



Ernehale

Flying High Academies

Special Educational Needs Policy

“Striving for Excellence. Making Every Day Count.”

We aim to provide a secure and caring environment where every individual can thrive, aiming high and becoming lifelong learners.

Approved by: Ernehale Governing body

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1. Introduction

Definition of Special Educational Needs (SEND)

The following definition is taken from **Section 20 of the Children and Families Act 2014**:

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they meet the definition above or would do so if special educational provision were 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 are taught.

Definition of Disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010. This defines a disability as:

“A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

This definition includes sensory impairments (such as those affecting sight or hearing) and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. It is important to note that not all children or young people with a disability will have SEND.

SEND Reforms and the Code of Practice

The Children and Families Act 2014, which came into force on 1st September 2014, introduced significant reforms to the SEND system. These reforms are supported by the SEND Code of Practice: 0 to 25 years (2015), which sets out the duties of local authorities, schools, and other settings in identifying and meeting the needs of children and young people with SEND.

One major change from the reforms was the replacement of Statements of Special Educational Needs with Education, Health and Care (EHC) Plans for children and young people with the most complex needs.

Nottinghamshire's SEND Local Offer

Further information about local services and SEND support can be found on **Nottinghamshire's SEND Local Offer** website: www.nottinghamshire.sendlocaloffer.org.uk

The Local Offer provides clear, accessible information about the services and support available across education, health, and social care. It is intended for:

- Children and young people with SEND (with or without an EHC Plan)
- Parents and carers
- Practitioners and professionals

You can also access this information via smartphone or tablet by entering the website into your browser.

2. Mission Statement

At Ernehale Flying High Academies, we are committed to providing a happy, caring and inclusive environment where all pupils — including those with special educational needs and disabilities — feel safe, valued and supported.

We believe every child should have access to high-quality learning experiences and the opportunity to thrive socially, emotionally and academically.

Working closely with pupils, families and professionals, we aim to remove barriers to learning, promote independence, and ensure full participation in all aspects of school life.

3. Aims and Objectives

Aims

- At Ernehale Flying High Academies, we celebrate the unique qualities of every child and value the contributions that all members make to our school community.
- We recognise that high-quality teaching is vital at every stage of a child or young person's educational journey — from the early years through to further education — and is key to unlocking their full potential (SEND Code of Practice, 2015, section 1.24).
- We are committed to fostering a positive, inclusive school culture built on strong relationships, mutual trust, and respect.
- We are dedicated to ensuring that all children with Special Educational Needs and Disabilities (SEND) can fully access the curriculum by removing barriers to learning through targeted support, appropriate resources, and personalised approaches where needed.

Objectives

- We identify the needs of pupils with SEND as early as possible. This is most effectively achieved by gathering information from parents/carers, education, health, and care services prior to the child's entry into school, or as soon as additional needs become apparent.
- We monitor the progress of all pupils to support the early identification of SEND. Ongoing, high-quality assessment by class teachers ensures that pupils with SEND are supported to reach their full potential.
- We make appropriate provision to remove barriers to learning and ensure that pupils with SEND have full access to the Early Years Foundation Stage and the National Curriculum. This provision is coordinated by the SENDCo and curriculum leaders, and is carefully monitored and regularly reviewed to ensure individual needs are met and targets are achieved.
- We work in partnership with parents and carers to develop a shared understanding of their child's needs. We involve families at every stage of their child's education by supporting them to understand

SEND processes, providing regular updates on progress, and sharing information about the school's provision and the effectiveness of our SEND policy and practice.

- We work closely with external agencies when additional expertise or support is needed to meet pupils' needs effectively.
- We create a school environment where pupils feel safe, valued, and empowered to express their views about their learning and support. Pupil voice is a right and is actively encouraged in decision-making processes, including target setting and provision planning, as well as through wider opportunities to participate in school life.

4. Responsibility for the Coordination of SEND Provision

- The person responsible for overseeing the provision for pupils with SEND is Carmel Atkinson, Head Teacher.
- The person coordinating the day-to-day provision for pupils with SEND is Keri Gell, SENDCo (*keri.gell@ernehalefha.co.uk*).
- An experienced team of teaching assistants supports the teaching staff and SENDCo in delivering high-quality support for pupils with SEND.
- The school has two trained Emotional Literacy Support Assistants (ELSAs): Leanne Deassaur-Furr and Karen Harris.
- The Governing Body plays an active role in monitoring SEND and Pupil Premium provision. Governors support and challenge the SENDCo to ensure effective practice and impact.
- To ensure the safety and wellbeing of all pupils, several staff members are trained in positive physical intervention techniques.

The school works in partnership with a range of external agencies to ensure pupils receive the specialist support they need. These include:

- Healthy Families Team – providing health and wellbeing support
- Early Years School and Family Support Service (EYSFSS) – accessed via Springboard
- SEND Inclusion Services (SIS) – including advisory support for complex SEND needs
- Educational Psychology Service – the school's allocated Educational Psychologist is Holly Marriott
- Gedling Area Partnership (GAP) – providing locality-based support
- Speech and Language Therapy Services – offering specialist input for communication needs
- Hearing Impairment Team – supporting pupils with hearing difficulties

5. Arrangements for coordinating SEND provision

The school's SENDCo, **Keri Gell**, is responsible for maintaining and overseeing all records related to pupils with SEND. All staff have access to the following resources to support the effective identification, planning, and provision for pupils with SEND:

- The **Ernehale Flying High Academies SEND and Disability Policy**
- The current **SEND Register** (or equivalent school tracking system)
- Guidance on SEND identification from the **SEND Code of Practice (2015)**

- Information about individual pupils' needs, including their profiles, provision maps, and personalised targets
- Teaching strategies, practical advice, and information on different types of SEND
- Updates and guidance from the SENDCo via staff briefings, training, and individual pupil files
- Relevant documents and statutory guidance available via the **school server**
- Access to wider services and information through **Nottinghamshire's SEND Local Offer**

This information is made available to all staff to ensure the coordinated and consistent delivery of SEND provision across the school. By ensuring that all staff have access to up-to-date, comprehensive information, we are able to effectively meet the individual needs of our pupils.

Parents and carers can also request access to relevant information about their child's SEND support by contacting the SENDCo.

6. Admission arrangements

The admission arrangements for all pupils, including those with Special Educational Needs and Disabilities (SEND), are in line with national legislation, including the Equality Act 2010 and the Children and Families Act 2014.

This includes children with any level of SEND, whether or not they have an Education, Health and Care Plan (EHCP).

When a pupil with SEND transfers to Ernehale Flying High Academies from another setting:

- All relevant SEND documentation should be provided to the **SENDCo** and the school office as part of the transition process.
- Where appropriate, transition meetings can be arranged with parents/carers, the previous setting, and any external professionals involved. This allows the school to plan effectively to meet the pupil's individual needs.
- Early liaison enables the school to prepare appropriate support, staffing, and resources to promote a successful transition.

Admission decisions for pupils with SEND are made in close consultation with the local authority, families, and relevant professionals, taking into account the pupil's needs and the school's capacity to meet those needs effectively.

7. Specialist SEND provision

Ernehale Flying High Academies supports pupils with a wide range of special educational needs and disabilities (SEND), including:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

We are committed to fostering an inclusive school environment where the needs of every child are recognised and supported.

Our staff have experience in working with pupils across the four broad areas of need, as outlined in the SEND Code of Practice (2015). We continue to develop our knowledge and practice through:

- Ongoing continuing professional development (CPD)
- Collaboration with external professionals and specialist services

- Regular internal training and the sharing of good practice

We aim to provide the highest quality support through adaptive teaching, personalised provision, and timely interventions — ensuring every child can achieve their full potential.

8. Facilities for pupils with SEND

Ernehale Flying High Academies is committed to ensuring that the school environment is as accessible and inclusive as possible for all pupils, including those with physical, sensory, medical, or learning needs.

We provide a range of facilities and resources to support pupils with SEND, including:

- Targeted interventions, small group work, and personalised learning programmes tailored to individual needs
- Assistive technology to support access to the curriculum, where appropriate
- An accessible toilet and shower room equipped with a plinth bed and partial wheelchair access
- A dedicated sensory room located in our infant building
- Handrails installed in the courtyard and in one KS1 classroom to support mobility and independence
- Toilet seats and steps to assist younger pupils and those with physical or coordination difficulties

We are continually reviewing and adapting our facilities to meet the evolving needs of our pupils, in line with the Equality Act 2010 and guidance on accessibility planning.

9. Allocation of resources for pupils with SEND

All pupils identified as having special educational needs and disabilities (SEND) will have access to Element 1 (core school budget) and Element 2 (additional SEN support funding), which together total up to £6,000 per pupil.

Some pupils with more significant or complex needs may also be eligible for Element 3 (Top-Up) Funding. This additional funding is allocated via a budget devolved to and moderated by the Family of Schools, which comprises a secondary school and its feeder primary schools. For Ernehale Flying High Academies, the Family of Schools is led by Arnold Hill Academy and includes:

- Ernehale Flying High Academies
- Mapperley Plains Primary School
- Woodthorpe Infant School
- Arno Vale Junior School
- Coppice Farm Primary School
- Arnold View Primary School
- Arnbrook Primary School

For pupils with the most complex and high-level needs, additional funding is retained by the Local Authority and accessed through the Family of Schools. In such cases:

- The Family SENDCo submits individual funding applications to a multi-agency panel,
- The panel is administered by the Local Authority,

- The panel determines whether the pupil meets the threshold for Top-Up Funding.

Within school, the allocation of SEND resources is overseen by the Head Teacher and SENDCo, and then implemented and adapted by class teachers and teaching assistants to meet the specific needs of individual pupils.

SEND funding is used flexibly and responsively to provide:

- Targeted group work
- Specialised interventions
- Individualised support tailored to a pupil's needs

Provision is reviewed regularly throughout the year as part of the assess–plan–do–review cycle to ensure that resources are being used effectively and efficiently.

10. Identification of pupils' needs

Please refer to the definition of Special Educational Needs and Disabilities (SEND) provided at the beginning of this policy.

A Graduated Approach: Quality First Teaching

At Ernehale Flying High Academies, we follow the graduated approach outlined in the SEND Code of Practice (2015). This begins with high-quality, inclusive teaching (Quality First Teaching), which is adapted to meet the needs of all pupils.

Where concerns arise about a pupil's progress or development, the following steps are taken:

- **Monitoring of Concerns:**
Pupils who are not making expected academic progress — or who show other signs of potential SEND — are identified through teacher assessments, internal data, or concerns raised by parents/carers. These pupils are closely monitored by the class teacher.
- **Classroom-Based Interventions:**
The class teacher provides **adapted or differentiated learning opportunities** to support the pupil's progress. This helps determine whether additional, more targeted provision may be needed.
- **Consultation with Inclusion Team:**
The class teacher may seek support and advice from the **SENDCo and inclusion team** to review strategies and next steps.
- **Monitoring Period:**
During this period, the pupil may be added to an internal **school concerns list** for ongoing observation. This is not the same as being placed on the SEND register. Parents/carers are fully informed and encouraged to contribute their insights.
- **Review and Next Steps:**
Based on the outcomes of classroom-based support and monitoring, a decision is made about whether the pupil should be added to the SEND register and receive SEN Support.
- **Ongoing Communication:**
Parents/carers are kept informed at every stage. The school encourages a collaborative approach, where families and staff work together to understand and support the pupil's needs.

- **Review of Previously Identified Pupils:**

Pupils who have previously been removed from the SEND register may continue to be monitored to ensure that progress is maintained and no further concerns arise.

- **Pupil Progress Meetings:**

Regular pupil progress meetings are used to evaluate the impact of provision and inform next steps. The frequency of these meetings will vary depending on individual pupil needs.

11. SEND Support

When it is determined that a pupil has a special educational need or disability (SEND), parents/carers will be formally notified, and the pupil will be added to the school's SEND Register.

The purpose of formally identifying a pupil with SEND is to ensure that effective, personalised provision is put in place to remove barriers to learning and enable progress.

Support for pupils with SEND follows the graduated approach, a four-part cycle:

1. Assess

The pupil's needs are clearly identified and analysed using:

- The class teacher's assessments and knowledge of the pupil
- Previous progress and attainment
- Comparisons with peers and national data
- Views of parents/carers and the pupil
- (Where appropriate) input from external professionals

Any concerns raised by parents/carers are carefully considered and compared with the school's assessment data. This stage is reviewed regularly to ensure that the pupil's needs continue to be accurately understood and supported.

Where necessary, additional advice may be sought from outside agencies, with consent from parents/carers.

2. Plan

Once a need has been identified, a plan of support is agreed. This involves:

- Consultation between the class teacher, SENDCo, and parents/carers
- Identification of adjustments, interventions, or strategies to be used
- Setting of expected outcomes and a clear review date
- Where appropriate, parents/carers may be asked to support provision at home

All staff working with the pupil are informed of their specific needs, strategies being used, and the outcomes being targeted.

3. Do

The class teacher remains the key professional responsible for the pupil's day-to-day education, including the delivery and monitoring of interventions. Even if support is delivered by a teaching assistant or external specialist, the class teacher retains overall responsibility.

The class teacher works closely with the **SENDCo**, teaching assistants, and any external staff to:

- Implement the agreed provision
- Monitor its impact

- Adapt teaching strategies accordingly
- Continue to deliver high-quality, inclusive classroom teaching

4. Review

The support plan is reviewed by the agreed date. This review considers:

- The pupil's progress toward the intended outcomes
- The effectiveness of the interventions and strategies used
- The views of the pupil and parents/carers

The class teacher and SENDCo will update the support plan as needed, in consultation with parents/carers. This ongoing cycle enables the school to respond flexibly and effectively to each pupil's evolving needs.

Parents/carers will receive clear and regular information about their child's support and progress, and will be actively involved in decisions about next steps.

12. Referral for an Education, Health and Care Plan

If a child has significant, complex, or lifelong difficulties that cannot be met through the support ordinarily available in school, a Statutory Assessment may be requested. This is usually initiated by the school but can also be requested by a parent or carer.

A request for statutory assessment is considered when the complexity of a child's needs, or the lack of clarity around them, means that a multi-agency approach is needed to assess needs, plan provision, and identify the appropriate resources. The decision to request an Education, Health and Care (EHC) Needs Assessment is typically made during a progress review involving school staff and parents/carers.

The application for an EHC Plan brings together evidence and information from a range of sources, which may include:

- Parents/carers
- Class teachers
- The SENDCO
- Social care professionals
- Health professionals

Information will be gathered regarding:

- The current provision in place
- Interventions and support strategies already tried
- Outcomes of previously set targets and support plans

The decision about whether to proceed with an EHC Needs Assessment is made by a multi-agency panel within the Local Authority, involving professionals from education, health, and social care.

Parents/carers have the right to appeal if the Local Authority decides not to proceed with the assessment.

If, following assessment, the Local Authority determines that the child's needs cannot be met by the support ordinarily available, an EHC Plan will be issued. This plan is written in collaboration with parents/carers, the child (where appropriate), the school, and other relevant professionals.

Parents/carers also have the right to appeal the content of the EHC Plan, or the educational setting named within it, if it does not match their preferred choice.

Once in place, the EHC Plan becomes part of the child's formal record and is reviewed at least annually. The annual review involves parents/carers, relevant professionals, school staff, and the child, and provides an opportunity to:

- Review the effectiveness of current provision
- Evaluate progress towards outcomes
- Make necessary changes, including adjustments to support or provision

Further information about Education, Health and Care Plans can be found at:

www.nottinghamshire.sendlocaloffer.org.uk

Or by speaking with an EHCP Co-ordinator on 0115 977 4012 or 0115 977 3323

13. Access to the curriculum, information and associated services

Pupils with Special Educational Needs and Disabilities (SEND) will be supported to access a broad, balanced, and inclusive curriculum through appropriate differentiation, reasonable adjustments, and, where needed, additional support. This provision is designed in consultation with parents/carers and is tailored to meet the needs of the individual pupil, as far as possible.

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not appropriate or possible, the SENDCO will work collaboratively with parents/carers to explore and implement flexible, individual arrangements.

To ensure effective access to learning, the school commits to:

- Sharing information about pupils' needs with all relevant staff, including progress data, medical reports, individual support plans, and teacher feedback
- Providing regular, ongoing training and professional development opportunities for staff to build knowledge and confidence in inclusive teaching strategies and SEND-specific approaches
- Using classroom space and resources creatively to meet diverse learning needs
- Delivering in-class support and adapting teaching methods to ensure curriculum access and differentiation where needed
- Offering targeted small group or individual intervention when this is judged to be beneficial for a pupil's progress
- Carefully planning and reviewing any out-of-class interventions, ensuring there is a clear rationale and that inclusion remains a priority. Parents/carers are informed of any such arrangements on a termly basis
- Setting individual, achievable targets that are regularly reviewed, and which motivate pupils to succeed

- Celebrating progress and achievement at all levels to build confidence and engagement
- Monitoring the impact of all SEND provision to ensure it is effective and appropriately matched to each pupil's needs

14. Inclusion of pupils with SEND

Carmel Atkinson, Head Teacher, has overall responsibility for the strategic leadership of SEND and inclusion across the school. Keri Gell, the school's SENDCO, leads on the day-to-day implementation of the SEND Policy and works closely with colleagues across the Senior Leadership Team to ensure inclusive practices are embedded throughout all aspects of school life.

The curriculum is regularly reviewed by the Senior Leadership Team, including the SENDCO, to ensure it remains accessible, inclusive, and responsive to the needs of all pupils. This includes consideration of learning beyond the classroom, such as educational visits and enrichment activities.

Where needed, the school seeks advice from external professionals to support individual pupils. This may include termly Springboard meetings, referrals to the Early Help Unit, the Multi-Agency Safeguarding Hub (MASH), and Supporting Behaviour and Attendance Partnerships (SBAPs).

We are committed to enabling full participation and success for all pupils — academically, socially, and physically. We aim to create a learning environment where every child feels included, supported, and empowered to thrive.

15. Evaluating the success of provision

To ensure continuous improvement in the quality and impact of our SEND provision, the school actively seeks feedback from staff, parents/carers, and pupils throughout the year.

This feedback is gathered through a range of methods, including:

- Termly structured conversations with parents/carers
- Pupil interviews to capture the voice and experience of children with SEND
- Teacher and support staff input during pupil progress meetings and provision reviews

Information shared through these channels is used to evaluate whether current support is effective and whether pupils are making progress in line with their individual targets.

Pupil progress is monitored termly, in line with the SEND Code of Practice, and is reviewed collaboratively with parents/carers and staff involved in the child's support.

Each academic year, there is a formal evaluation of the effectiveness of the school's SEND provision and policy. This is led by the SENDCO in partnership with the SEND Governor, and draws on evidence from a variety of sources, including:

- Pupil voice
- Parent/carer feedback
- Staff evaluations and observations
- Assessment and progress data

Findings from this evaluation feed directly into the school's wider development and improvement planning, ensuring that the needs of pupils with SEND continue to be a central part of our school's strategic priorities.

16. Complaints procedure

At our school, we aim to work closely with parents and carers to ensure that all pupils, including those with SEND, receive the support they need. However, if a parent or carer has any concerns about the provision for their child, we encourage them to raise these as early as possible so that they can be addressed promptly.

In the first instance, concerns should be discussed with the class teacher or the **SENDCO**, who will listen carefully, investigate where necessary, and work in partnership with parents/carers to resolve the issue.

If the concern cannot be resolved informally, the school's **Complaints Policy** outlines the formal steps to take. A copy of the policy is available on the school website or from the school office upon request.

We take all concerns seriously and aim to resolve them as quickly and effectively as possible, in the best interests of the child.

17. Links to support services

There are times when additional support from external professionals is required to help meet the needs of pupils with SEND. In such cases, the school may make a referral through the termly Springboard meetings, where representatives from a range of SEND support services are present.

Following discussion at Springboard, a referral may be made to one or more of the following services, depending on the child's needs:

- Early Years Team (for pupils in EYFS)
- SEND Inclusion Service – including support for cognition and learning, communication and interaction, behaviour, and sensory needs

These teams may carry out observations in school, offer advice and strategies to staff and families, and provide short-term direct support where appropriate. Any referral is made in close consultation with parents/carers, and parental consent is always obtained.

In some cases, where medical needs are involved, it may be appropriate for support to be accessed via the child's GP. These referrals may be initiated by parents or in collaboration with the school.

The school follows the Nottinghamshire County Council Multi-Agency Support Pathway to ensure that any referrals are managed in a joined-up, coordinated way.

We strongly believe that sharing knowledge and information with support services is vital to ensuring effective and successful SEND provision. Referrals may be initiated by school staff or by external professionals who have concerns about a pupil. In either case, this will be brought to the attention of Keri Gell (SENDCO), who will liaise with parents/carers before taking further action.

At every stage, the child, their family, and the class teacher are kept fully informed and actively involved in any decisions or next steps.

18. Working in partnerships with parents/carers

At Ernehale Flying High Academies, we believe that a strong, collaborative partnership with parents and carers is essential in securing the best outcomes for pupils with SEND. Effective relationships help to ensure:

- Early and accurate identification and assessment of need, leading to timely and appropriate support
- Ongoing academic and social progress for children with SEND
- The setting and successful achievement of meaningful personal and academic targets

We recognise that parents and carers are experts on their child, and we value their knowledge, insights, and contributions. Structured conversations are held as part of our graduated response, providing regular opportunities for parents/carers to be fully involved in planning, reviewing, and evaluating their child's support.

Where ongoing or more frequent contact is needed, this will be arranged in line with the individual needs of the child and in partnership with the family.

If an assessment or referral indicates that a pupil has additional learning needs, parents/carers — and the pupil, where appropriate — are always consulted before any new support is put in place. Parents/carers are invited to attend meetings with external agencies and are kept fully informed of any recommendations, planned actions, or changes to their child's provision.

Our aim is to work in open, respectful partnership with all families to ensure that every child feels supported, understood, and able to achieve their potential.

19. Links with other schools

To support a smooth and positive start for children with identified SEND, the SENDCO or Early Years Lead will visit children in their early years setting and, where appropriate, in the home environment. These visits help staff gain a clear understanding of the child's needs, strengths, and preferred ways of learning.

Although there is no longer an EYFS Network Meeting, the SENDCO and Early Years Lead hold transition meetings with previous settings to gather detailed information and ensure that relevant support is in place from the beginning. Where in-person visits are not possible, contact is made by telephone or video call with the previous setting and/or parents and carers.

Year 2 to Year 3

The transition between Key Stage 1 and Key Stage 2 is now even more seamless due to the amalgamation of the Infant and Junior Schools into Ernehale Flying High Academies. This unified structure supports greater continuity for all pupils, particularly those with SEND.

Importantly, the same SENDCO is responsible for both the infant and junior phases, ensuring a consistent and well-informed approach to planning and provision across the transition.

To support a smooth and successful move from Year 2 to Year 3:

- **All SEND records and support plans** are shared in detail during internal transition meetings between staff
- **Structured conversations** with parents/carers are arranged where appropriate, to review progress and discuss ongoing or new needs
- **Year 2 pupils visit the KS2 site**, with additional transition visits and support arranged for pupils who may benefit from extra preparation or reassurance

This joined-up approach helps ensure that pupils feel confident, supported, and ready for the next phase of their learning journey.

Year 6 to Year 7

A carefully planned transition process is in place to support pupils with SEND as they move from primary to secondary school.

- A transition meeting is held between the SENDCO at Ernehale Flying High Academies (Keri Gell) and the SENDCOs or transition leads at Arnold Hill Academy and other receiving secondary schools. All relevant SEND information, including support strategies and individual needs, is shared to ensure continuity of provision.
- Additional visits to the secondary setting are arranged for pupils with SEND or other identified needs. These visits are tailored to support familiarity with the new environment, routines, and key staff.
- Meetings with parents/carers are arranged as needed to discuss concerns, share information, and collaboratively plan for a successful transition.
- All relevant access arrangements, including those for assessments or day-to-day support, are shared with the receiving school to ensure they are in place from the start of Year 7.

This personalised approach helps ensure that pupils feel confident, supported, and prepared for the next stage of their education.

21. Links with other agencies and voluntary organisations

At Ernehale Flying High Academies, we recognise the value of working in partnership with a range of external agencies to ensure the best possible outcomes for pupils with SEND. These services support us in the identification, assessment, and planning of provision for children with additional needs.

The SENDCO is the designated staff member responsible for coordinating this work and liaising with external professionals. Agencies we work with include (but are not limited to):

- Nottinghamshire Educational Psychology Service
- SEND Inclusion Service (SIS) – including Early Years Teams
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Services (CAMHS)
- Gedling Area Partnership (GAP)

- Social Care Services
- Language and Learning Support Service

We are committed to a multi-agency approach, ensuring that advice from professionals is used effectively to inform provision. Parental consent is always obtained prior to referrals, and families are kept informed and involved throughout the process.

Signed:

Headteacher

SENDCo

Link Governor

This policy will be reviewed annually.