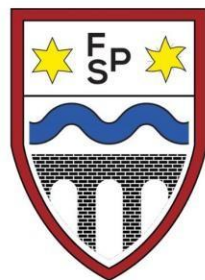




FENISCOWLES PRIMARY SCHOOL  
*'STRIVING FOR EXCELLENCE'*



SEND POLICY

# Contents

Contents.....	2
Context.....	3
Aims .....	3
Objectives .....	4
Responsibilities .....	5
Admissions.....	6
Access for Disabled / Facilities.....	6
Resource Allocation .....	7
Graduated Response – the Assess, Plan, Do, Review Cycle.....	7
Timeline for the Graduated Response at Feniscowles Primary School .....	11
Assessments - PIVATS.....	12
Referral for an Education, Health and Care Plan .....	12
Monitoring and Evaluation of SEND .....	14
Supporting pupils at school with Medical Conditions .....	14
Complaints .....	15
SEND Training .....	15
External Agencies.....	15
Early help .....	16
Parent Partnership.....	17

**Reviewed:** November 2025

**Next review date:** November 2026

**SENDCO:** Bianca Cerami

**SEND Governor:** Jennifer Strahan

**Headteacher:** Robert Andrew

If you have any concerns or enquiries, please contact the SENDCO via the school office:

01254 201054 or [senco@feniscowles.blackburn.sch.uk](mailto:senco@feniscowles.blackburn.sch.uk)

## Context

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (June 2015)
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (August 2017)
- The National Curriculum in England, Key Stages 1 & 2 (September 2014)
- EYFS Framework (Sept 2023)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards
- Keeping Children Safe in Education (2024)
- The SEND Information Report (reviewed annually)
- Blackburn with Darwen Local Offer

This policy was created by the school's SENDCO in consultation with the school's SEND Governor and Head Teacher reflecting the SEND Code of Practice 0 –25 (2014) guidance.

## Aims

At Feniscowles we value all children equally. We are committed to meeting the special educational needs of pupils and ensuring they make progress. Our children will have access to a broad, balanced relevant curriculum which includes the Early Years Foundation Stage, National Curriculum and RE. All children will have the opportunity to participate in the full life of the school. All staff recognise that every child has gifts, abilities and areas for development, which need to be adequately addressed by their class teacher. We believe that “every teacher is a teacher of every child or young person including those with SEN” (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (January 2015), class teachers are responsible for the learning and progress of all children. The school's SENDCO and Teaching Assistants, support teachers and pupils with additional provision and strategies to ensure all pupils make progress.

At Feniscowles Primary School we will endeavour to:

- Raise the achievement of all children from their individual starting points
- Have effective procedures to promote early identification of children with special needs
- Promote the self-esteem and motivation of all children
- Listen to children's views and involve them in planning their education

- Work in partnership with parents to ensure the needs of their children are met
- Provide universal provision for all children and young people in educational settings
- Enable all learners to make good progress within mainstream classes
- Make reasonable adaptations for particular needs
- Provide high quality teaching, including differentiated provision to meet individual needs of pupils (Wave 1)
- Provide targeted support ( at Wave 2) for some children and young people
- Provide time-limited interventions carefully planned to meet the needs of the pupils
- Provide specialist support with personalised provision for a smaller number of children and young people with SEND (Wave 3)
- Carefully deploy resources and monitor provision to ensure it is effective in meeting the need of pupils with SEND

## Objectives

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

- Ensure that all legal requirements are carried out in accordance with Education, Health and Care Plans of Special Educational Needs (as outlined by the SEND Code of Practice)
- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.
- Ensure the views of children and their families are taken into account and that we have developed good working relationships with parents, carers and the community
- Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of progress, attainment and achievement.
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND pupils.
- Ensure that a Special Educational Needs and Disability Co-ordinator (SENDCO) is provided to oversee the implementation of the SEND policy and report to the school's Governing Board on a regular basis.
- Ensure that the school liaises with partners in education, health and social care to provide effective support when meeting the needs of pupils.

In the definition of SEND as outlined in the Education Act 1996 and Children and Families Act 2014 the term SEND refers to those children who experience difficulty in learning in comparison with their peers.

The definition of a disability is outlined in the Equality Act 2010: You are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEND provision is identified as that which goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching At Feniscowles we are also concerned with the emotional, behavioural and physical aspects of our children's education.

The primary responsibility for the education of the SEND children rests with the class teacher. The SEND Code of Practice 2014 says that:

*'Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with'.*

## **Responsibilities**

The SEND Governor has oversight of SEND provision in the school and ensures that the full Governing Board is kept informed of how the school is meeting their statutory requirements and the impact of the provision for pupils with SEND. At Feniscowles this role is undertaken by Jennifer Strahan. The SEND Governor will meet regularly with the Head and the SENDCO. The role of governing body are set out in the Code of Practice.

The SENDCO (Bianca Cerami) is responsible for managing the school's SEND Policy and provision and will keep the Governing Board updated on any developments and areas of priority as well as deployment of resources and statutory duties. The SENDCO will identify areas for development in SEND and contribute to the school's development plan. The SENDCO and Headteacher will co-ordinate provision of children with SEND support and EHC plans.

All subject leaders will ensure they create a broad and balanced curriculum that has high expectations for all, including those with SEND, while ensuring accessibility for all children who attend Feniscowles Primary School. This will be reviewed regularly (minimum annually) to ensure that all children can make progress through the curriculum. The curriculum plan will show adaptations for pupils with SEND. The SENDCO and SLT will support the Quality Assurance of the curriculum offer for pupils with SEND.

All teaching staff expect to have children with SEND in their classes. All children benefit from high quality inclusive teaching. This means the teachers are responsible for assessing, planning and teaching all children at the level which allows them to make progress with their learning. Teachers will differentiate the curriculum for pupils with SEND and will monitor their progress. Staff within the school will work closely with parents and children to ensure that they take into account the child's own views and aspirations and the parents' experience of and hopes for, their child. Parents are invited to be involved during the planning and reviewing of SEND provision for their child.

All staff will understand that some children will have additional needs in relation to their SEND and that they may require reasonable adjustments across the school.

## **Admissions**

Pupils with SEND will be admitted to Feniscowles Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents, early years settings and the early years support service to ascertain whether a child has been identified as having SEND

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

## **Access for Disabled / Facilities**

The school has access for disabled pupils and parents and does have an accessible toilet in each building. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available. Future improvements to the school buildings and facilities are detailed in the Accessibility Plan.

## Resource Allocation

The Governors will ensure that the needs of the pupils are met by employing a SENDCO to coordinate provision. Through the use of Provision Mapping, the SENDCO and Headteacher will allocate resources, adult support and finances to pupils depending on their identified areas of need. Ongoing updating of our provision will ensure that resources are regularly reviewed and are appropriate to meet individual needs. Where a child has an EHC Plan we shall work within the parameters of the banding level provided by the Local Authority in making appropriate provision. The Governors will ensure that support staff are employed to support a range of pupils and also specifically those with EHCP funding. They also oversee expenditure on outside agencies and actively encourage the use of specialist teachers from the SEND Support Service.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. The Governors will ensure that moneys 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.

## Graduated Response – the Assess, Plan, Do, Review Cycle

In line with Blackburn with Darwen Reasonable Expectations document, [Reasonable expectations of mainstream schools 2017](#), Feniscowles Primary School operates a Graduated Response to meeting the needs of pupils with SEND.

Most children and young people with SEND have their needs met through universal, mainstream education provision. Special educational provision is education or training that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the different approaches, learning arrangements and interventions normally provided as part of high quality, personalised teaching.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2015) into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision. We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need.

For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman

Feniscowles Primary School will support the child and their family at the centre of everything we do, including ensuring that the voice of the child is heard and recorded.

Feniscowles Primary School follows a process of **Assess Plan Do Review**.

The SEND Code of Practice is specific about good practice once a potential special educational need is identified. The four types of action needed to put effective support in place, through the 'graduated approach' are:

**Assess:** the class teacher and SENDCO should clearly analyse a child's needs before identifying them as needing SEND support. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

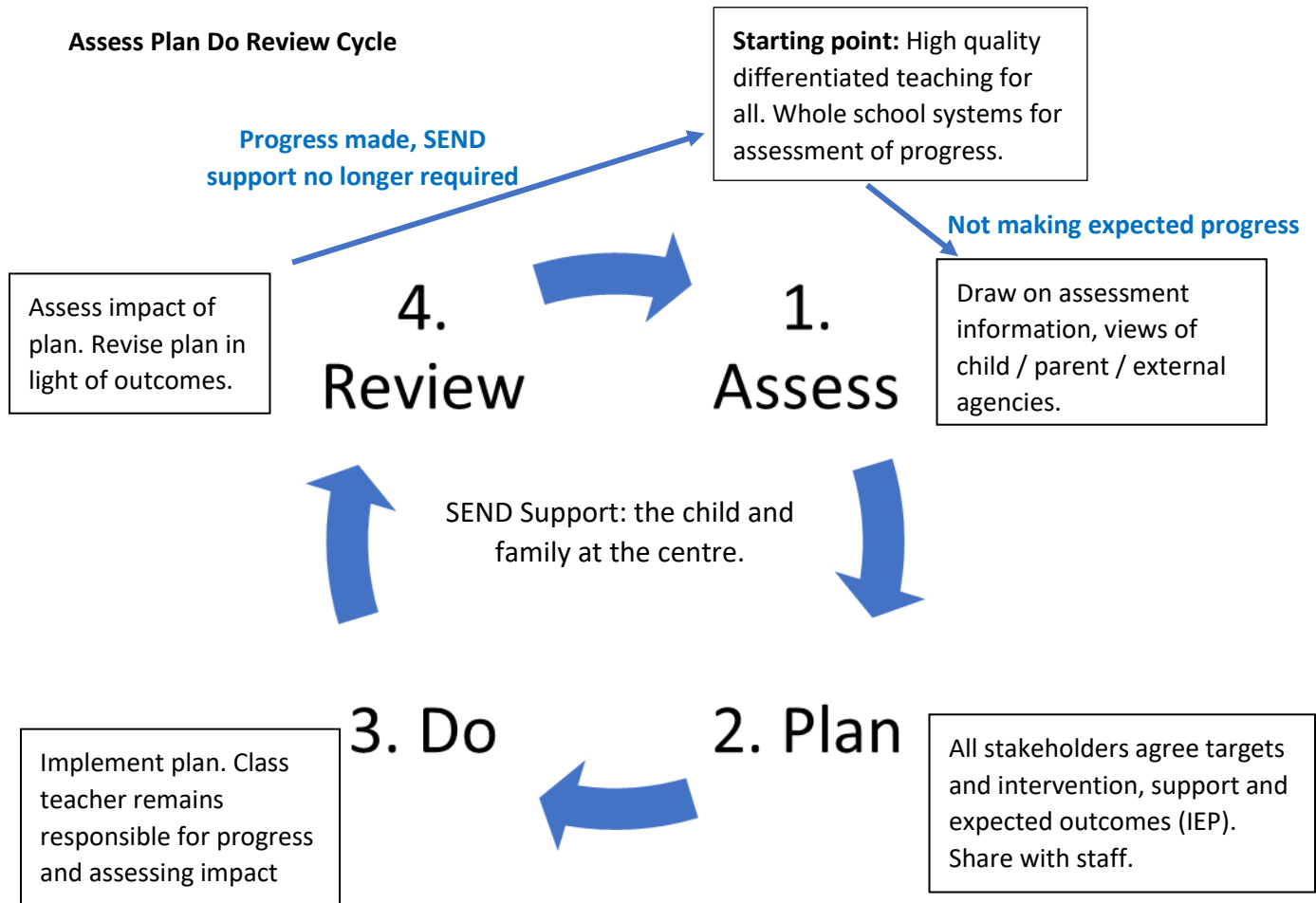
**Plan:** school will notify parents wherever it is decided that a child is to be provided with SEND support, and involved in planning towards an agreed set of outcomes (identified in the IEP).

**Do:** the class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or individual teaching away from the main teacher, they still retain responsibility for the child's progress. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching.

**Review:** school will review the effectiveness of the support in line with an agreed date included in the plan. The review will also take account of the views of the pupil and parents.

It is important to note that this cycle will be continually revisited for as long as the child has been identified as requiring SEND support.

## Assess Plan Do Review Cycle



At Feniscowles we use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014) as follows:

- Using teacher's and SENDCO's assessments, discussions with parents, and any external partners, the SENDCO and class teachers will meet termly to discuss the provision needs of the pupils in their class.
- Consideration will be given to the academic achievement of each pupil, the progress made and the emotional needs demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home.
- Where these meetings identify children making less than expected progress for their age and individual circumstance, the school will follow the graduated response as outlined below. This is an ongoing cycle to enable the provision to be refined and revised as required.

Pupils identified as needing additional intervention or support can do at the following levels:

**Wave One:** The effective inclusion of all children via high quality teaching. This is universal provision for all pupils. When initial monitoring indicates that a pupil requires additional adjustments, the class teacher and SEND Co. will meet to review that strategies that have already been implemented. At this stage, an Individual Learning Plan (ILP) outlining enhanced universal provision may be agreed and shared with

parents/carers. This plan identifies the strategies and adaptations to be implemented within the classroom.

**Wave Two:** Provision may include time-limited small group or individual intervention designed to address specific areas of difficulty. Wave Two interventions are not limited to SEND interventions. Where intervention programmes are delivered without modification within the designated year group, the children involved may not be placed on SEND support. An ILP will be constructed outlining the intervention, strategies and adaptations to be implemented in the classroom and this will be shared with parents/carers.

**Wave Three:** Specific targeted intervention for pupils identified as requiring SEND support, pupils who do not make adequate progress having had intervention/adjustments and high quality teaching  
Pupils at Wave Three will have specific needs associated with barriers to their learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles, and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Children receiving Wave Three support will always be placed on the SEND Register and an Individual Education Plan (IEP) will be constructed.

**Education, Health and Care Plan:** Where a pupil has been identified as having complex SEND and requires significant additional provision the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP. Provision for children with an EHCP is outlined in their plan and is a statutory requirement. Feniscowles will work the relevant local authority, children and their parents and any additional agencies to ensure the provision in the EHCP is met.

# Timeline for the Graduated Response at Feniscowles Primary School

Referral made to SENDCO:

- internal SEND referral form (staff)
- parent raising a concern
- outside agency e.g. paediatrician / nursery / local authority SEND services

Application to the Local Authority for an EHCP.

EHCP agreed – 20-week timescale.

Within 2-4 weeks the SENDCO will:

- Discuss with class teacher / support staff
- Observe the child in class / speak to the child
- Look at books
- Feedback initial strategies for the class teacher to utilise

6-week period of Wave 1 intervention (enhanced high quality teaching). Draw an ILP up and discuss with parents. Class teacher will oversee provision and feedback

to SENDCO at the end of the period of monitoring.

Progress made – continue with enhanced high quality teaching. Class teacher will monitor.

After 6 weeks - no progress made.

Progress made – continue at SEND Support until intervention no longer required.

SENDCO and class teacher will review. If SEND support is required, SEND CO will add to the school's SEND Register.

. SENDCO will complete any additional internal assessments.

Class teacher and SEND CO will draw up an IEP and discuss with parents.

Targeted intervention put into place (Wave 2 intervention).

IEP reviewed informally after 6 weeks, formally termly.

After 6 weeks – no progress made.

SENDCO will refer to an appropriate external agency for additional assessment and advice (e.g. Speech and language therapist, advisory teacher).

Progress made – continue at SEND Support until intervention no longer required.

Parents will be consulted prior to referral.

New IEP targets drawn up following recommendations from external agency and additional targeted intervention put in place. 6-week programme of Wave 3 intervention. SEND review meeting booked to review progress / evaluate interventions.

Progress made – continue at SEND Support with appropriate intervention.

After 2 cycles of APDR at Wave 3, if the child's needs cannot be met within the school's notional SEND budget, the SENDCO and external agencies will discuss with parents a possible application for an EHCP. This will involve an assessment by an Educational Psychologist.

EHCP assessment declined or EHCP not issued by Local Authority. Continue at SEND Support and review as part of APDR.

## Assessment – PIVATS

For some pupils with SEND, particularly those working significantly below age-related expectations, we use PIVATS (Performance Indicators for Valued Assessment and Targeted Learning) as an additional assessment tool in Reading, Writing and Maths. PIVATS breaks learning into very small, progressive steps and provides a structured way of identifying attainment, setting achievable targets and evidencing progress. This supports teachers in understanding the precise skills pupils have secured and what they need to learn next.

Children are selected for PIVATS assessment when they are attaining well below age-related expectations due to attributes of SEND, or when they have significant gaps in their learning that cannot be accurately captured using standard whole-school assessment trackers. PIVATS is not used for pupils who are underachieving or for pupils with English as an Additional Language unless they also have identified SEND.

Before a child is assessed using PIVATS, parents are informed and the rationale is explained. Parents are also supported to understand how PIVATS will help inform their child's provision and identify next steps.

The SEND Co maintains an overview of which pupils are assessed using PIVATS and ensures colleagues are confident in undertaking assessments. Class teachers lead on PIVATS assessments and the setting of targets arising from them, ensuring that assessment links closely to classroom practice and provision. Adults involved in supporting the child, such as teaching assistants and parents or carers, are encouraged to contribute to the assessment process to ensure a comprehensive understanding of the pupil's needs.

We use PIVATS assessments to inform planning, ensuring learning is closely matched to the child's developmental stage. PIVATS supports staff to track and celebrate small steps of progress over time. Evidence may be drawn from independent work, supported activities, observations and responses across different contexts to ensure accuracy and consistency.

## Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Advisory Teachers
- Educational Psychologists
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Access to the Wider Curriculum:**

All children are individuals and have varying needs throughout their time at Fenisowles Primary School. All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher.

The class teacher ensures the children have access to a broad, balanced and relevant curriculum. They do this through careful curriculum planning and differentiation. All targets are to be shared with adults working with the child in the class and are working targets to be annotated and evidenced.

Forms of differentiation/teaching may be through:

- Content
- Interests
- Pace
- Sequence
- Structure
- Teacher / teaching assistant time
- Teaching style
- Grouping
- Learning style
- Scaffolding ○ Modelling

At Fenisowles we aim to ensure that children with SEND play a full role in all school activities as far as is appropriate e.g. music, homework, clubs, teams, swimming, school assemblies, concerts, visits, extracurricular activities etc. The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their educational potential.

## **Monitoring and Evaluation of SEND**

We at Feniscowles monitor our SEND provision so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available. The SEND Governor will meet with the SENDCO annually to discuss the SEND Development Plan. The SENDCO reports annually to the Governors regarding the outcomes of provision for children with special educational needs and/ or disabilities.

When considering how successful our policy is, we will consider:

- Movement of pupils on/off the SEND register.
- The identification and assessment of SEND i.e. early identification – tracking data / teacher assessment and referral to the SENDCO.
- Pupil progress monitored by internal and external assessment data alongside individual targets (provision map).
- Resource allocation.
- Parental views and opinions expressed at Parents Evenings, reviews and parent voice activities.
- Effectiveness of documentation.
- Complaints.
- Monitoring of progress through highlighted tracking of pupils with SEND and disabilities.
- SENDCO observations of whole class/ group/ individual teaching, discussion with pupils and monitoring of pupils' work.
- The school's self-evaluation document.
- Advisory teacher views – monitoring visits.
- SEND officer / EP service.

## **Supporting pupils at school with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have SEND and may have an IPRA, statement or EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed (see accessibility plan on the website).

## Complaints

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found on the school website. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and Headteacher should be brought into the discussion process. If concerns cannot be resolved at this level they should be put in writing to the SEND Governor. Advice for parents can be sought from the LA or from SENDIASS (formerly Parent Partnership Service) [Blackburn with Darwen SENDIASS](#).

## SEND Training

The Governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENDCO. The SENDCO and Headteacher will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition the SENDCO will develop skills through attendance at specialist training meetings, discussions with outside specialists, reading, the Internet and subscription to professional bodies.

Teaching and non-teaching staff will be kept up to date informally by the Headteacher or SENDCO as necessary. If a member of staff particularly wishes to pursue an area of SEND they will approach the SENDCO. The SENDCO delivers a SEND update at the start of each academic year; this session includes an audit of staff training needs.

New staff to school will have an induction meeting with the SENDCO to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

## External Agencies

Feniscowles Primary School works closely with other agencies to focus on the identification and provision for those children who have a special educational need. Agencies currently include:

- Speech and Language Therapist
- Educational Psychological Service
- Local Authority SEND Support Service which includes specialist teachers and specialist SEND practitioners in Specific Learning Difficulties, Speech Language and Communication Needs, Complex Learning Needs, Social Communication and Autism, Physical Disabilities, Visual Impairment, Hearing Impairment, Early Years, Social Emotional Mental Health
- Inclusion Service (supporting children and families with attendance in school)

- Occupational Therapists
- Physiotherapists
- School Nurse
- Paediatricians
- ELCAS
- Mental Health Schools Team
- Transforming Lives
- Children's Social Care

## Early Help

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)

Children with special educational needs (SEND) and disabilities may face additional safeguarding challenges. The Governing Board will ensure the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- being more prone to peer group isolation than other children.
- the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in overcoming these barriers.

Children who require support with their emotional or mental health will have access to a specially trained teaching assistant, Emotional Literacy Support Assistant (ELSA). There is currently one member of staff trained to fulfil this role in school.

All school staff will follow the school safeguarding policy should any safeguarding concerns arise.

## Parent Partnership

Parents are viewed as partners in their child's education and are kept fully informed about their child's school journey. They will be informed of any changes in their child's progress, behaviour or educational provision within the school. The school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a convenient time. They have the right to access the records relating to their own child and any school documentation they may feel appropriate. The school will seek to engage the services of a translator if necessary or where requested by parents, to ensure partnership in developing strategies to help an individual student. We hold Parents Evenings twice a year and the SENDCO is available for any parents who wish to discuss their child's progress and SEND provision. IEPs are reviewed termly and parental involvement in this process is encouraged. The parents of children with an EHCP are invited to the Annual Review meeting.

Parents can find information about how the Local Authority seek to support families via the school website or Blackburn with Darwen Local Offer (<https://www.blackburn.gov.uk/schools-and-education/specialeducational-needs-and-or-disabilities-local-offer>). Parents may also wish to read the school's SEND Information Report which is reviewed annually and is on the school website.

This document will inform parents about the types of provision in place and the progress that children make in our school.

The school works with a variety of external agencies to ensure children and families receive the support they need. At points of transition (i.e. between classes or moving from nursery to primary school, or primary school to secondary school, or between primary schools), the school offer additional support to parents of pupils with SEND: the SENDCO can, where necessary, support parents to visit alternative settings, e.g. special schools or secondary schools, to discuss their child's specific requirements. Pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes.

We have close links with a number of Early Years Providers and gather information about all pupils who start with us either in Reception or at any other time. Internal transition programmes are bespoke to the specific children in each key stage. We additionally work closely with local secondary schools to ensure smooth transition from Feniscowles. Local High Schools hold taster days for Year 6 children and transition work starts during the Summer Term.