



11. How do we support children with SEND in transferring between phases in education?

The intake into Christ Church School in the Reception year is mainly from a wide number of nurseries, some local and some further afield. In the summer term prior to pupils starting school in September, the school will liaise with the feeder nurseries in order to establish which of the pupils who are joining the Reception class are on the Early Years SEN register or require additional support or have special educational needs. In the case of pupils transferring to the school who have not attended nursery provision we will liaise with parents about additional needs. This information is then collated by the inclusion leader in order to plan for appropriate provision for the child. The inclusion leader and/or class teacher may also carry out a series of nursery visits if a child is identified as requiring additional support.

If parents choose to name Christ Church as the placement school for a child with an EHC Plan, staff at the school will carefully consider whether the school can meet the individual's needs and follow the procedures as set out by the local authority.

As pupils with SEND progress to secondary school, the inclusion leader and head teacher will liaise with the various receiving schools, as well as the local authority. This will include inviting the inclusion leader from the secondary school to attend the annual review meeting and arrange for representatives from prospective schools to visit Christ Church School. A staff member who works closely with the child may take them to their next school for a number of visit days to support with transition. This process is also followed if a child with SEND moves to another school before key transition periods.

Internal transition is also carefully considered with teachers providing the next class teacher with detailed information about children with specific needs and the new class teacher seeking to build early relationships with that child. Transition books are occasionally made for children who need them and if necessary, familiar adults in school will be used to help transition the child when the transition point occurs.