

Yealmpton Primary School SEND Information Report 2018-2019

Under the new Special Educational Needs and Disability Code of Practice (2014) schools and settings are required to produce a SEN information report. This needs to be published on the school's website, kept up-to-date with changes and revised at least annually.

This SEND report has been written in accordance with Section 69(2) of the Children's and Families Act 2014 which states that:

(2) A governing body or proprietor must prepare a report containing SEN information.

(3) "SEN information" is —

(a) Such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;

(b) Information as to —

(i) The arrangements for the admission of disabled persons as pupils at the school;

(ii) The steps taken to prevent disabled pupils from being treated less favourably than other pupils;

(iii) The facilities provided to assist access to the school by disabled pupils;

(iv) The plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).

(4) In this section—

- "disabled person" means a person who is a disabled person for the purposes of the Equality Act 2010;
- "disabled pupil" includes a disabled person who may be admitted to a school as a pupil

It has also been written in accordance with Regulation 51 and Schedule 1 of the Special Education Needs and Disability Regulations 2014 in which in section 69(3) (a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must be included in a report containing SEN information is set out in Schedule 1.

SCHEDULE 1: Information to be included in the SEND information report

1. The kinds of special educational needs for which provision is made at the school.

Yealmpton Primary School is a mainstream Primary School which is committed to offering an inclusive education to all pupils to enable them to make progress and achieve their potential.

Pupils are considered to have a special educational need if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum. A pupil may have a Special Educational Need if:

- They have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

As a school we support a wide range of pupil needs including:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction Needs
- Sensory and/or Physical needs

At Yealmpton Primary School we:

- Monitor the progress of all pupils; some children and young people with SEND can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to the pupil
- Listen to parent/carers
- Identify barriers to learning using their knowledge and understanding of the four primary areas of need; the areas of need are:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- In consultation with parents, decide whether SEN support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At Yealmpton Primary School our qualified SENDCO works closely with the school team to liaise closely with previous schools and parents regarding pupils' identified needs on entry or existing needs. By talking with the pupils, parents/carers and previous settings, we are able to identify and implement the SEND support that is required when pupils join our school.

We use the graduated approach to identifying potential SEND needs for children who may be experiencing difficulties in learning. In doing so we are able to identify needs early and implement the appropriate provision that may be additional to or different from the high quality teaching within the classroom. Pupil progress meetings, information from class teachers and parents as well as advice from outside agencies are used to identify and monitor and track progress. My Plan meetings are held to discuss, review and monitor the progress of My Plan targets.

At Yealmpton we (as in Section 1):

- Monitor the progress of all pupils; some children and young people with SEND can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to the pupil
- Listen to parent/carers
- Identify barriers to learning using their knowledge and understanding of the four primary areas of need; the areas of need are:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- In consultation with parents, decide whether SEND support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

In addition we:

- Pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches
- Provide teaching and support staff with comprehensive guidance in relation to identification processes

- Have clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning
- Use a range of appropriate screening and assessment tools to identify needs
- Gather evidence of pupil needs
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Babcock LDP SEND support services etc. in order to gain a better understanding of a pupil's needs
- Designate a qualified teacher to be responsible for co-ordinating SEND provision (the SEND co-ordinator, or SENDCO), ensuring appropriate experience or qualifications are in place
- Inform parents/carers when they are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision
- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- Identify the nature of each pupil's SEND needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach
- Regularly review the SEND register and other processes used for identifying and making needs known

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
a) how the school evaluates the effectiveness of its provision for such pupils;

At Yealmpton we regularly track and monitor all pupils within their year group as well as evaluating the effectiveness of the provision for pupils with SEND needs. It is the responsibility of the class teacher to report on all pupils with a SEND need and the responsibility of the SENDCO and Head teacher to oversee and the provision and progress of pupils with SEND needs.

The teaching staff, Teaching Assistants, Head teacher and Governing Body receive termly SEND updates from the SENDCO reviewing and evaluating best practice and provision. Teachers and Teaching Assistants also work with the SENDCO termly during supervision meetings to discuss the needs and provision for the pupils they are working with.

The progress of pupils with SEND needs is also reviewed regularly through MyPlan meetings with parents and the pupils. This information is then shared the Senior Leadership Team through pupil progress meetings.

At Yealmpton we:

- Have clear systems in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to appraisal/performance management systems
- Evaluate quality of provision through rigorous analysis of pupil progress including pupil talks, book monitoring and supervision meetings
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Track the progress of different pupil groups and cohorts
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data linked to our school provision maps
- Use the feedback from the Dev on SEND audit for Primary and Secondary schools to inform their evaluation of provision
- Have a well-designed and comprehensive school improvement plan that accounts for

specific development of SEND provision

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Pupils are assessed every term in line with our school assessment cycle. Attainment and progress is monitored and tracked for all pupils as part of this process. For children identified with SEND needs, parents are also invited to review My Plan targets termly which are adapted and updated to meet the needs of the pupils. During these meetings, the provision is also shared with parents, including how pupils can be supported at home. Parents are also invited to attend parents' evenings to review progress and receive an annual school report. At Yealmpton we also offer an open-door policy to all parents if there is anything they would like to discuss or share. Our Home School Link Books also provide us with another means of communication with parents.

At Yealmpton we:

- Ensure that they have procedures in place for consulting and working in partnership with parents and pupils
- Track and monitor pupil progress on a regular basis and communicate this information effectively to parents
- Establish and review 'additional to' or 'different from' provision in response to current need
- Identify aspirational key outcomes for individual pupils and develop clear steps to achieve these
- Ensure robust use of school data to identify, monitor and respond to progress of pupils with SEND
- Ensure reliability of data gathered through triangulation of evidence, including work analysis, discussion with pupil/staff, observations and learning walks
- Have clear monitoring processes in place, including scrutiny of pupil books and work analysis, that are effective in closing the gap for vulnerable pupils
- Ensure that every teacher is responsible for pupil progress in his/her own class, and that this information feeds into wider school processes that monitor pupil progress effectively
- Ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions through pre and post assessment data analysis
- Gather pupil feedback as part of the process to review quality of interventions and provision
- Hold regular parent meetings, with the pupil, as appropriate, to discuss pupil progress (at least three times a year)
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Track the progress of different pupil groups and cohorts

c) the school's approach to teaching pupils with special educational needs;

How will the school staff support my child?

How will the curriculum be matched to my child's/young person's needs?

At Yealmpton, the Teachers and Teaching Assistants have clear information about the needs of the pupils in their class through carefully planned transitions, multi-agency meetings, SEND updates and reports from previous settings for new entrants and outside agency advice. The identified needs of the pupils (using the graduated approach), alongside the appropriate provision, planning and strategies to enable learning and progress are shared during weekly meetings between the Teachers and Teaching Assistants. These meetings are then followed up between the SENDCO, Teachers and Teaching Assistants during termly supervision meetings. The sharing of information in this way allows all staff to understand and meet the needs of the pupil and high quality intervention can be put in place in order for the pupil to make good progress.

At Yealmpton we work collaboratively with outside agencies to ensure pupils make progress and may request further information from outside professionals for advice. Parents and pupils are central to this and fully involved in the process.

At Yealmpton we also have three Thrive trained practitioners who work with children across the school to meet their needs.

Regular lesson drop ins and book monitors also enable the Senior Leadership Team and SENDCO to ensure that all pupils' needs are being met within the classroom.

At Yealmpton we:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Use their best endeavours to secure the special educational provision required for the pupil needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Where and when needed, seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning

d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

Early intervention and provision is implemented across the school to support pupils with SEND needs. Examples of this include Thrive support for pupils with social, emotional and communication needs and current phonic and spelling programmes to support pupils with spelling needs linked to writing.

At Yealmpton we:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Recognise that some children may need modifications to the teaching approaches, classroom organisation or provision of resources to meet their SEND needs
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning
- Use their knowledge and understanding of the four primary areas of need to plan provision

and to focus on interventions that are relevant and evidence-based

- Refer to the Devon SEND Provision documents or Education Health Care Plans to support and tailor provision to provide an individualised support programme for pupils with complex needs
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

e) additional support for learning that is available to pupils with special educational needs;

How is the decision made about the type and how much support my child will receive?

Additional support is identified as part of the assess, plan, do, review cycle. The school monitoring and assessment cycle also tracks and monitors progress which informs decisions about the type and amount of additional support that is required.

For those pupils who require one to one support in order to access learning and for their needs to be met, an assessment of need will be requested which may or may not result in the pupil receiving an Education, Health and Care Plan (EHCP) from Devon County Council.

At Yealmpton we:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEND framework support to tailor provision to provide an individualised support programme for pupils with more complex needs
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

f) 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 and;

How will my child be included in activities outside the school classroom including school trips?

All pupils are encouraged to take part in clubs and extra-curricular activities at school.

Parents are consulted and are involved in the planning of any adjustments or support that may be required during the visit and adjustments are made accordingly.

At Yealmpton we:

- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Monitor SEND pupils engagement with extra-curricular activities
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have a SEND need

g) support that is available for improving the emotional, mental and social development of pupils with special educational needs

What support will there be for my child's overall well-being?

At Yealmpton we have three trained Thrive practitioners who work with children to support their emotional, mental and social development. We also have links with the school nurse who provides support and advice where needed regarding medicine or medical needs.

There are designated members of staff who support pupils with intimate care needs and this is agreed and signed by parents and all staff involved. This procedure follows our Intimate Care Policy. There are also designated staff members who are Paediatric First Aid trained and able to administer medicine to pupils.

We work collaboratively with all outside agencies to seek advice and support to meet the needs of pupils with emotional, mental and social needs including the Communication and Interaction Team, Behaviour Support Team, Speech and Language Therapy and Educational Psychologist.

At Yealmpton we have the Safeguarding, Behaviour, Anti-Bullying and E-Safety policy and procedures in place to ensure the safety and wellbeing of all pupils.

At Yealmpton we:

- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Review attendance data for SEND pupils
- Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Are aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Are aware of other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs
- Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Ensure appropriate provision is in place, such as additional pastoral support for those pupils identified with social, emotional and mental health difficulties
- Have in place clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils
- Regularly review their SEND, anti-bullying and behaviour policies
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice
- Have pupil forums, school councils, pupil feedback processes in place as appropriate to the age of the children and young people
- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

SENDCO – Kelly Leach/Louise Young
01752 880446

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

**What specialist services and expertise are available at or accessed by the school?
What training have the staff supporting SEND had or what training are they having?**

Each year all teaching staff are involved in SEND training and updated frequently about best practice. Advisers and specialist teachers offer training sessions to update knowledge, information and strategies in the main areas of SEND including training or advice for children with the type of needs the school has not previously supported. Support staff are also updated on these developments for SEND within this training cycle. The training and development of staff in this way enables all staff to understand the needs of the pupils and best inclusive practice to support these needs in school through high quality provision.

Three members of our staff team are trained Thrive practitioners and two members of staff have been trained on the Children in Care mentoring course.

We work collaboratively with a wide range of specialist organisations to act on advice and strategies and implement these within our school setting.

At Yealmpton we:

- Regularly audit and review staff training needs and provide relevant training to develop whole school staffs understanding of SEND and strategies to support inclusion and high quality teaching
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs.
- Provide staff with information about effective strategies to use within their class
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledge the key role of the Special Educational Needs and Disability Co-ordinator (SENDCO) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure that the SENDCO has sufficient designated time to fulfil their role adequately
- Wherever possible, ensure that the SENDCO is on the SLT, where this is not possible schools should ensure that the SENDCO has appropriate access to the SLT (i.e. through a SEND Champion on SLT) in order to input on whole school strategy with regard to SEND provision
- Ensure their SENDCO, if new to the role in a mainstream school, completes the National Qualification for SEND Coordination, within the designated timeframe, and is provided with adequate support to do so
- Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need and the nature of the difficulties linked to each area
- Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book/work scrutiny and pupil discussions

- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

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

How accessible is the school both indoors and outdoors?

Our school is based in one main building with one outdoor classroom and the main school site is accessible in a wheelchair. There are disabled parking bays within the school grounds. There is also a disabled toilet on site. Please see our Accessibility Policy for further information.

Teaching staff have received Passive Intervention Prevention Strategy training delivered by the Behaviour Support Team.

Children with visual needs are supported in school through recommendations from the Visual Impairment Team to enable access to learning.

At Yealmpton we:

- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Use their best endeavours to make sure that a child with SEND needs gets the support they need
- Carry out their duty to make reasonable adjustments under the Equality Act 2010
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Remain up-to-date with all statutory moving and handling training, where required.

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

**How are parents involved in the school? How can I get involved?
Who can I contact for further information?**

At Yealmpton we have an open door policy for all parents to be actively involved in the education of their child and new parents are always welcome to have visits around the school.

All parents are offered a parents evening twice a year and an optional parents evening following the pupil annual report. The parents of children with SEND needs are also offered regular informal meetings to discuss progress and termly meetings to review My Plan targets. These documents are reviewed by staff, parents and pupils and evidence a partnership in supporting the pupil's needs.

There is a parent open morning offered once a term for all parents to attend and liaise with the Senior Leadership Team and member of the governing body.

At Yealmpton we:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform parents when they are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care Plan needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have a SEN or disability.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- Encourage the active participation of the child and their parent / carer

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

Pupils' views are essential in providing the appropriate support needed to meet their needs and for the pupils to feel fully included within the process. Pupils discuss and share their thoughts about their learning and provision in order to be actively involved.

At Yealmpton we:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- Ensure pupils are aware of the planned support and interventions
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care Plan needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss

pupil progress (at least three times a year)

- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- Encourage the active participation of the pupil

9 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.

Most concerns can be dealt with in discussion with the pupil's class teacher. If further discussions are needed the Head teacher or Assistant Head teacher would become involved. The SENDCO will also join meetings involved pupils with SEND needs if requested.

If the concern is specifically related to SEND needs, the SENDCO should be contacted.

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

The governing body ensures appropriate and qualified staff are in place to meet the needs of the pupils and allow access to other organisations and services. The governors receive regular reports and updates and visit the school to make sure this is in place.

At Yealmpton we:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

11 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.

Parents should contact the SENDCO regarding SEND needs and services. Individual appointments can also be made to discuss pupils' individual needs.

Please see the following link for the Devon Local Offer www.devon.gov.uk/send

Please see the following link for Devon Early Help

<https://www.devonchildrenandfamiliespartnership.org.uk/>

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

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

At Yealmpton we have strong links our main pre-school feeder setting which is adjoined to

the school. Both the Early Years Foundation Stage Teacher and SENDCO meet with the setting to discuss any pupils with SEND needs in order that information is passed on to allow for a smooth transition into school. Additional visits may be organised for those children that would benefit from this.

There is also a close link with the local secondary school SEND team to support the pupils as they transfer into Key stage 3. Additional transition visits are organised where needed in which the pupils and parents can attend.

All information is shared appropriately as children transfer in or out of school.

At Yealmpton we:

- Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches
- Make arrangements for providing children with SEN or disabilities, and their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Develop an appropriate person-centred planning approach to all transitions between schools or key stages; the pupil and family should be at the heart of the planning process. The DAF process will support the transition process
- Begin transition planning as early as required
- Establish clear links with the receiving or feeder school or setting.
- Monitor the on-going transition process, building on previous assessments and reviews
- Carry out annual reviews through an appropriate person-centred planning processes
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Ensure that planning and provision takes into account the pupil's next phase of education or transition into adulthood and takes steps to prepare the pupil accordingly

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

Please see the following link for the Devon Local Offer www.devon.gov.uk/send