- Half term / end of term review of intervention programmes.
- Impact of interventions needs to be evidenced fully; Baseline data / Mid-term data / Exit data / comments / examples of learning completed
- Regular delivery of the First Class @ Number Maths intervention.

- Ensure that Physio and OT programmes are timetable and delivered as often as recommended.

The school's approach to teaching pupils with SEND.

Children are given learning activities which are appropriate to their level and ability. These are built into the teacher's planning and are based on the 'next steps' that they need to achieve. The teacher takes into account any learning needs highlighted by outside specialists such as SENSS; any behaviour targets that need to be included, and any learning environment factors that need to be considered. It is an important focus of Teaching and Learning across the school to make our classrooms easy to learn in for ALL children. This means that strategies suggested for children with SEND will often be used for all children so that everyone can be included and benefit from them.

How the school adapts the curriculum and learning environment for pupils with SEND.

The school has an Accessibility Plan that is reviewed and reported upon annually to the Governing Body in compliance with legal requirements.

We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'.

We comply with the requirement to support children with disability as defined by the Act. The school has a range of specialist SEND facilities in place.

- Wheelchair access
- Physiotherapy room
- Hydrotherapy pool
- Disabled toilets with hoists and changing facilities
- Additional support staff dependent upon individual children's needs.
- Assistive technology such as iPads, specialist laptops or computers, Eyegaze, individualised equipment
- Soft play room
- Sensory room
- Increased access to the curriculum and assistance during assessments
- School transport for all children within our Resourced Provision
- Close liaison with our therapy colleagues using our AIMS review and target setting process.
- Capacity to provide a quiet room for any pupil who may need time for sensory regulation, if required.

The school is conscious of the particular needs and difficulties of parents in coming to terms with their child's special needs, particularly where they live away from Dorchester. It is the intention of the school to find as many ways as possible to overcome these difficulties by liaison, communication and support. It cannot be stressed enough that a vital part of teachers' and assistants' responsibilities is to keep parents as fully informed and involved as possible in their child's education. Day to day contact, home/school books, parents' evenings are all vital.

Any child who presents a need will be able to access assessment and support if it is required. It is the class teacher's responsibility to provide learning activities at different levels appropriate for all children in the class and to use available adults to support groups during writing, reading and maths activities. It is also important that children learn to be as independent as possible from supporting adults.

Each class team is always aware of individual children with any additional need including emotional and social issues.

The school is committed to ensuring that all aspects of learning are fully accessible to all children. Every child has the opportunity to take part in the full range of learning activities, including off-site trips and after school clubs. Any medical requirements will be taken into account (such as use of inhalers), with an adult responsible for administering these as required. Any needs or requirements can be discussed with the trip leader in advance and the appropriate plans put in place.

We are able to offer the following types of support for children with SEND:

Quality-first teaching

Appropriate and targeted differentiation, according to individual need

Daily/Weekly extra Individual reading with TA/Teacher

Reading Intervention (group)

Writing Intervention (group)

Maths intervention (group)

Additional Phonics/ Letters and Sounds

First Class @ Number 2 Maths intervention

ELSA support

School Nurse

Small group fine motor activities

Small group handwriting activities

SENSS assessments and Learning Programmes

Speech & Language programme from SALT with TA

Language and Communication Support through Thomas Hardy School Outreach

How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.

The school is committed to ensuring that all aspects of learning are fully accessible to all children. Every child has the opportunity to take part in the full range of learning activities, including off-site trips and after school clubs.

Any medical requirements are taken into account, such as use of inhalers, with an adult responsible for administering these.

Any needs or requirements are discussed with the trip leader in advance, and the appropriate plans are put in place.

More detailed arrangements are outlined in the school's Accessibility Plan and the policy for 'Supporting Pupils with Medical Conditions'.

The Prince of Wales School plans, over time, to increase the accessibility of all provision for all pupils, visitors and staff to the school.

The Accessibility Plan has highlighted actions to:

- consider how to make the whole school accessible for disabled users
- consider improving the signage around the school to benefit users with sensory impairments and communication difficulties
- achieve a more appropriate environment for children with sensory impairments
- improve accessibility around the school
- develop all teachers' and teaching assistants knowledge and understanding of a range of special educational needs, such as Autistic Spectrum disorder, Physical disability, Medical needs, Attention Deficit Hyperactivity Disorder, Hearing impairment, Visual impairment, Speech and Language
- Incorporate disability awareness raising into the Personal Social and Health Education curriculum
- All children able to participate in out of school trips

Support that is available for improving the social emotional and mental health of pupils with special educational needs.

It is our aim at The Prince of Wales School that all children should feel safe, secure and nurtured. Our Personal, Social and Health Education programme is delivered weekly. This provides the children with the opportunity to consider and discuss issues surrounding topics such as Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, and Relationships.

In addition, staff constantly monitor the well-being of all children so that they can be aware of any individuals who may need further social and emotional support. We have provided ELSA intervention, as necessary, which has focused on a variety of needs, such as improving social interaction skills, bereavement, raising self-esteem and confidence or providing an opportunity to share anxieties.

The school also has a school nurse who visits regularly and the school can help you make an appointment to speak to her.

The school can also make a referral to the Child and Adolescent Mental Health Services (CAMHS) after discussion with, and agreement of, parents.

In January 2018, the school reviewed its policy on bullying and the updated Anti-Bullying Policy can be accessed on the school website: www.princeofwales.dorset.sch.uk.

Name and contact details of SEND Leader: Mrs Julia Bishop

Contact: j.bishop@princeofwales.dorset.sch.uk

The SEND Leader is in school on Tuesday afternoons and all day on Wednesdays.

Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.

An audit of staff expertise in SEND is undertaken annually.

Relevant training and Professional Development are provided according to current needs in the school.

Knowledge and expertise is often updated in staff meetings and in-service training sessions. The school may arrange for specialist professionals to provide up-dates about the latest requirements and approaches which teachers can use in their classroom teaching.

The SEND Leader has studied and passed the National Award for Special Educational Needs Co-ordination. She attends courses on issues relating to children with SEND and passes on information and advice to the rest of the staff during staff meetings, in-service training and meetings with individual teachers. She also visits classrooms during learning sessions to see the children in their learning environment and provide ideas and support with activities and strategies.

During the past year, Mrs Bishop has also accessed training on the Early Bird Plus support programme offering advice and guidance on understanding autism and building confidence to analyse and manage behaviour.

Members of our Intervention teaching staff have also attended courses and learning programmes to up-date and develop their knowledge.

Mrs Paula Thompson is our Senior TA with responsibility for children with physical disabilities. She liaises with our physiotherapists and occupational therapists. This also involves ensuring that Teaching Assistants are able to carry out therapy programmes and that your child can access all aspects of school appropriately. This includes self-care plans, toileting programmes and manual handling issues.

Mrs Emma Hibberd is our Senior Teaching Assistant with responsibility for children's medical needs. This involves liaising with parents about their child's medical conditions as well as ensuring all staff are fully aware and trained. She also coordinates our programmes of intervention for children with social / communication difficulties and our Learn to Move, Move to Learn programme for children with coordination problems.

Mrs Hibberd has also accessed training on the Early Bird Plus support programme.

Mrs Linda Scott is our Maths Intervention Leader who is trained to deliver the First Class @ Number Maths intervention.

Mrs Di Bernard has been responsible for delivering our SENSS programmes, following children's assessment by the SENSS team.

Mrs Tracy Brooker is our ELSA (Emotional Literacy Support Assistant). She has attended training on Bereavement and has completed the Incredible Years Programme.

Specialist expertise is engaged from external services, as required:

This may include:

- the Educational Psychology Service
- Special Educational Needs Specialist Service (SENSS)
- Children's Therapy – Occupational Therapy and Physiotherapy
- Dorset Speech and Language Therapy Service,
- Outreach support from Sue Brazier who is based at the Thomas Hardy School and can advise on Communication skills and ASD
- the Dorset Virtual School
- Child and Adolescent Mental Health Services
- Behaviour Support Service

Sue Brazier from Thomas Hardy Outreach supported two groups of children by developing their communication skills, and also preparing a number of children for transition to Middle School.

Staff have accessed training in:

- Read, Write Inc Phonic Programme
- Read, Write Inc Spelling Programme
- Positive Teaching Styles: Practical strategies to promote positive behaviour
- Building Skills and Attributes to Achieve Positive Behaviour
- A Scaffolding Approach to Learning
- Social Stories
- Understanding Autism – transition
- Challenging Behaviour
- Nippy Clearway Training, in preparation for a child with Becker Muscular Dystrophy
- Buccalam training (Epilepsy)
- Information and training for another child with Epilepsy
- Defibrillator training for a child with a heart condition

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school consults with the **Physiotherapy and Occupational Therapy Services** regarding any equipment that may be needed to support children with their physical and learning needs.

ICT referrals can also be made to Local Authority, as required.

One child has received head switches and Clicker 7 software as a result of a referral made to the Local Authority. This child now has the capability to record their learning with greater pace and quantity. With time, it is hoped that this will lead to much greater independence for the child.

The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

The school has Parent Discussions scheduled for the Autumn and Spring terms where parents can discuss their child's progress and any concerns and future learning needs. Class teachers will produce a Provision map or Individual Learning Plan which will detail any extra provision that has been put in place for your child, and there will be an opportunity to discuss this during the meeting.

However, teachers are always happy to arrange a mutually convenient time to discuss any concerns that you might have about your child's progress in addition to these set times.

An appointment can be made by contacting teachers by e-mail; contacting the School Office by e-mail (www.princeofwales.dorset.sch.uk) or by telephone (01305 257120).

The SEND Leader also meets parents regularly and can arrange extra appointments, as necessary.

Home /School link books are written in daily to celebrate achievements and log any difficulties or concerns.

Annual Reviews have been held for nine children, following the Person Centred Review format, providing an opportunity for parents and children to contribute their views.

Newsletters are sent out weekly and there is an annual questionnaire for parents.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Children with an EHC Plan will take part in their annual Person Centred Review. With the support of their 1:1 TA, they will complete a Child Contribution questionnaire which will be discussed in the Review and submitted with the paperwork.

Children will also have the opportunity to make their own comments during the Review with the support of their parents or TA.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Informal Complaints

The school takes any concerns or informal complaints very seriously. The school will endeavour to resolve issues informally wherever possible to prevent matters escalating to the formal procedure. If you would like to raise concerns, please start by telling the class teacher about your concern. This is usually the best and quickest way of resolving issues.

It is recommended that you speak to the class teacher as soon as possible, as this will give all parties the opportunity to discuss your concerns.

The purpose of this discussion should be to establish the issues and to seek a realistic resolution, if possible.

Formal Complaints Procedure - overview

If it is not possible to resolve the complaint informally, the complainant should be advised to make a formal complaint.

There are three stages to this procedure:

Stage 1 – Complaint heard by the Head teacher

Stage 2 – Complaint heard by Chair of Governors

Stage 3 – Complaint heard by Governing Body Review Panel

How to make a complaint:

Formal complaints should be made in the first instance to Mr Gary Spracklen, Head teacher or School Complaints Co-ordinator, Miss A Johnson.

A complaint can be made in person, in writing or by telephone, and you will be asked to complete a complaints form. The Complaints Co-ordinator will record the date the complaint is received and will acknowledge in writing (letter or email) receipt of the complaint within 3 school days.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organizations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Governing Body assumes the duty of monitoring the effectiveness of SEND provision within the school, in consultation with the SEND Leader and the Head teacher.

They also assist in the effective allocation of funds and ensure that SEND provision gives value for money.

During the academic year 2017-18, the school has welcomed the support and expertise of a variety of agencies and organisations.

The **Educational Psychology Service**

Speech and Language Therapy Service, with 15 children following a Speech and Language programme delivered in school at some time during the year.

The Governors have authorised buying in expertise and advice from the **Special Educational Needs Specialist Service (SENSS)**.

Funding has also been authorised to buy in the support of **Behaviour Support Specialists**.

The **Dorset Reading Partner** volunteers have made a valued contribution to children's learning in Year 2, along with other individual Reading Volunteers.

The school also continues to liaise with **Social Services** as required, and has also welcomed the support of **The Family Partnership Zone**.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Speech and Language Therapy Service:

The Children's Centre,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 254743

Occupational Therapy Service:

Children's Therapy,

Dorset County Hospital NHS Foundation Trust,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 254744

Physiotherapy Service:

Children's Therapy,

Dorset County Hospital NHS Foundation Trust,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 254744

School Nurse: contact the School Office

Child and Adolescent Mental Health Services (CAMHS):

Dorchester Children's Centre,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 255705

Early Intervention Service:

30 Maiden Castle Road,

DORCHESTER,

DT1 2ER

Bridport and Dorchester: 01305 214500

Weymouth and Portland: 01305 21400

County Psychology Service:

Talk to the Special Educational Needs Coordinator (SENCo) of your child's school about your concerns. Schools and settings have the expertise to meet the needs of the majority of children and young people. If your child's needs are complex, the school's SENCo can discuss with you the possibility of involving an EP

SEND Information, Advice and Support Service (SENDIASS)

SENDIASS Monkton Park,

Winterborne Monkton,

DORCHESTER,

Dorset,

DT2 9PS

e-mail: sendiass@dorsetcc.gov.uk

Tel: 07748 624609

Family Information Outreach Team

e-mail: familyinfo@dorsetcc.gov.uk

Tel: 01305 221066

Global Mediation- Special Educational Needs

Website: <http://www.globalmediation.co.uk/our-services/education/special-education-needs>

e-mail: sen@globalmediation.co.uk

Tel: 0800 064 4488

The school's arrangements for supporting pupils with SEN in a transfer between phases of education or in preparation for adulthood and independent living.

If your child moves to another setting, we liaise with their new setting verbally and inform them about your child's needs and provision.

We make sure that we pass on all documentation relating to your child and inform any relevant outside agencies about the move.

When your child moves to a new phase/school within their current school system (eg. from First to Middle school), the class teacher and the SEND Leader meet with your child's future class teacher and SEND team to discuss your child's needs so that the necessary provision can be put in place. Your child will also have regular contact with the Middle School liaison contact to help them become familiar and secure with their new setting. They will have several opportunities to visit their new setting before they transfer. In the academic year 2017-18, the school employed a Transition Support Worker, Ms Rowan Seymour, who was based at Dorchester Middle School, and who was responsible for ensuring that transition was smooth for all children, particularly those who might be vulnerable at

this point. Mrs Helen Pegram is the Transition Mentor for St. Osmunds Middle School and she provides similar support for children moving to this setting.

A new team at Dorchester Middle School have taken over the delivery of the package for 2018-19, with Mrs Ray (Year 5 Leader) and Clare Grassby (

Information on where the local authority's local offer is published.

The school's Local Offer is published on the school website: www.princeofwales.dorset.sch.uk and on the **Family Information Directory**.