

Moor Nook Community Primary School



Special Educational Needs & Disabilities Policy

September 2026

We are committed to meeting the Special Educational Needs of pupils and ensuring that they make progress. This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written in reference to the following guidance and documentation:

- Children & Families Act (2014)
 - Children's Wellbeing and Schools Act (2026)
 - The Equality Act 2010 & Schools (May 2014)
- SEND Code of Practice 0-25 2014 (Updated September 2024)
 - Working together to Safeguard Children (2026)
- Statutory Guidance on Supporting Pupils at school with medical conditions (2014 – updated August 2017)
- National Curriculum in England: Framework for Key Stages 1 to 4 (December 2014)
 - The Engagement Model (April 2024)
- Lancashire's 'Local Offer' <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>
 - Moor Nook Community School's Local Offer
https://www.moornook.co.uk/send_information
- Moor Nook Community School SEND Annual Information Report
https://www.moornook.co.uk/send_information
 - Safeguarding Policy
 - Accessibility Plan

Moor Nook Community Primary School aims to provide quality teaching and learning outcomes for all pupils.

At Moor Nook we **CARE** for all our pupils:

- encouraging **creativity** and inventiveness
- promoting ambition, **aspiration** and self-improvement
- fostering and developing **resilience**, independence and confidence
- establishing a culture committed to **equality** of opportunity

Objectives for children with Special Educational Needs and Disabilities:

To achieve our aims and to ensure that children with SEND achieve their full potential and make progress we will:

1. Ensure that pupils participate in their learning and as they progress through the school, increase their responsibility for their own learning and behaviour,
2. Ensure good working relationships are fostered with pupils, parents, carers, governors, the community and outside agencies.
3. Ensure that Moor Nook Community School offers a broad, balanced and enriching curriculum, which is accessible to pupils with SEND and promotes high standards of attainment and achievement for all.
4. Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
5. Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of SEND pupils.
6. Ensure that the school liaises with special schools, specialist teachers, professionals and outside agencies effectively to develop understanding and ensure we meet the needs of staff and pupils.
7. To ensure all legal requirements for SEND are adhered to by Moor Nook Community School

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of SEND provision in the school and to ensure that the governing body is kept informed of how the school is meeting the statutory requirements. At Moor Nook Community School, Mr. Steve Belbin currently undertakes this role. He meets regularly with the Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs. Andrea Jaeger and Head Teacher, Mr. Andy Purcell.

The SENDCo is the school's "responsible person" and manages the school's SEND work. The SENDCo will keep the Head, SLT and governing body informed about the SEND provision made by the school.

The SENDCo will work closely with the Head, SEND Governor and staff to ensure effective day-to-day operation of the school's SEND policy. The SENDCo will identify areas for development in SEND and will contribute to the School's Improvement Plan. They will monitor the effectiveness of provision for all pupils at SEN Support and above. The SENDCo is responsible for completing the 'SEND Information Report' and school's 'Local Offer'. The Local Offer comprehensively explains to parents what is available or provided by the school for pupils with SEND. This can be found on the school website https://www.moornook.co.uk/send_information, along with a link to the Lancashire 'Local Offer,' which details the information, support and provision offered by the Local Authority for pupils with SEND: <https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/>

All teaching and non-teaching staff formulate, adhere to and practice the SEND policy.

Subject Leaders are responsible for:

- The National Curriculum Coverage, Planning, Teaching and Learning for their subject area(s) which are tailored to the pupils of Moor Nook Community Primary School.
- Understanding standards of attainment made by all pupils, including those with SEND.
- Understanding skills and knowledge progression made by all pupils, including those with SEND.
- Reviewing and monitoring the progress made by all pupils, including those with SEND.
- The effectiveness of teaching, assessment, resources and other curriculum material.

Teachers are responsible for:

- Attending appropriate training (CPD) as guided by the SENDCO, Head or SLT.
- Identifying and monitoring children who may be added to the SEND Record.
- Providing reports for and attending EHCP Annual Review meetings.
- Writing and reviewing termly Individual Education Plans (IEPs) with appropriate targets for SEND children.

- Ensuring lessons have adequate intervention, resources, manipulatives or differentiation for all pupils to be able to make progress.
- Discussing feedback with class TAs and sharing targets with them.
- Assessing children with the EYFS, School Assessment System: 'Sonar' and/or P Scales PIVATS (Performance Indicators for Valued Assessment and Targeted Learning) assessment tool, when and where appropriate.
- Completing forms/questionnaires/ reports etc. for outside agencies and checking these with the SENDCo and Head, before submitting them.
- Adding SEND information to CPOMS, when appropriate.
- Meeting regularly with parents/ carers to update them on progress and attainment

Teaching Assistants (TAs) are responsible for:

- Being familiar with the children's targets and intended outcomes.
- Giving feedback to the class teacher.
- Attending appropriate training (CPD) as guided by the SENDCo, Head or SLT.
- Effective delivery of interventions or additional support.
- Adding SEND information to CPOMS, when appropriate.

Definition of Special Educational Needs

The 1996 Education Act and *Special Educational Needs and Disability Code of Practice (SEND Code of Practice: 0 to 25 Years, May 2015)* indicates that children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age or;
- Have a disability which prevents or hinders them from making use educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority, or;
- Are under the compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Childrens & Families Act (2014) states:

"A child or young person has special educational needs if he or she has a **learning difficulty or a disability** which calls for **special educational provision** to be made for him or her" (Section 20(1))

Before children are placed on the SEND Record, they must fulfill both parts of this two-part test. They must have a learning difficulty or disability and receive provision which is

additional to or different from that which is made generally for others of the same age in a mainstream school, nursery etc.

Children who are placed on the SEND Record will have needs and requirements which, may fall into at least one of four areas:

- **Communication and interaction** - in expressing themselves or understanding what others are saying
- **Cognition and learning** - in gaining basic skills in school such as reading and writing
- **Social, emotional or mental health difficulties** - making friends or relating to adults or behaving properly in school
- **Sensory and/or physical** - such as hearing or visual impairment, which might affect them in school or a medical or health condition that may slow down a child's progress and/or involves treatment that affects his or her education.

School-based Interventions, Statutory Assessments and Education, Health & Care Plans

Where children do not respond to whole-class teaching or targeted learning to meet their area of development and therefore fail to make adequate progress, there is a need for the school to do something additional or different.

The key test for moving a child to SEN Support is whether the child is making adequate progress. The SEN and Disability Code of Practice 2015 defines 'adequate progress' and lists different kinds of progress, depending on the starting point and expectations for a particular child. Essentially, what is considered to be adequate progress for a particular child is a matter for the teacher, SENDCo, Head and SLT professional judgments.

SEN Support is a graduated approach following the assess, plan, do and review cycle. This may involve further assessment, additional or different teaching materials or a different style of teaching, interventions within or outside of class, professional agency support and it might sometimes, but not always, be additional adult support by a Teaching Assistant. Teachers will use Individual Education Plans (IEPs) to record the needs, difficulties and support offered to the pupil. The school template (updated in October 2023) includes a one-page learning profile, strengths and interests, needs and barriers to learning, pupil voice, assessment data, long and short-term outcomes, professionals/ agencies who will offer additional support, universal support (everyday classroom provision/adaptations), targeted additional support and individual provision based on specialist support.

The school also seeks advice and support from several professionals and agencies. These may include Specialist SEND teachers, Health (CAMHS/ Occupational Therapist/ School Nurse/ Play Therapist), Speech & Language Therapists or Social Services (CFWBS, NEST etc.). This professional advice is used to inform the long and short-term outcomes and targets for a pupil.

If a child's needs cannot be met through the cycle of SEN Support, the school and LEA may consider the need for a Statutory Assessment and, if appropriate, make a multi-disciplinary assessment. Following that, the LEA may decide to create and implement an **Education, Health and Care Plan (EHCP)**; setting out the child's needs in detail and the special educational provision to be made for them. The EHCP must be reviewed at least annually. The EHC Plan has four sections: Listen & Understand (An 'All about Me' Profile will be completed by staff, parents/carers and the pupil.), Explore & Plan, Agree & Allocate and Review. However, in some cases, the local authority may decide that the school-based interventions are resulting in satisfactory provision and progress by the pupil and therefore there is no need for a statutory assessment, at this time.

In addition to Statutory Assessment, the school and parents/ carers may feel that a **Neurodevelopmental or Autism Spectrum Disorder (ASD) Screening Assessment** may be beneficial for a pupil, to further understand their strengths, needs and barriers to learning.

Admissions

Pupils with SEND will be admitted to Moor Nook Community School in line with the School's Admissions Policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified with Special Educational Needs or Disabilities, before entering school.

If the school is alerted to the fact that a child may have difficulty, they will make their best endeavors to collect all relevant information and plan a supportive approach to aid their smooth transition into school, during the Early Years or a non-routine admission.

For school's Admission Policy please follow the link:

<https://www.moornook.co.uk/policies>

When admission is sought through a non-routine admission, the school will consider the consultation for placement for a child/young person with an Education, Health and Care Plan carefully; considering whether they are able to make the reasonable adjustments in which to deliver the special educational provision outlined in section F/G/H of the EHCP, whilst ensuring the placement is not incompatible with the efficient education of other children in the school and there are no reasonable steps the school or LA could take to prevent incompatibility.

Access for the Disabled

To ensure access for pupils or parents with disabilities we have:

- Disabled Toilets
- Ramp Access to the playground (permanent) and sports field (when required)
- A Changing Facility
- Sensory Room
- Carpets (Hearing Impaired)
- Vertical Blinds/ Window Film (Visually Impaired)
- Shower and separate toilet
- Lift (Between the ground and first floor)

All future building work will consider disabled pupils, parents/ carers and staff. The school will also try to plan ahead for any specific needs that children joining the school may have. Please see the Accessibility Plan for more information.

More Able

At Moor Nook, we ensure that pupils who are considered to be More Able, within the school's context, are also offered a rich and rewarding curriculum which allows them to make excellent progress. At Moor Nook Community School, Mrs. Jaeger is also the lead teacher for 'More Able' pupils.

Each teacher identifies children whom they consider to be 'More Able'. This could be in any area of the curriculum, not just English, Mathematics and Science. For example, the school also has children who are talented in Dance, Art and Music. These are reviewed frequently across the school year.

Moor Nook Community School tries to ensure additional provision is made for More Able pupils to foster their interests, talents and strengths. This includes working with Aileen Hoare (North West Gifted and Talented) and AIM High (Achieve, Inspire, Master). Previously, we have had writers' workshops with a range of Authors, a 'Math Olympiad' workshop, a 'Science Detectives' workshop, a DT 'Automatons' workshop and 'Business and Enterprise' morning. Please see the school's website and More Able Policy for further information: https://www.moornook.co.uk/more_able_information

Resources

The Governors principles for allocating resources are:

- Staffing (All children with an IEP, at SEN Support or above, will have access to a Class TA, LEA support service, or health or social work professionals, focusing on their SEND needs). TAs will liaise with teachers regarding the child's learning and progress.

- Enabling funding to access Lancashire's SEND Specialist Teaching Service (full academic year of support for 2026-27) or Inclusion Solutions (specific individual support) to offer support and guidance for children with Specific Learning Difficulties.
- Allowing funding for the school to work with Bridge Speech and Language Therapy (Hannah Clarke) for 1 day per week (since September 2021).
- Continuing work with Sharon Mederos (Play Therapist) to support pupils with Social, Emotional and Mental Health needs and barriers to learning.
- Continuing work with the Lancashire Education Improvement - Equality and Diversity Team (since September 2022).
- Understanding the importance and need for a full-time Learning Mentor to develop positive working relationships with parents/ carers and pupils who struggle with Social, Emotional and Mental Health needs.

The governors will ensure that the needs of pupils are met by employing a SENDCo. The Head and SENDCo will use the child's SEND Funding to make appropriate provision for their needs. The governors will ensure that adequate levels of staff are employed to support pupils at SEN Support and above.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between phases and classes to aid transition.

The governors will ensure that funds are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training. The SENDCo regularly attends professional development to be kept fully up to date with SEND. The SENDCo also attends local school cluster meetings to share experiences, resources and new initiatives within the local school community.

Identification, Assessment and Review

The criteria/ procedures we use at each stage are:

On Entry:

- The EYFS Baseline Assessment gives an initial baseline for the children and can alert staff to possible concerns with cognition and learning, communication & interaction etc.
- In the Foundation Stage, the children's needs are identified through Parent/ Carer Meetings, Nursery Transition Meetings, Initial Observations, Teacher Assessment and completion of the steps in the Foundation Stage Profile.
- In addition, we work alongside a variety of professionals e.g. educational psychologist/ speech therapist/ hearing test/ school nurse/ Lancashire SEND traded team, whose assessments and tests also support our identification of children with special needs.

Professional/ Outside Agency Referrals:

- We work alongside a variety of professionals e.g. educational psychologist/ speech therapist/ hearing tests/ school nurse/ SEND Specialist Teacher, whose assessments and tests also support our identification of children with special needs.

Teacher/ Parent Referral:

- When a teacher or parent/carer is concerned about a child's learning and progress they will alert the SENDCo and SLT. They will highlight the areas of concern, barriers to learning and identify any other relevant information about the pupil, which may be affecting their ability to make progress.
- The teacher will increase the level of support a child receives, using the graduated approach (cycle of assess, plan, do and review).
- The SENDCo will add them to the monitoring section of the SEND Record.
- If the child fails to make adequate progress, they will again speak to the SENDCo about their concerns. At this stage, the SENDCo may arrange professional input or a screening of the child, using the Naglieri, BSVP or WRAT 4 Assessment tools. This will help to identify the child's areas of strength and weakness.
- The professional expertise accessed within school will allow the SENDCo and Class Teacher to identify long and short-term outcomes for the pupils and any additional support/ resources needed for the child.
- The parents/ carers and pupils will be invited into school, to talk about the child's progress. An IEP will be written, with specific targets based on the long and short-term outcomes for the pupil.
- Teacher Assessment and SAT Test Assessment Data can also show children who are working below national expectations and enable these children to be monitored by their teacher, the Senior Leadership Team (SLT) and SENDCo.
- The SENDCo may also use outside agencies such as a specialist SEND teacher, Play Therapist or Speech Therapist to offer additional support to the pupil.

Movement between stages

- Pupil progress is reviewed termly by the class teacher, parents/carers, pupil and where appropriate, the SENDCo and other agencies. The children may remain on the SEND Record or be removed from the SEND Record when they are working at a level of national expectations or when they are deemed to be making appropriate progress.
- If a child is receiving additional support and still failing to make the expected progress, this may result in the request for Statutory Assessment by the LEA (see above).
- Children not showing progress on the school's tracking system and are working within the P Scales, are assessed using the PIVATS tool (Performance Indicators for Valued Assessment and Targeted Learning). This information is transferred to the next teacher on transition to the next academic year, is updated termly and is also recorded on their IEP.

IEP Reviews

- IEPs should be written using professional guidance.
- IEP/IBPs must have Smart Targets. These should not exceed 3-4 short term outcomes, based on their long-term outcomes.
- The teacher, parents/ carers and pupils review IEPs termly. This may take place at Parent's Evening or at an additional planned meeting.

Education, Health and Care Plan Reviews

- Education, Health and Care Plans are reviewed alongside the statutory timeframes. A review meeting is scheduled, and all parties are invited (Parents/ Carers. LEA/ School & Supporting Professionals) with a minimum of 4 weeks' notice. All professional agencies will submit reports and the class teacher/ school will complete the Educational Advice towards Annual Reviews. All documents are shared with everyone attending and the LEA. The SENDCO, Class Teacher, Parents/ Carers, Pupil and all other agencies involved with the child, are invited to attend this. All parties review the child's progress, and the school records all additional information/ views on the Lancashire Annual Review Summary Form. This information is sent to the Local Authority and all parties who attended the review meeting or contributed a report within the two weeks following the review meeting. This process is used to make amendments to their EHCP funding, provision or targets, to cease funding or to change from mainstream to specialist provision when mainstream provision is no longer able to meet the outcomes and provision of the EHCP.
- For more information please see: <https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/getting-help/assessment-and-support/education-health-and-care-plans/>

Curriculum

- **Access to the National Curriculum** – all children are entitled to appropriate teaching at their level of understanding and learning.
- **Teacher Planning** – Teacher's planning considers IEP targets and the use of specialist equipment, manipulatives or support staff, ensuring that all children are included in all lessons.
- **Differentiation** – This is used where and when appropriate.
- **Disapplication** – Currently no children are disappplied at Moor Nook. If it were appropriate, advice would be sought from the Lancashire Inclusion Service Area Team (South).
- **Withdrawal** – Children are withdrawn for various interventions such as Lancashire Reading Partners or Speech and Language Therapy. This is planned on a circular basis so that a pupil does not miss the same lesson, core subjects or their favourite subjects. This usually takes place in the afternoon, whenever possible, so they are not missing direct teaching of English and Mathematics.

- **IEPs in relation to the curriculum** – These have 3/4 short term outcomes based on their long-term outcomes and are used to inform teacher's planning and teaching.
- **Resources** – At Moor Nook we have many fully resourced Learning Resource Rooms where TAs deliver interventions. Some resources are also available to each class such as pencil grips and talking postcards. Computing resources such as I-Pads and Laptops are available in all classrooms.

Access to the full life of the School

All pupils, including those with SEND, can be involved in the full life of the school if they wish. This includes full opportunities where reasonable to:

- Breakfast Club
- After School Clubs
- Assemblies
- School Plays and Productions
- Educational Visits
- Residential Visits (Year 4 and 6)
- School Teams
- PE (Sport) / Swimming (Year 4)
- Homework
- Competitions
- Lunch Time Clubs
- School Council
- Value Ambassadors

Success Criteria

In addition to the review of the School Improvement Plan and progress towards the annual targets in the policy, the school will evaluate the success of the SEND policy by:

Quantitative Measures:

- Monitoring the movement on the SEND Record e.g. children entering or being removed from the SEND Record
- P Scale PIVAT (Performance Indicators for Valued Assessment and Targeted Learning) Assessment and Tracking
- Senior Leadership Team monitoring of pupil progress (School Assessment System: 'SONAR' Juniper Education and Pupil Progress Review Summaries)
- Performance in EYFS Baseline Assessment, Teacher Assessments & Key Stage 2 SAT Tests
- IEP Targets setting and reviews
- EHCP reviews and target setting
- Complaints (monitoring the number of complaints and ensuring that they are dealt with promptly)

Qualitative Measures:

- Staff Views
- Parent/ Carer Views (Questionnaires and views at IEP and EHCP Reviews).
- Pupil Views (Questionnaires, School Council, Views at IEP and EHCP Reviews).
- Advisory Views (School Advisor Monitoring Visits)
- Lancashire Inclusion Team/ Educational Psychologists etc.

Complaints

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found in the Governor File and on the website 'Policy' section:

<https://www.moornook.co.uk/policies>

Should a parent or carer have a concern about the special provision made for their child they ought, in the first instance, to discuss this with the class teacher. If the concern continues, then they will meet with the Head, SENDCo and class teacher.

If the concern cannot be resolved at this stage, the Head may involve the Curriculum Governors committee and/or SEND Governor (Mr. S. Belbin). The Chair of Governors, Mr. Rollo, and/or the LEA will be involved after other avenues to resolve the situation have been exhausted.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the School Advisor, Head, SLT and SENDCo. They will attend appropriate CPD as designated to them.

The SENDCo and Head will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition, the SENDCo will develop their skills through regular CPD, attendance at specialist training, discussions with outside specialists, reading and through subscription to professional bodies.

The Head and SENDCo will keep teaching staff up to date, at staff meetings and INSET training. Teachers and Teaching Assistants will attend individual training where appropriate.

Outside Agencies/ Professionals

Moor Nook Community School is involved with several outside agencies/ professionals including:

- Educational Psychologists – Lancashire EPs (various) & SO Psychology (Dr. Suzanne Oakley)
- School SEND Case Manager – Iain Philips & EHCP Case Manager – Nicola Rigby

- School Advisor (Jonathon Hewitt - DBE Services)
- Health (Nurse – Victoria Hunter, Doctor, Consultants, Occupational Therapy, Speech and Language Therapy, Physiotherapy, CAMHS)
- Education Welfare Officer
- Pupil Access Team (Caroline Wallace)
- SEND Specialist Teaching Service
<https://www.lancashire.gov.uk/professionals/supporting-children-and-families/send-information-for-professionals/send-specialist-teaching-service/>
- Lancashire Education Improvement - Equality and Diversity Team (Agnieszka Meeson)
- Play Therapist (Sharon Mederos)
- Speech Therapist (Hannah Clarke - Bridge Speech Therapy & NHS)
- Golden Hill Intervention Support Team (GHIST) (Jill Duffield)
- Children, Families Well-Being Service (CFWBS)
- Child Action Northwest (CANW)
- Social Services
- Police (PCSO Tammy Baldry - Police Community Support Officer for the Ribbleson neighborhood team with Lancashire Constabulary in Preston)

Parents/Carers

Parental involvement is actively encouraged at Moor Nook Community School. Parents/ Carers are invited to school assemblies, open days, parents' evenings, pupil conferences, IEP and EHCP reviews and Phonics/ E-Safety training.

Before entering the Nursery or Foundation Stage, parents/ carers are invited into school for open mornings and afternoons. A full range of activities are available, and they are also able to meet with the Early Years Foundation Stage teacher and other EYFS staff.

Parents/ carers are also invited to an 'Induction Meeting' where they meet the Head, EYFS Teacher and Multi-agency representatives such as the school nurse and Health Visitor. At the meeting, families are given an Information Booklet called "Getting Ready for School". This gives parents/ carers ideas to help their children in the six areas of learning within the EYFS.

Parents/ carers are kept informed about school life and their child's progress via parents' evenings, IEP and EHCP Reviews, the school website, Tapestry, Class Dojos and weekly newsletters home. These methods can also be accessed via verbal rather than written methods, via the school's office staff.

Parents' views are welcomed at Moor Nook Community School, and they are always invited to attend and take an active part review meetings. At parents' evening, questionnaires are handed out to the parents to elicit their opinions of the school, teaching and facilities. Plus, Moor Nook has an "open door" attitude and parents/ carers can speak to members of staff before and after school, with an appointment. If necessary, special appointments can also

be made during school time. Plus, parents can contact the school via the school's website or office. A member of SLT is also available on the gate before and after-school.

Transition

- Pre-School Nursery – A pre-transition profile is passed on from the Pre-school Nursery to the EYFS Teacher. The pre-school nursery teacher liaises regularly with the SENDCo.
- Foundation Stage – They complete the EYFS Assessment Profile and pass this information onto the Year 1 teacher. In some cases, the EYFS continues to be taught within Year 1. The Year 1 teacher has multiple opportunities to meet and work with the new class before their transition in September.
- Transfer arrangements and reviews – At the end of each year, teachers are allocated transition time to speak to the next teacher(s) of their class, to give information about the child's learning style, SEND (including More Able), emotional behavior and medical needs and to meet their new pupils in person.
- Pupil progress is discussed at review meetings, using the school's tracking and assessment system 'SONAR'. In some cases, PIVATS (P Scales) will also be used to track the children.
- Secondary – The SENDCo and Year 6 teacher (Mrs. Jaeger) meets with the Year 7 co-coordinator/ SENCO/ Support Staff of feeder High Schools to talk about the children who will transfer to their school. They will exchange information about the child's learning style, SEND (including More Able) and emotional behaviour. In the last academic year, the school met with the following high schools: Ashton, Moor Park, Longridge, St. Cecilia's, Fulwood, Walton-Le-Dale High, Archbishop Temple, Penwortham Girls & Roselyn House School (Special School).
- Special School – The Head, SENDCo and class teacher will meet with Special School Staff to discuss the child's learning style, SEND (including More Able), strengths and weaknesses and make access available for transition visits.

Written by: Andrea Jaeger (SENDCo)

Review: September 2027