

# Inclusion Services

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## Rotherham Special Educational Needs and/or Disabilities

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### Ensuring a Successful Transition for Children with the Most Complex SEND Needs

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**All local authorities MUST comply with the School Admissions Code 2014 Section 2.16 which states:**

- All children are entitled to a full-time place in the September following their 4th birthday.
- Parents/carers can defer the start date into F2, until the beginning of the term their child reaches compulsory school age so if a child is 5 in March they need to be in school full-time by the beginning of the Spring Term.
- Where parents / carers wish, their child may attend part time until they reach compulsory school age i.e. the term in which they are 5.

**Do they need an Educational Health Plan?**

- Most children do not need an Education, Health and Care Plan (EHCP) as they can access all the help and support they need from the range of services and providers locally.
- The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

## The Graduated Response

The SEND Code of Practice January 2015 (section 6.97) states that it is the responsibility of schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of children with SEND.

### Waves of Intervention - a graduated response to need

#### Wave 3

Additional  
highly personalised  
interventions

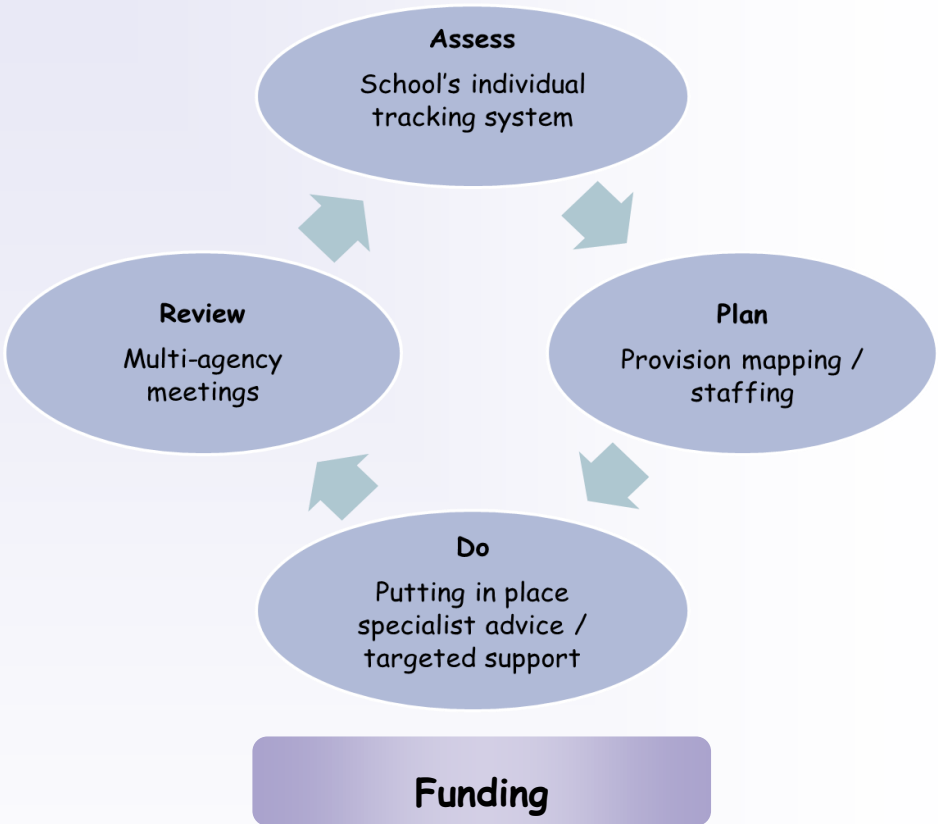
#### Wave 2

Additional interventions to  
enable children to work at  
age related expectations or  
higher

#### Wave 1

Inclusive Quality First  
Teaching for all

## SEN Support



Funding for SEND children is provided as part of the whole school funding. The school budget includes a Notional SEN budget which should be used alongside the whole school budget to support pupils with SEND.



## Toileting

- Parents/carers do not have to come into school to change their child. This is a direct contravention of the Equality Act 2010.
- The school should not leave a child soiled for any length of time to wait for parents/carers to come to school.
- A suitable place for changing children should be in the School's Access Plan.
- Changing does not raise Child Protection concerns so a second member of staff is not required to change a child as all staff have been DBS checked.
- Personal Care policies should outline procedures around recording and evidencing the changing procedures.
- Offering personal care is now identified as one of the defined tasks in many Teaching Assistant job descriptions.
- The SENCO needs to ensure that additional resources from the school's delegated SEN budget is allocated to ensure that the child's personal needs are met.

## Medical Care Plans

The school can ask for specialist support for:

- Medical conditions
- Moving and handling
- Fire evacuation plans for complex children



## Transitional Responsibility

### Current Teacher

They should produce a personalised transition profile including:

- Developmental stage
- Strengths
- Needs
- Interests
- Preferred learning style
- Interaction/preferred means of communication
- Important people



They should:

- Organise additional visits to next class
- Highlight any medical or care needs to future staff
- Prepare and share the transition book with the child

### Next Teacher

They should:

- Visit the child in their current class
- Gather information from staff regarding the child's needs
- Meet with parents/carers
- Identify a member of staff to liaise with parents/carers during and following transition

# Transitional Responsibility

## Head Teacher and SENCO

They should:

- Release staff from both classes to meet with parents/carers and the child to share successful strategies
- Allocate time for staff to prepare familiar resources ready for when the child starts e.g. visual timetables
- Allocate a named member of staff for parents/carers to connect with
- Write a support plan within the first half term
- Allocate resources to meet the child's needs as appropriate
- Allow additional transition visits
- Ensure care plans are in place and staff have accessed appropriate medical training prior to your child starting the school
- Invest time early on to consider staffing and resources to aid a smooth transition





For further information, please see:

[www.rotherhamsendlocaloffer.org](http://www.rotherhamsendlocaloffer.org)

SENDIASS (SEN and Disability Information,  
Advice and Support Service)

[www.rotherhamsendiass.org.uk](http://www.rotherhamsendiass.org.uk)

Telephone: (01709) 823627

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Inclusion Support Services

Telephone: (01709) 334077