



Living and Learning through Faith



ST MARY'S CATHOLIC PRIMARY SCHOOL

**Part of the Our Lady of Walsingham Catholic Multi
Academy Trust**

ACCESSIBILITY AND INCLUSION PLAN

Local to St Marys Catholic Primary School Ipswich

2025-2028

DATE: - February 2025

SIGNED BY CHAIR LGB: -

A handwritten signature in black ink, appearing to read 'Ah Bull'.

DATE OF NEXT REVIEW: - Spring 2028

REVIEW FREQUENCY:- Three years



Vision Statement

St Mary's is a welcoming school where we recognise, affirm and develop the unique gifts and talents of each individual. We provide a place where all are offered an opportunity to come to know Jesus better through learning, through worship, through the daily life of the school and through relationships with each other. We recognise parents as the first educators of their children and work hard to foster positive relationships and strong working partnerships between the school, parents, and all those responsible for the children's welfare and education. We strive to be inclusive, inspired by the Gospel Values through our service to others. We teach our children to value and celebrate diversity. We live out our drivers of community, communication and whole child

Values and beliefs

At St Mary's School we believe that every child is a gift from God, made in his image and likeness and therefore entitled to be valued and respected as a unique individual. Through partnership with parents, working together in a mutually supportive relationship, the school aims to make this mission statement our goal. Equalities Statement/Principles St Mary's Catholic Primary School acknowledges the Equality Act (2010) and the Public Sector Equality Duty (2011). We understand our duty to every member of the school community to ensure they feel, safe, secure, valued and of equal worth.

At St Mary's Catholic Primary School, equality is a key principle for treating all with respect and dignity and exercising our duty in relation to the nine protected characteristics. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.



ST MARY'S CATHOLIC PRIMARY SCHOOL ACCESSIBILITY AND INCLUSION PLAN

STATEMENT OF AIMS AND ENTITLEMENT

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Pupils are encouraged to become more responsible and effective Christians, both now and in adult life.

Our Aims are to:

- promote an environment in which everyone feels happy, safe and secure
- allow everyone to work together in an effective and considerate way
- define acceptable standards of behaviour
- ensure consistency of response to both positive and negative behaviour
- promote self-esteem, self-discipline and positive relationships
- ensure that the school's expectations and strategies are widely known and understood
- encourage the involvement of both home and school in the implementation of this policy.

The plan will be made available online on the school website and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school works alongside its partner schools in The Our Lady of Walsingham Catholic Academy Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.



2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

We understand our duty to every member of the school community to ensure they feel safe, secure, valued and of equal worth. At St Mary's Catholic Primary School, equality is the key principle for treating all with respect and dignity and exercising our duty with relation to the nine protected characteristics. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

3. Action against aims

AIMS		
Increase access to the curriculum for pupils with a disability	Improve and maintain access to the physical environment for all.	Improve the delivery of information to all with a disability
<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We seek advice from local agencies to promote curriculum access where the expertise in school is not present</p> <p>TAs and LSAs are appointed across the school to help all children access the curriculum, however we do not advocate the use of any 1:1 staff.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • ramps • disabled parking bay • accessible toilets facilities <p>Library shelves at wheelchair-accessible height</p> <p>PEEPs (Personal Emergency Evacuation Plan) are provided where appropriate to ensure safe evacuation of all pupils and staff</p> <p>Appropriate adaptive devices acquired as per pupil need.</p> <p>A range of equipment is available to develop mobility and fine and gross motor skills</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • internal signage • large print resources • pictorial or symbolic representations • Widgit ICT software • social stories <p>Key staff are trained to deliver Emotional Literacy Support sessions and Drawing and Talking Therapy to promote communication through other means.</p> <p>Key staff are also trained to communicate through Makaton and the use of PECS and Talkpads as an alternate method of communication.</p> <p>The school has adopted Restorative Practice as a method to resolve disputes.</p> <p>We are a Trauma Informed School.</p>



4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality policy
- [Special Educational Needs Policy](#)
- [Intimate Care Policy](#)
- [Special Educational Needs and Disabilities \(SEND\) Information Report](#)

EQUAL OPPORTUNITIES & INCLUSION

It is part of a whole school strategy to promote the inclusion and 'effective learning for all pupils'. We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion

COMPLAINTS

If there are any complaints related to the provision for pupils with SEND, they will initially be addressed by the SENDCo or Headteacher, following the St. Mary's Complaints Policy outlined below. If the issue remains unresolved, the Chair of Governors may be involved as necessary. Should the complaint still not be resolved after this, it may be referred to the Local Authority for further involvement as part of the Local Offer detailed above.

A copy of the St. Mary's Complaints Policy can be accessed here:

<https://www.stmaryscatholicprimaryipswich.com/site/data/files/policies/C335846760B9696F21B51ED459A46038.pdf>

CONTACT THE SENDCO

The named SENDCo at St Mary's Catholic Primary school is Mr Glynn Bentley who is a qualified teacher and holds the National Award for SEN Coordination (NASENCO). Additionally, he is a member of The British Psychological Society and is registered as a Registered Qualified Test User RQTU Reg (381642), a Designated Safeguarding Lead for (SEND) and Young Carers Lead.

Mr Bentley may be contacted on 01473 728372 or by emailing

admin@st-marys-ipswich.suffolk.sch.uk



Appendix 1- Self Evaluation

Completed by J Berry (Co-Headteacher), G Bentley (SENDCo) & C Clarke (Trust Lead SENDCo)

Introduction

The SEND Code of Practice 2015 requires all mainstream schools (including maintained schools, academies, and nursery schools, 16 to 19 academies and alternative provision academies), to have an Accessibility Plan published on their website.

The document is split into six evaluation themes:

1. Relationships
2. Communication
3. Training
4. Environments
5. Curriculum
6. Transitions

Relationships

In our setting relationships are:

- important
- meaningful
- empathetic
- respectful
- honest
- open-minded
- fair
- based on trust
- reliable

Staff are:

- non-judgemental
- aware of bias and actively seek to address it

Intent

In our setting:

- we actively listen to the voice of child and young person (CYP) and respond by planning together
- communications are open, useful, easy to understand and timely
- we are knowledgeable about individual CYP and their parents/carers
- we work together in co-production, participation and consultation.
- we do what we say we will do
- we have effective inter-agency, colleague, and wider staff relationships and this is evident in our setting culture.

Implementation	Impact	Areas for development and prioritisation	Responsibility
We ask children and young people (CYP) and their parents/carers how they would like to be communicated with and ensure that all staff are aware.	We need to explore this further.	To request preferred communication method for parents when children join the school.	Office staff to add this to the data collection forms.
We capture and respond to the voice of CYP through, for example, meeting minutes, reviews, and One Page Profiles .	Via variety of means:- One Plans, ADPR plans, Parents can log in to Provision Map, Tapestry parent comments. Pupil surveys, parent surveys. Pupil voice whenever governors come in- at least 3 times a year. School Council, Worship Council, Rights Respecting School, Minnie Vinnies, Safeguarding Ambassadors.	SEND Governor to take more of a proactive role in supporting SEND and SENDCo	SEND Governor / SLT and SENDCo
We consult parents/carers about who they would like to be involved in communications. Where we want to involve others, we explain why and what information they can offer.	Yes SES, School Nurse. Encourage open honest dialogue between school and home. Reading logs. Home school books for some children. Consult with parents re SEND policy etc. Surveys.	Ensure that parent voice questionnaire is completed Annually and acted upon.	SENDCo and SLT
Our One Page Profile (or similar) includes accessibility requirements for the child or young person and these are shared with relevant staff.	e.g. Reading slope, coloured paper, wobble cushion.	Ensure that supplies of items are always available in school or can be sourced quickly where needed.	Admin / SENDCo
Respectful relationships are modelled throughout the school community with all partners.	Runs through everything school does from relationships evident between staff, children, parents, governors, and	Signage to be added to school office to say that all deserve the right to be safe and spoken	All members of staff and school stakeholders.

Implementation	Impact	Areas for development and prioritisation	Responsibility
	priest. Staff are aware and model well to children.	to in a respectful manner.	Admin to create and display signage.
We promote opportunities for CYP and their parents/carers to get involved in consultation, participation and co-production activities.	Open honest dialogue between school and home. Reading logs. Home school books for some children. Consult with parents re SEND policy etc. Surveys.	Termly book looks / pupil perceptions by SENDCo.	SENDCo to add to yearly planner.

Communication

Our setting is committed to ensuring that all members of the setting community have a voice. Accessible communication is prioritised.

Intent

In our setting:

- children and young people (CYP) are at the centre of provision planning eg 'you said, we listened', resulting in empowered CYP whose needs are understood and appropriately met
- we value information sharing and seek to ensure we communicate effectively and appropriately with all members of our setting community
- we actively seek advice from other professionals when needed and we work with, and support parents/carers based on advice.

Implementation	Impact	Areas for development and prioritisation	Responsibility
We empower children to give their views and facilitate regular opportunities for this to happen, ensuring that their views inform strategic planning.	Children said they would like toys out at lunchtimes and playtimes. Now they have two boxes of toys. SEND children find lessons confusing so we looked at breaking down lessons further. They wanted neurodiversity recognised more in school so we did this via assemblies. Sent out you spoke we listened newsletter. Behaviour- children receive a yellow letter and have to act on what it says immediately.	Toy boxes to be checked weekly for damage, missing items etc. Recording of Behaviour incidents to be more centralised using Arbor platform. All staff to be trained to do this.	Play leader and MDSA staff to implement regular checks. SENDCo to lead on implementation of this as part of NPQLBC. All staff accountable.

Implementation	Impact	Areas for development and prioritisation	Responsibility
	Communication via My Concern.		
We ensure that our key staff are aware of the communication barriers which may exist for some parents/carers and have the tools and skills to communicate with them appropriately and effectively.	Data collection records first and second language. Ask if translators are required when we make referrals. Make accommodation for individual preferences re communication. Try to speak clearly without too much jargon to all.	To request preferred communication method for parents when children join the school.	Office staff to add this to the data collection forms. Can language modification preference be added to school website?
Our staff are open to feedback, they listen and respond meaningfully so that appropriate changes can be implemented where needed.	Staff are really responsive, really listen, solution focused. Communicate in different ways with different staff.		All staff and stakeholders.
We work collaboratively with parent/carers and professionals to implement plans for CYP.	Parents have input to APDRs face to face and via Provision Map. Provision Map – 25% of SEND parents have responded. Behaviour plans include parent and pupil voice. School Robin on Provision Map works well. Way for SENDCo to share information with key staff and request information.	Parent Cafes to be made available to parents for children with SEND. Networking opportunities for parents.	SENDCo to lead on this and timetable into yearly planner.

Training

Our setting is committed to having a well-trained workforce, able to meet the needs of our cohort of children and young people (CYP) confidently and appropriately.

We have:

- a knowledgeable staff team with expertise in SEND
- a development offer that enables staff to meet the needs of our children and young people
- identified gaps in training and have plans to address these gaps

Intent

In our setting:

- all our CYP can access the curriculum and wider school life (trips, visits, clubs, events as well as the curriculum and information)
- staff have the knowledge and understanding to be able to build accessibility requirements into their plans
- staff are competent, committed and take ownership and responsibility because they are clear of their responsibility to meet the needs of our CYP with SEND
- staff access regular professional development (PD) opportunities and use this knowledge to improve provision and experiences for CYP
- the leadership team and those with line management responsibility know where to access advice, support, and training. There is a clear and accurately informed training plan that reflects our commitment to on-going training and development priorities
- we understand the importance of early intervention and the role that we play.

Implementation	Impact	Areas for development and prioritisation	Responsibility
We continuously look for opportunities to develop our practice as a setting and utilise external resources such as SEND Reviews and LA SEND Services to identify and inform setting and staff training priorities.	SES 20 free courses are circulated. SEND Reviews from Amy Weaver, Caroline Clarke, and termly SES Visit.	All staff to receive Attention Autism Training.	SENDCo to organise.
We identify gaps in training through performance management/appraisal meetings/staff surveys and we make plans to fill those gaps.	Yes, training is part of performance management. SENDCo delivers specific TA training on Fridays during assemble and break-time.	Gain views of staff on training needs and produce short training sessions.	SENDCo and SLT
Our setting culture supports all staff, giving them access to tools and training that build their confidence and success.	Succession planning is strong. We are good at building leaders. Leadership is quite distributed. Therefore, people get lots of experience.		
We ensure that the setting culture facilitates staff success. Our staff take ownership, engage in professional	We are good at going back and checking in on things. Review e.g. curriculum, writing. We know that these things take time.	Would like there to be a slower, stepped process when introducing changes.	SLT to allow time for processes to embed and be prepared to be flexible.

Implementation	Impact	Areas for development and prioritisation	Responsibility
<p>dialogue, and demonstrate accountability and effectiveness.</p> <p>We allow time for changes to become embedded in practice.</p>		<p>We need APDR process for new things we are asked to implement.</p>	
<p>We deploy staff appropriately to meet the needs of our CYP.</p>	<p>SLT carefully plan this. Always think about pupils first.</p>	<p>Ensure that policies state that 1:1 support is not advocated in our school.</p>	<p>SENDCo and SLT to review policies and amend where needed.</p>
<p>We ensure that interventions are appropriate and proportionate and evidence-based.</p>	<p>Interventions are evidence based and pupil first always. We only deliver what works.</p>	<p>Monitoring of provisions needs to be robust.</p>	<p>Class Teachers are ultimately responsible, not the person delivering the intervention.</p>

Environments

In our setting we have environments that enable:

- outdoor learning
- regular physical activity
- choice
- independence through appropriate adaptations

Intent

In our setting, our environments:

- promote a culture of inclusion through a well-planned, enabling curriculum
- are welcoming (inside and out) and enable every CYP to have a sense of belonging
- enable CYP to make connections in their learning
- promote independence
- foster an irresistible desire to learn
- enable CYP from our local community to attend the most appropriate local setting.

Implementation	Impact	Areas for development and prioritisation	Responsibility
We welcome CYP and their parents/carers from the first communication and/or visit.	We do this welcome well. New YR parents evening, stay and play session before start in Sept, photo book before start, video of classroom to look at. SENDCo visits/ calls to nurseries re SEND pupils. SENDCo goes on home visits for YR SEND Children. Mid- year joiner-SENDCo makes phone calls, have a checklist, visits.	Follow checklist more carefully.	All staff responsible for different areas of intake.
Our environment is audited periodically and in response to changing cohorts. Audits consider the auditory and sensory environment as well as the physical environment. CYP, alongside professionals (e.g. Sensory Support, Occupational Therapist, Physiotherapist, as appropriate) are involved in supporting the audit process.	Termly Health and Safety walks. OT and Physio have done site access visit. EYFS – LA Staff to set up learning environment. SENDco and MATHS Lead audit of maths resources so all children have access. Subject leads also do this. Classroom environment checklists completed including whole school approaches to display etc.	H&S weekly walks to be timetabled.	SLT Subject leads to complete resources audit. All staff to report anything not safe to Caretaker. Caretaker daily checks. Reception checklist done every morning.
Where the physical environment needs adapting to make it more accessible, this is included within premises planning.	Have used yellow paint for example when recommended to support child with visual impairment.	Share Accessibility Plan with Caretaker and Cleaner.	Caretaker to repaint playground
We continuously monitor our communication methods to ensure we have an inclusive school community that enables communication at multiple levels.	Try to develop more direct communication in variety of ways rather than people overhear things second hand.	To introduce early morning briefing once a week for all staff. SENDCo to use Edukey Robin	SENDCo and SLT

Implementation	Impact	Areas for development and prioritisation	Responsibility
		facility to share information.	
Effective communication in the environment enables CYP to be independent and staff are trained to communicate effectively with CYP.	Makaton. WIDGIT symbols, Now Next Boards, least help first, maximise use of TAs. TAs go to length to get to know about individual children's needs and not afraid to ask. Clearer now that SENDCo is line manager for all TAs.		
The setting environment has accessible signage.	WIDGIT symbols, exit signs.	Add WIDGIT signs around the school building to help all children feel included e.g. dining hall, keep door closed etc.	Office staff to do overseen by SENDCo.
Our digital environments allow for inclusion in learning. We encourage the use of technology to support CYP to access learning alongside their peers.	Use Talk Pads and Chrome Books and soon iPads. Also have Clicker if needed and Immersive Reader. Colour veil if children need a different colour background.	Look into provision of a set of Class iPads.	SLT, SENDCo and PTA.
We ensure that regular physical activity is planned for in addition to recreation times.	2hrs PE per week for all. Free flow access to outside area all day in YR. Individual children have brain breaks cards, agreed safe spaces for time out. We run weekly sensory circuits for a selected period for key children. Children love this.		
We evaluate our inclusivity using a range of tools, for example: • Whole School SEND Review	Yes. Via SES visits and Governor monitoring. Amy Weaver and Caroline Clarke – SEND Reviews.		

Implementation	Impact	Areas for development and prioritisation	Responsibility
We use well-being resources to understand the needs of our CYP.	Our Boxall Profile for SEMH needs. All staff have had Suffolk Mind Training. Trauma Informed Practice Training. Children all know how to do dragon breathing etc.		

Curriculum

Our curriculum provides:

- appropriate provision to meet needs and engage CYP
- opportunities for real life learning experiences both within and beyond the setting

For example, by using educational visits, visitors, and events.

Intent

Learning experiences:

- are aspirational, relevant, and well-planned both in and beyond the setting
- develop independence and prepare our CYP for their next stages in life and learning
- are responsive to the views and voices of CYP and their families to take account of barriers faced and identify effective strategies for inclusion
- enable all CYP to access learning in the way that enables them to engage and progress

Implementation	Impact	Areas for development and prioritisation	Responsibility
Our curriculum is sequenced to: <ul style="list-style-type: none"> • give CYP confidence with activities and their surroundings because of the well-planned environment • support links in learning to be made • nurture independence. 	Very sequenced curriculum. Links throughout. Nurture independence through universal offer. Curriculum prepares them for next stage. Learning behaviours also do this – having empathy, being curious. Transition meetings between teachers very thorough. Additional visits for children with SEND. ELSA Transition group. Whole week	ELSA transition group to be planned for in Summer Term.	SENDCo and KS2 Lead.

Implementation	Impact	Areas for development and prioritisation	Responsibility
<ul style="list-style-type: none"> prepare CYP for their next stages in life and learning. 	of activities in summer holidays for individual children at high school.		
We ensure all our CYP can attend educational visits and events alongside their peers. We follow the National Guidance for inclusion for educational visits.	Yes. Cost is no barrier. Sometimes taken a parent along. Additional visits to residential beforehand. Call mum if nights tricky. Cater for medication needs and food needs.		
We ensure that all our CYP have equal access to all clubs.	Yes. All clubs accessible to all. Make sure fair opportunities for children with additional needs, vulnerable groups.	Ensure that all groups are represented.	All staff
We ensure all our CYP have opportunities to take on roles and responsibilities.	All children feel that they can be a leader. Fair representation in leadership groups.		
We recognise that some of our learners will need an additional or bespoke curriculum and will draw on external expertise available to ensure that it meets their needs.	Yes. Use Engagement Model, Cherry Garden Curriculum, PLOT and bespoke curriculum for some individuals as required.	Ensure that costs are accurately calculated and planned for.	SENDSCO and SLT
We differentiate and personalise the way we deliver RSHE to ensure it is accessible for our CYP. We tailor the content and teaching to meet the specific needs of individual CYP and cohorts of CYP, considering their developmental stages. We are sensitive to the needs of our CYP and our approach to teaching RSHE reflects this.	Differentiated through Ten 10 resources and planned to gradually progress with age. Consult with all parents and can remove their child should they wish to. They can see all the resources ahead of time on the Parent Portal.	Ensure that all staff send out messages to parents before commencing RSE curriculum.	All staff.

Implementation	Impact	Areas for development and prioritisation	Responsibility
We carefully consider our curriculum so that it reflects our CYP and school community so that CYP have positive role models to aspire to and are ambitious about their futures.	Very diverse curriculum. Books chosen very inclusive and diverse. Core texts in classroom book corners look at positive role models and inclusivity. Neurodiversity posters around the school. Visit from basketball player and neurodiversity visitor, Travelling Tuba, Bassetry Music.	PTFA are organising a Cultural Day drawing on rich local community. 28 different languages spoken. Recipe book.	SENDCo and PTA leading on this.

Transitions

In our setting our transitions are:

- effective for CYP with and without an EHCP
- collaboratively planned.

These transitions include information and document sharing.

Intent

In our setting we have:

- shared understanding and agreement of transition processes and these are well documented
- effective transition plans in place and bespoke opportunities for transitions
- feedback from CYP that evidences they have had a positive experience of transition
- CYP being transported safely and appropriately to education settings and educational visits
- effective communication between the transport providers and CYP and their families
- information regarding effective processes, we use the Norfolk Local Offer and other relevant sources.

Implementation	Impact	Areas for development and prioritisation	Responsibility
Our setting plans effective transitions, allowing adequate time to ensure appropriate provision (including physical and human resources) are in place to meet the needs of CYP.	Y6 individual additional visits. Data collection and references. Transition from one KS to another is good-equipment goes with child. Paperwork sent at start of September within recommended number of days. SENDCos from secondaries will visit EHCP	Ensure that new intake visits are carefully planned and that SENDCO is consulted fully. Ensure that SENDCo is aware	All EYFS Staff / SLT and Admin. KS2 lead / Yr 6 class teacher.

Implementation	Impact	Areas for development and prioritisation	Responsibility
	children in Y6 primaries. Visits to nurseries and home.	of destination of Yr 6 Children.	
In preparation for transitions, we ensure effective and timely information sharing and collaborative planning, where all relevant expertise and knowledge is shared and valued, collaborating with partners and families as appropriate.	As above. Home visits ask series of questions about child. Can do this via Zoom or telephone.		
Our setting adopts and adapts flexible approaches that facilitate the best transition for CYP to meet their needs.	Bespoke package. Extended transition built up over term so doing more hours. Alternate Therapeutic Placements if required.		
We understand the EHCP process and our role within it to support planning for phase transfer in a timely manner.	Annual Reviews take place in a timely manner and children visit high schools in Y5.	Plan out Annual Review dates at the start of the academic year and inform parents/ carers of planned meeting dates well in advance.	SENDCo and SLT
We implement collaborative approaches to curriculum planning, sharing information about what CYP have learnt and interventions that have been used.	Via Provision Map and Google Classroom. Celebration Assemblies for parents. Mass to share God's message.		

This policy will be reviewed by the governing body every three years or earlier if it is considered necessary.