Hague Bar Primary School SEND Information Report (Local Offer)

HAGUE BAR
PRIMARY SCHOOL
Part of True Learning Partnership

Here at Hague Bar we are an inclusive mainstream setting who can cater for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation, scaffolding and support.

Throughout this Information Report we will use the following abbreviations:

SEND – Special Educational Needs and/or disability

SENDCO – Special Educational Needs and/or Disability Co-ordinator, that means the person in charge of Special Needs within a school.

The code of practice which is a legal document that all schools must follow states that 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

At Hague Bar, we place great importance on identifying special educational needs early so that we can help children as quickly as possible. We do not assume that a child has SEND just because they may need different support or help to other children. We recognise that some children make slower progress than others in certain areas and that teachers take account of this by looking carefully at the way in which they organise their lesson, classrooms, the books and materials they use and the way they teach. Teachers consider a number of options around Ordinarily Available Inclusive Provision (OAIP) and then choose the most appropriate way to help each child learn. However, sometimes it becomes clear that a child needs more support perhaps because of a behavioural issue, a learning need or even a disability that means that more specialist expertise may be needed.

This report tells you all about SEN in our school, what to do if you are concerned, who to tell and the sort of help available.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters ***IRR*** (Information Report Regulation)

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Identification

How will you know if my child or young person needs extra help? *(IRR)*

At Hague Bar Primary School pupils with SEND are identified as early as possible within our setting. Communication around initial identification occurs through dialogue between parents/carers, class teachers and the child. Concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.

We support and offer all school staff opportunities for continuing professional development linked to SEND in the primary setting. Early identification is important, and therefore staff working in school monitor the children's progress carefully through regular pupil progress meetings that are led by the class teacher and Head teacher/SENDCo.

Concerns are initially raised with the school SENDCo who would discuss them with those working with the pupil, the pupil's parents/carers and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. As appropriate, individualised/group intervention programmes will be provided. Those pupils with a higher level of need might be referred to other agencies for further advice and support and an SEN Support Plan will be written in these cases and shared with parents/carers as part of a plan, do and review process. The SENDCo keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

What should I do if I think my child or young person needs extra help?

If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENDCo.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

Our SEND Policy, Local Offer, Accessibility Plan and Equality Policy can all be found on the School's website

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

The school teaches pupils with SEND in accordance with the School's SEN Policy, SEN Report/Local Offer and the Derbyshire Local Offer: https://localoffer.derbyshire.gov.uk/#!/directory,

At Hague Bar it is our aim that all children are given the opportunity to access appropriate learning opportunities in a totally inclusive manner.

Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a range of intervention programmes in order to assist children who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support, such as Toe by Toe, A Minute a Day, SNIP etc. Others are bespoke/personalised approaches based on best practice guidance, for example social skills groups (Nurture Group, Forest School etc.).

For those with significant or complex needs the school seeks the advice of specialists, for example the Educational Psychologist, Speech and Language Therapists and Occupational Therapists etc. In some cases these specialists might work in school with the child.

Where additional levels of support are required a school support plan is created with the parents and child and this will outline the most appropriate provision for the child. In addition parents will have the opportunity to discuss their child's progress at regular parent-teacher meetings as well as a termly Parent/ Teacher/ SENDCo meeting. There is also the opportunity to contact the school SENDCo to discuss pupil's needs in more detail.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

At Hague Bar our class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning.

Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information.

Where learners are working at an attainment level below that of their peer group class teachers adapt teaching to ensure that gaps in learners' knowledge are covered. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with the SENDCo.

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Teaching, Learning and Support
How are the setting, school, or college's resources allocated and matched to children or young people's needs?
In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. additional laptops, writing slopes, alternative seating etc. For those requiring provision additional to class based approaches, funding facilitates some of the school's intervention programmes. In some cases it might also be used to provide additional human resource e.g. teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHCPs). The SEND budget is ultimately the responsibility of the Headteacher who is accountable to Governors and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost effectively.
How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?*(IRR)*
At Hague Bar, once children's specific needs are initially identified a discussion takes place between teachers, parents/carers and pupils (a First Concerns meeting). At this meeting desired outcomes for the pupil will be discussed and agreed. As this process progresses through consultation between classroom practitioners and the school SENDCo, the nature of the provision required is decided upon. If appropriate, the school seeks additional support from external agencies to contribute their expertise. Parents/Carers and pupils will take an active role in the process of developing individualised provision. Any decisions to implement provision for any child seeking support which is different from or additional to that received by the majority of children are made in conjunction with parents/carers and the individual child. During the discussion process, if there are differences of opinions surrounding the nature of support required for individuals, the school may seek the advice of external agencies to support the overall decision making process.
How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*
The school possesses a range of equipment and facilities (e.g. differentiated reading material, Numicon resources, Toe by Toe, additional laptops, writing slopes, coloured overlays, specifically coloured paper/workbooks etc) to support pupils with SEND and the school SENDCo makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. specialist seating, large print books, specific fiddle toys etc.) the school SENDCo liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services, physiotherapist) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.
How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

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Teaching, Learning and Support
At Hague Bar all school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, daily contact with families takes place, for example through informal conversation at the end of the school day or via a private message on Class Dojo and a communication book. Information about pupil progress is shared with parents at parent-teacher structured conversations which are held twice a year and also via the annual school report to parents which is sent home during the summer term (appointments to further discuss available upon request). For learners with SEND, school support plans will be discussed with parents at SEND Support termly meetings as well as structured conversations and for those with EHCPs an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required and class teachers are usually available for informal discussions at the end of each school day.
How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*
At Hague Bar we make every effort to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at an appropriate level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self- esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties, in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.
How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*
The school's SENDCo/heateacher and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes while remaining cost effective. The individual opinions of pupils and parents/carers regarding the effectiveness of support are sought annually and collated to inform decisions about future provision. The school also undertakes Parental Surveys and collates the results and feedback, including feedback regarding SEND provision and evaluates and acts upon the communication accordingly.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety at Hague Bar is paramount. Information about pupils with SEND is communicated to relevant school staff (including supply teachers) via the school SENDCo/Headteacher and the Class Teacher. Information sharing includes any areas of the school that could pose a risk to the pupil. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during transition times/unstructured times of the school day. For some pupils, alternative arrangements may be deemed necessary, including additional adult support during break and lunch times. For some pupils, a detailed risk assessment is undertaken which is shared with parents/carers, and reviewed regularly by the class teacher and SENDCo.

What pastoral support is available to support my child or young person's overall well-being?

PASTORAL

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching (We have bought into the Kapow Scheme of Work) we offer a range of interventions, both commercially published and bespoke to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. Midday Assistants are trained to encourage team building and to support children to develop friendships.

PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. Circle Time discussion). At other times this takes a more general form such as working with the class on celebrating diversity. This may be done sensitively through short discussions points following video clips on 'what it's like to be autistic, dyslexic' etc.

BULLYING

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

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Keeping Students Safe and Supporting Their Wellbeing

How will the setting, school or college manage my child or young person's medicine or personal care needs?

ADMINISTRATION OF MEDICATION

We are aware that some children with SEND may also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, pupils go with a member of staff to where their medication is kept. Medicine is then administered in the presence of by a nominated First Aider who ensures correct administration and is observed by another member of staff. This is recorded on the parental consent form.

In some cases, pupil's medication is kept in the head of school's office in a clearly identifiable safe place. Epi -pens and asthma inhalers are also kept in the relevant classroom so that the child can have immediate access to these when required.

TOILETING

There is an expectation that pupils entering school, where possible, are independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service or other appropriate agencies when meeting pupil's toileting needs.

PRIVACY AND DIGNITY

For some pupils it may be more appropriate for medical care to take place in private and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom. Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

SHARING OF MEDICAL INFORMATION

Information about the medical and personal care needs of pupils is kept in the personal files located in the school Office. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored with the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is shared via more detailed plans as appropriate.

MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional

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Keeping Students Safe and Supporting Their Wellbeing
'catch up work' for completion at home. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness. **TRAINING** Staff undertake regular first aid training (First aid at work, Paediatric First Aid, Emergency First Aid) following a three year cycle. Regular training is provided in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seek out relevant training to address the specific needs of pupils.
What support is available to assist with my child or young person's emotional and social development? *(IRR)*
Personal Social and Emotional wellbeing is at the heart of our curriculum and class teachers address this through regular sessions in class using Kapow!. Staff promote an environment in which positive personal relationships can flourish and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring significant levels of support the school may employ a play therapist who might work individually with children or might support pupils in a more holistic way (e.g. family support, peer support etc.) Staff have also had training in nurture.
What support is there for behaviour, avoiding exclusions and increasing attendance?
BEHAVIOUR The school has a clear positive behaviour policy which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key trigger points during the day, for others this may involve a time out arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupils whose behaviour is challenging is to firstly understand this behaviour. Our focus is on proactively avoiding behaviours, deescalating emotional incidents and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour and aim to find creative strategies to support pupils in managing their behaviour. **EXCLUSION** It is very rare that we would consider exclusion for any pupil. A copy of the school's Exclusion policy can be obtained directly from the school. **ATTENDANCE** We take active steps to improve attendance and any absence is followed up quickly, usually on the first day if the parent has not notified school of the reason for the child's absence.

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Working Together & Roles
What is the role of my child or young person's class teacher?
The class teacher has the overall responsibility for pupil's learning and their day to day well-being in school. They are the first port of call for pupils and parents and act as a hub for information about the pupil unless an alternative key worker has been assigned. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils and to ensure that any resources in place to support pupil learning are used effectively (e.g. additional adults, physical prompts, interventions etc).
Who else has a role in my child or young person's education?
The Headteacher oversees the running of the school ensuring that all elements of a pupil's education are in place. The Headteacher/SENDCo have the responsibility for co-ordinating the provision for pupils with SEND. The SENDCo will have an overview of all SEND pupils, she will usually host formal meetings such as annual reviews and be responsible for information concerning each pupil. In addition to the class teacher and SENDCo, pupils might come into contact with the following: Outside agencies such as Educational Psychologist, Occupational therapy, Speech and Language therapy, Physiotherapist, Play Therapist, school nurse etc. There are also a number of support staff (teaching assistants) working in school. Many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest most complex level of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. This provision would be identified in the child's EHCP.
How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?
The SENDCo communicates regularly with all teaching staff and teaching assistants. This takes places when key information is shared and implemented and also through regular discussions where required. Where appropriate, all class teachers and teaching assistants involved with a particular child will be given a copy of the Education Health and Care Plan and individual support plans related to the targeted needs of the child. When supply teachers teach classes of children, the class teacher ensures that they are fully informed of the child's needs related to the EHCP (Education Health and Care Plan).
What expertise is available in the setting, school or college in relation to SEND? *(IRR)*
At Hague Bar we celebrate a high standard of good practice across the school. All school staff have a good awareness of SEND through regular training within Derbyshire and CPD delivered by the SENDCo. Specific training opportunities for staff are tailored to ensure that all staff members can access continuing professional development opportunities. The SENDCo attends ongoing professional development courses and locality meetings to keep up to date with all areas of SEND. The SENDCo has achieved the NASENCo qualification.

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Working Together & Roles
Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*
The school works with a wide range of services. We have close links with health professionals, for example, Educational Psychologists, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy and Occupational Health, physiotherapists and Play Therapists. We work closely with social care teams, as well as other community organisations such as Blythe House. When appropriate we will organise multi-agency meetings to discuss pupil's needs (e.g. EHA – Early Help Assessment) and to ensure good communication with these groups in order to meet the needs of pupils and their families.
Who would be my first point of contact if I want to discuss something?
Your first point of contact should be your child's class teacher. The school SENDCo is Abby Moss and she is available to support parents/carers in matters relating to SEND.
Who is the SEN Coordinator and how can I contact them? *(IRR)*
The SENDCo at Hague Bar Primary School is Miss Abby Moss (Head of School) and should you wish to contact her please phone the school Office on 01663 762203.
What roles do have your governors have? And what does the SEN governor do?
The school governors have responsibility for ensuring the quality of provision across the school. Hague Bar's designated governor for SEND is David Seddon. Regular termly meetings between the SEND governor and SENDCo take place to ensure that all pupils including those who are looked after are making appropriate progress.
How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*
Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a High Peak Kids' Council, made up of pupils from PEGS Schools who meet regularly and to share the views of their peers. Pupils with SEND are represented within this group. Subject leaders carry out pupil voice on groups of pupils, pupils with SEND are represented in these groups.
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?
Parents are encouraged to take an active role in the setting. They are invited to celebration assemblies and to volunteer in school e.g. hearing readers, accompanying trips etc. There are opportunities to join Hague Bar PTA who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires details of how to stand are advertised on Class Dojo and in the school newsletter.

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Working Together & Roles

What help and support is available for the family through the setting, school or college? *(IRR)*

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SENDCo, provides support to parents as required. This might be completing forms with parents or signposting them to agencies who can help further.

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school visits etc. Therefore we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential visits etc. We have a range of out of school clubs and activities, which change from time to time all of which are available to every pupil regardless of need. On occasions, where parents/carers and key members of staff feel that a different approach is required, alternative provision can be made.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required): There is wheelchair access for all of the school setting apart from the upstairs library area

Are disabled changing and toilet facilities available? ☑

Details (if required): Yes, there is a disabled toilet with a space to change.

Do you have parking areas for pick up and drop offs? ☑

Details (if required): There is a disabled space for parents/children as appropriate located in the school car park

Do you have disabled parking spaces for students (post-16 settings)? ☑

Details (if required): N/A

Every effort will be made to provide reasonable adjustments to ensure that its facilities are accessible.

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Inclusion & Accessibility
Pupils with SEND are supported to access the facilities available to their peers, for example by providing additional adult support for sports sessions, appropriate coloured paper, workbooks, large print books etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments. We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or via Zoom/Teams.

Transition
Who should I contact about my child/young person joining your setting, school or college? *(IRR)*
For information about entry please email the main school office: info@haguebar.derbyshire.sch.uk and the School Business Manager or Headteacher will discuss the entry process with you.
How can parents arrange a visit to your setting, school or college? What is involved?
We offer a range of transition visits for new Reception pupils; however we encourage the families of pupils with SEND to arrange a separate visit with the Headteacher/SENDCo so that information which specifically relates to your child's requirements can be shared. This can be arranged by contacting the school office.
How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*
ENTRY TO SCHOOL It is usual for families of pupils with SEND to visit the school setting for an informal tour of the school with the school Head Teacher/ SENDCo. Details of specific needs are highlighted during the first meeting. Through discussion with parents/carers the needs of the child are established. For those children requiring a higher level of support a multi-agency meeting is held where a plan is formulated. This meeting presents opportunities for parents/carers and where relevant, external professionals and key members of staff to share important information concerning the needs of the child. Transition opportunities for pupils may involve spending time in their new class during a visit prior to starting, to enable them to meet the teacher and become familiar with their peers. The SENDCo and class teacher may carry out visits to pre-school settings alongside the class teacher for Reception children with SEND. Discussions with the Key Worker allocated to an individual child in a pre-school setting takes place to ensure that all information is handed over. Home visits can take place for children in the early years if requested by parents/carers. For pupils moving into Hague Bar Primary School from other school settings, discussions between SENDCos takes place. **TRANISTION TO NEW SETTINGS** Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the

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new setting. We work closely with families at this time to ensure consistency of information. We have strong communication links with local pre-school settings and high school/s; working closely with key members of staff. At Hague Bar we make arrangements for our children with SEND to be fully part of the transition process when moving from one class setting to the next during the summer term. This may involve additional time spent with the new class teacher and teaching assistant (where appropriate), and/or additional meetings with parents/carers to ensure that effective communication continues. For some of our children with specific needs we create and provide additional resources to enable a calm transition. We also enjoy good links with our feeder high school, New Mills High School. Comprehensive transition procedures take place for pupils transferring to this school.

Additional Information
What other support services are there who might help me and my family? *(IRR)*
Advice and support can be accessed at the following website addresses: **http://www.derbyshireiass.co.uk/**
When was the above information updated, and when will it be reviewed?
Last updated: October 2026 Next review: October 2027
Where can I find the Derbyshire Local Offer? *(IRR)*
https://localoffer.derbyshire.gov.uk/#!/directory
What can I do if I am not happy with a decision or what is happening? *(IRR)*
As a school we encourage parents/carers to address any worries or concerns promptly, initially with the class teacher, and then if they are unable to help, with the SENDCo/Headteacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these members of staff, you remain unhappy with any aspect of the school's performance, our Complaints Policy can be accessed via the school office and the school website: https://www.haguebarprimaryschool.co.uk/

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