



Admissions and Transitions (with specific regard to SEND pupils)

At Finchale Primary School we strongly believe that ensuring a smooth transition into and out of our setting is of vital importance for our pupils with special educational needs and disabilities (SEND).

Admissions

Parents who would like a place at our school should follow the Local Authority Guidance on applying for a place at a Durham School which can be accessed here:

<https://www.durham.gov.uk/schooladmissions>

Transition into school or out of school can be a very difficult time, for both children with SEND and their parents/carers. We also monitor transitions between one class to the next very carefully.

Transferring into Finchale Primary (Prior to starting Reception)

Throughout the summer term, prior to a child starting school, parents are invited to attend a 'New Starter Parents' Evening'. Staff present on this occasion will be our Head Teacher, Reception Class Teacher, Reception Classroom Assistant, KS1 SENCO and other members of the school staff. Parents will be given information as to arrangements for Home Visits, Visits into School, Nursery Visits and for starting school in the September. At this meeting, parents are given the opportunity to discuss with staff any concerns they may have about their child starting school or any SEND issues they may want to raise.

Home Visits: where a child has already been identified as having Special Educational Needs, the KS1 SENCO will be available to join the class teacher on the Home Visit to help ensure that all relevant information is shared. This visit will be at a mutually convenient time for all involved.

Nursery Visits: where a child has already been identified as having Special Educational Needs, the KS1 SENCO will join the class teacher on a nursery visits to discuss what provision and support arrangements are being made to ensure that we are fully prepared for when the child starts at Finchale Primary School.

Visits into School: where a child has been identified as having Special Educational Needs an additional adult from within the school's staff may be made available to support the child with visits into school. For children with more complex needs, shorter and more regular visits may take place.

Our KS1 SENCO is responsible for gathering all documentation prior to the child starting school, from the parents, pre-school setting and any external agencies who may have been involved with the child.

At Finchale Primary School, we believe that starting school as a whole class from the very beginning is of great benefit to the children. However, if we feel a child isn't coping for a particular reason, we would work very closely with the parents to provide a level of support for that pupil or, if necessary, plan a phased start to school.

Transferring to Finchale Primary School (from another Primary setting)

When we become aware that a child with Special Educational Needs is transferring to us from another Primary School, we would aim to work very closely with the parents to become aware as to what the particular needs of the child are, provision that has been made available to the child within their previous setting and parent expectations as to how they would like us to support their child.

This would always be followed up by email / telephone contact from either Ms Johnstone (KS1 SENCO) or Mrs. Marley (KS2 SENCO) to the SENCO of the previous school to gather further information. We would expect all documentation to be sent to us from the previous setting, but should this not automatically occur we would request it within two weeks.

Transferring out of Finchale Primary School (for pupils at monitoring / short note level)

Staff meet with the Head of Year and / or SENCO of the receiving school and share information about appropriate strategies, methods of support, intervention information and areas of strength and difficulty.

Transferring out of Finchale Primary School (for pupils at Support Plan / EHCP level)

Whenever a pupil leaves Finchale Primary School, we work very hard with parents to ensure a smooth transition.

If this is a pupil **leaving mid-way** through their primary school years, where possible, we would call a transition meeting with the receiving school staff and parents to ensure that as much information is shared as possible. If a meeting could not be held then the appropriate SENCO from Finchale would make contact with the receiving SENCO to do this via a telephone call.

For pupils **leaving at the end of Year 6** a very careful programme of transition is put in place. Contact is made to the SENCO of the planned receiving school at the end of Year 5 and the secondary SENCO is asked to attend the Year 5 Summer term meeting with parents, school staff and external agencies. A transition programme is then put in place for Year 6 where our SEND pupils may access additional visits to the school can be arranged. This transition programme is very flexible and differs according to the needs of the pupil. We may also organise a Social Story for some which can help to support them during the school holidays.

Transferring between classes within Finchale Primary School

A very careful programme of transition between classes is in place for all children at Finchale Primary School. The school ethos allows all staff to be familiar with all of our children through Key Stage events, family groups and the positive relationships we promote. All children have a moving up session where they spend at least half a day with their new teacher towards the end of the summer term. For children with Special Educational Needs, we plan a transition programme where some children may be regularly sent on messages to their new teacher and some may spend additional time in their new environment with a Teaching Assistant. Some children may also receive a Social Story which can help to support them during the school holidays.

As well as the general teacher transferring of information about all the pupils in the class, the appropriate SENCO will meet with the Class teachers to share more specific information about individual pupils such as background information, outcomes which need to be addressed, Intervention Programme information and copies of previous external agency reports.