



Sutton Park Primary RSA Academy

SEN Information Report for Parents

Introduction

Sutton Park Primary RSA Academy is an inclusive school and is able to offer a range of support for children with additional educational needs. We follow the framework set out for all local schools in 'The Entitlement of Pupils in Mainstream schools – Special Educational Needs Provision – The Local Offer'. This document describes the entitlement of pupils in Worcestershire schools and forms part of the authority's local offer www.worcestershire.gov.uk/sendlocaloffer

Who should I talk to about my child's difficulties?

The first point of contact should be your child's class teacher. Each class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivering any additional support.
- Ensuring that parents are involved in supporting their child's learning and progress and kept informed about the range and level of support offered to their child.
- Implementing the school's SEND policy.

The school's Special Educational Needs Coordinator (SENDCo).

Our SENDCo is Danielle Duignan. She is responsible for

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND policy.
- Monitoring the successful movement (transition) to a new class or school.
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Providing advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.



She can be contacted by leaving a message with the school office (01562 67742).

The school's Head of School

Our Head of School is Lorna Weatherby.

She is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND.
- Supporting teaching staff to develop quality provision for pupils with SEND across the school and evaluate its impact on progress.

She is available to meet with before and after school to deal with any quick queries. To arrange a meeting, please contact the school office (01562 67742).



The Executive Principal of Sutton Park is Angela Crawley.



There is a nominated governor responsible for overseeing the school's provision for pupils with SEND. The governor meets with the SENDCo regularly and reports back to the Governing Body. Our SEND governor is Chris Passey.

What types of SEN do we provide for?

The four areas of need set out in the SEND Code of Practice 2014 are:

- Communication and interaction needs
- Cognition and learning difficulties
- Social, mental and emotional health problems
- Sensory or physical needs.

communication and interaction needs	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with an Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.</p> <p>Children with the most severe communication and interaction difficulties will be characterised by limitations in accessing the curriculum and may present with emotional and behavioural difficulties. These children will need substantial support to ensure that they are provided with appropriate access to the curriculum and participation in school life.</p>
cognition and learning difficulties	<p>Children and young people with these difficulties may learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p> <p>The majority of children/young people will have their needs met in a mainstream school within resources ordinarily available but in a minority of cases an educational establishment may need to make a request for an EHC needs assessment.</p>
social, mental and emotional health problems	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.</p>
sensory or physical needs	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Some with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>

Sutton Park Primary RSA Academy provides 10 places for pupils within its Language Unit. These places are for pupils identified as having specific language impairment. They have the potential to access mainstream education but without the provision would struggle to make the expected progress. The aim of the provision is to return pupils to a mainstream class once they have acquired the skills to be successful. Entrance to a Language Unit is via a placement panel. There is no entry into any of the language units by direct application to the schools.

How will we know if your child needs extra help?

At Sutton Park pupil progress is regularly and systematically monitored by class teachers, subject leaders and senior leaders. Progress meetings are termly, following assessments to monitor the progress of all pupils and identify any additional needs. If a child transfers from a previous school or nursery, we use any transition information passed on by them. In addition, class teachers continually monitor pupil progress through ongoing daily observations and assessments.

If teachers are concerned they complete a Cause for Concern form (see Inclusion and SEND Policy Appendix 4) and raise these concerns with the SENDCO at the earliest opportunity. A referral can also come to a class teacher through a parent or the pupil themselves. Extra provision is put in place and the pupil's progress is monitored.

Criteria for entry to the SEN register

Pupils making less than expected progress given their age and individual circumstances, despite high quality teaching, are placed on the school's SEN register at 'School Support' level and their main areas of need are recorded. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap between the child and their peers
- shows a decline in self-help, social or personal skills or behaviour

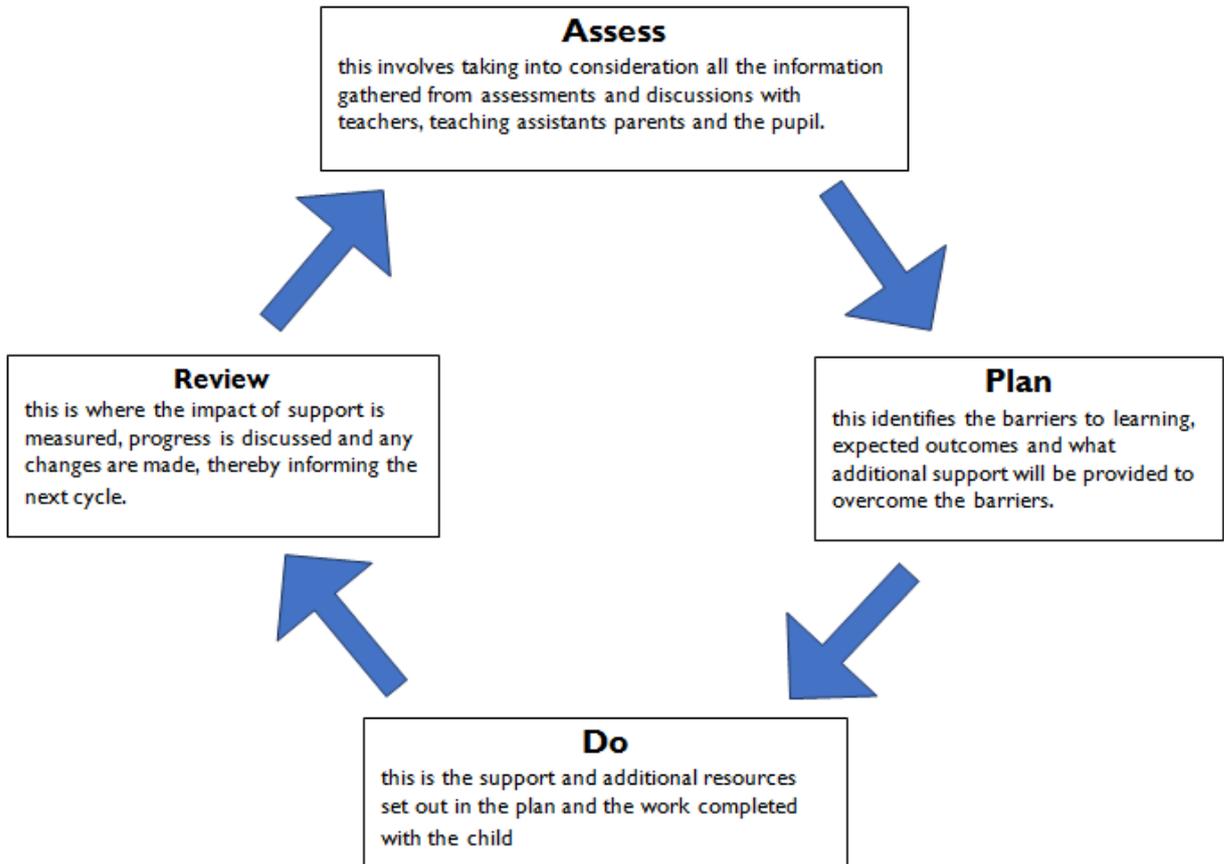
Monitoring the SEN register is the responsibility of the SENDCO. Records of additional provision and progress will be kept, monitored, and reviewed and next steps will be decided according to the outcome of the intervention. For higher levels of need or where the school is unable to fully meet the needs of the child, arrangements may be made to draw upon more specialised assessments from external agencies and professionals. The pupil and their parents will be involved throughout the entire process.

How do we assess and review pupils' progress?

In addition to pupil progress meetings every term, any extra provision is monitored and reviewed after 6 weeks and further intervention is planned as appropriate. This process is known as the graduated approach (Assess Plan Do Review).

Criteria for exiting the SEN register

If it is considered that the child no longer needs support that is additional to or different from the current educational provision, then a decision may be made to remove the child from the SEN register. Parents will be fully involved in this decision. The child will therefore continue to receive high quality teaching that is differentiated and personalised within the classroom setting.



We use a range of assessment materials to support our teacher assessments, monitor progress and plan interventions. An intervention is a programme of highly specific additional activities, usually in Maths and English, to help children improve at things they struggle with. Some of these in use currently include:

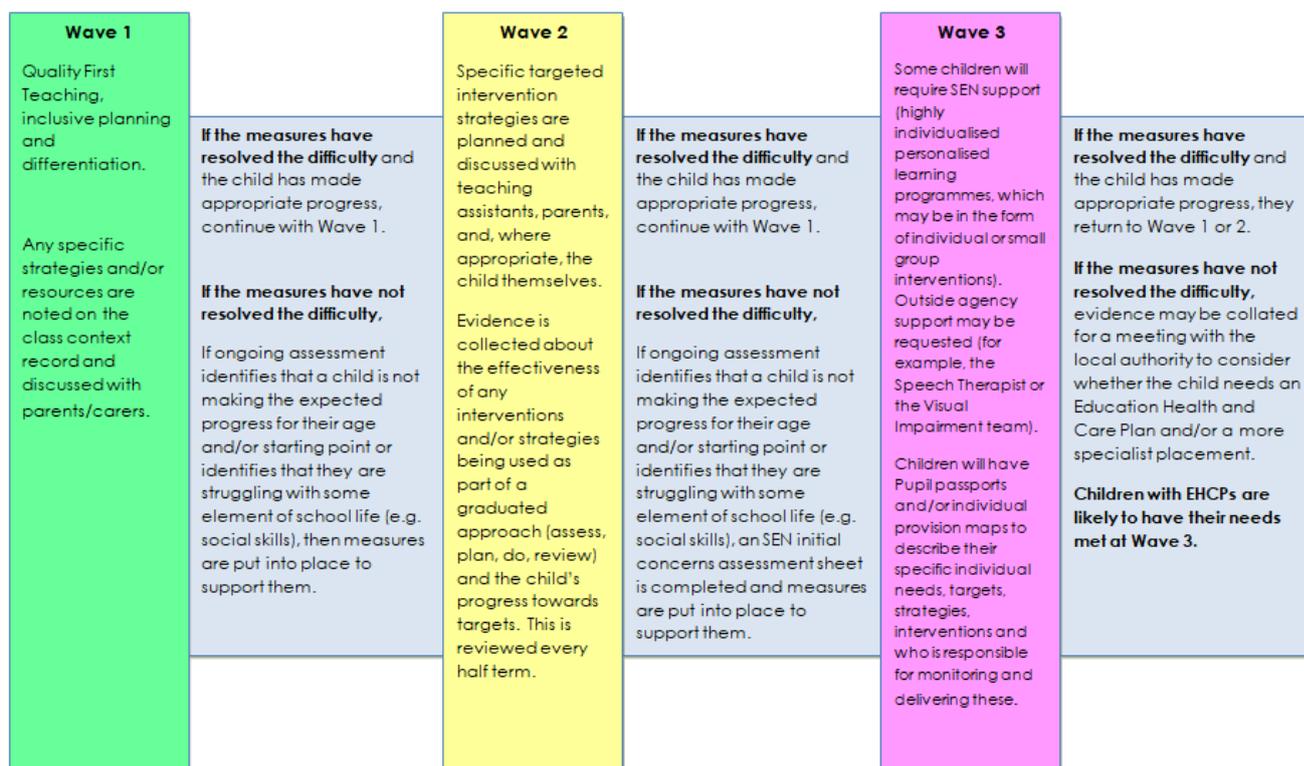
- Reading assessments
- Mathematics assessments
- Read Write Inc phonics assessments
- THRIVE whole class screening for emotional needs
- GL assessment materials for identifying specific needs e.g. cognitive development, working memory, literacy, numeracy and dyslexic traits.

Sometimes further assessments may be carried out by specialist teachers or other professionals such as Speech and Language Therapists. These specialists then support the school to secure the best provision for the pupil's individual needs. Meetings with parents and carers are arranged as appropriate to discuss this provision and how support can be provided at home.

How will school staff support your child?

The key to supporting pupils with SEN starts with 'Quality First Teaching' (Wave 1). The main characteristics of quality first teaching can be summarised as:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.



All teachers aim to differentiate the learning within the curriculum, remove barriers to learning and ensure that all pupils make progress.

Additional support for pupils can take various forms including:

- short-term specific interventions
- reduced class sizes or small group work
- home-school interventions
- additional support from adults in class to ensure they can meet their targets successfully.

It can also include adaptations made to meet individual needs such as seating arrangements, brain breaks, the use of additional teaching materials and resources such as writing slopes and allowing a pupil extra time to prepare an answer or record their ideas. (See Inclusion and SEND Policy Appendix 2).

The range of support deployed will be tailored to individual need following thorough assessment. It is designed to promote pupils becoming independent and resilient learners and should not be seen in isolation.

Some pupils will require support above and beyond the differentiated learning and their provision usually takes the form of individual or small group interventions (Wave 2). The focus of these interventions can include phonics, reading, writing, maths, speech and language, fine motor or social skills. In some cases, a published intervention programme may be followed (see Inclusion and SEND Policy Appendix 3). Class teachers plan the provision, with the teaching assistant if appropriate. They have access to subject leaders, the SENDCo and outside agency professionals to support them.

Pupils with a higher level of need may follow a personalised curriculum to match their individual needs. These 'Wave 3' interventions target specific areas of need, identified through detailed assessment, often involving outside agency professionals such as speech and language therapists, learning support teachers or occupational therapists.

Some children and young people may not make expected progress, despite these efforts to identify, assess and meet the special educational need. In these cases, schools or parents may consider requesting an Education Health and Care needs assessment to determine if they should have an Education, Health and Care Plan (EHCP). This assessment involves a process of gathering information from the relevant people or agencies, including the views, interests and aspirations of the parents and child or young person. It will help to determine whether the education authority needs to make additional provision through an EHCP for children and young people with the most complex needs, from birth up to the age 25. Most children and young people with Special Educational Needs and Disabilities (SEND) will have their needs met in the mainstream school.

How will the curriculum and learning environment be matched to your child's needs?

Differentiation is embedded in our curriculum and practice. Each teacher plans and evaluates their curriculum and decides how best to meet the needs of all pupils. Teachers follow a list of learning environment non-negotiables which include display prompts and seating arrangements to ensure all children's needs are catered for (see Sutton Park Inclusion and SEND Policy Appendix 1)

All our teachers are clear on the expectations of classroom provision and this is monitored regularly by the leadership team through classroom observations. Best practice is shared across the school. Assessment of pupils' learning is used to inform ongoing provision.

How will you know how your child is doing and how to support your child's learning?

We regularly share progress with all our pupils and their families. Teachers in Nursery and Reception use Tapestry and from Year 1 to 6 each pupil has a 'Home School Diary' which can be used daily to note down progress as well as reading or times table or spelling scores. We hold Parent Consultation Evenings twice a year, where parents and carers can discuss their child's progress with the class teacher and we share what can be done by families at home to support the learning at school. This is reinforced by weekly home learning and termly updates on each class topic, which we share through newsletters and the school website. Should more regular contact be required, teachers are happy to make suitable arrangements to ensure this is put in place. For some pupils, a home-school communication book is used to keep parents informed. An Annual Report goes home at the end of the summer term with details of each pupil's progress, attainment and next steps.

If a pupil needs additional help, parents and carers will initially be approached by the class teacher about any concerns and will be informed if extra support in school is needed in the form of individual or group interventions. Teachers will also give advice on how to help at home. Parents are welcome to arrange to meet with the SENDCo for further advice. This is done by phoning the school office.

If we feel we need advice or support from other professionals e.g. Speech and Language Therapists (SALT), Educational Psychologist (EP) or Community Paediatrician, the class teacher or SENDCo will contact parents to discuss this and seek parental permission. When outside professionals have been involved in supporting the class teacher to meet the needs of any child, meetings are arranged to give parents the opportunity to discuss the findings of observations and assessments. For children who have an Education Health and Care Plan we hold an Annual Review to which external specialists are invited to discuss the pupil's progress with the parents or carers and future targets are set.

How do we involve pupils in their education?

When a pupil is included in an intervention programme, either individually or in a small group, the objective of that intervention is explained to them alongside the steps they need to take to make progress. They may also be given tasks to complete at home to support this progress. If a pupil requires a Pupil Passport to identify needs in class, they are involved in the creation and review of this. A Pupil Passport is a one-page document that makes all teachers and school staff aware of the pupil's individual needs and provision. It lists their interests, strengths, areas of difficulty and what strategies support them, such as being given extra time to complete tasks.

Where appropriate, according to age, maturity or understanding, pupils are included in review meetings. This can be in the form of a pupil comment sheet or attending part of the meeting in person. Pupils are also selected from time-to-time to take part in 'pupil voice' interviews where they have the opportunity to share their thoughts about their progress and difficulties, as well as what can help them do their best at school.

What expertise and training do our staff have to support pupils with SEN?

We have an experienced teaching staff with a wide range of skills, including teaching assistants who have taught a variety of intervention programmes for many years. The school constantly reviews training needs and provides opportunities for staff to update and refresh their knowledge and practice in line with the School Development Plan. Staff attend training courses as part of their Continuing Professional Development (CPD) as well as regular, weekly staff meetings. Training is also provided in house by subject leaders or by staff who have attended training courses outside school and by visiting trainers.

How will we secure specialist expertise and other support organisations?

Children are referred to the Speech and Language service through termly meetings with the school's speech therapist. Parents can also access this service themselves through their GP. Class Teachers or the SENDCo will discuss any new referrals with parents prior to these meetings and ensure they have parents' permission.

The school also has a service agreement with Chadsgrove Teaching School Alliance for advice and support from their team of Learning Support teachers. Parents' permission will be sought before a pupil is referred to this service and after an assessment has been completed, parents are invited to meet to discuss the outcome and any reports.

We are always keen to help parents access support and provision outside school. We pass on the contact details of voluntary organisations we feel may be appropriate such as Autism West Midlands and have a range of information leaflets available for parents covering areas such as dyslexia, ASD and ADHD. We are happy to provide letters for parents wishing to access medical support from their GP or paediatrician where this affects a child in school.

How will we secure equipment and facilities to support pupils with SEN?

Some pupils with physical needs also receive support from Chadsgrove Outreach. This is in the form of ongoing assessment of the pupil's needs in school, particularly when they transfer to a new classroom environment, and the loan of any specialist equipment considered necessary to ensure the pupil has complete access to the school curriculum. We also have a number of intervention programmes available in school to help children develop their fine and gross motor control.

How do we evaluate the effectiveness of our SEN provision?

The impact of interventions is monitored through regular meetings between teachers and teaching assistants and the tracking of pupil progress. The SENDCo and senior leadership team monitor the quality of provision as well as the impact against expected rates of progress.

How will your child be included in activities outside the classroom including school trips?

Our Inclusion and SEN Policy and our Vision and Values (listed on the school website) promote the involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, further thought and preparation is considered. Where applicable, parents and carers are consulted and involved in planning.

Risk assessments are conducted for all school trips and visits. The needs of vulnerable pupils, such as those with SEND, are considered as part of the process and appropriate arrangements made.

All children are encouraged to participate in after-school clubs.

What support will there be for your child's overall well-being and social development?

All our staff are regularly trained to provide a high standard of pastoral support through the Thrive approach. The Thrive approach provides 'a powerful way of working with children and young people that supports optimal social and emotional development.' Five members of staff have completed the full Thrive training programme and are licensed practitioners. This includes training in safeguarding and child welfare and equips staff to work in a targeted way with children to help them form positive relationships and engage with life and learning, building self-esteem.

All staff have first aid training and are trained in the use of epi-pens. For children with more serious medical needs, we have individual care plans and relevant staff are trained to support specific medical needs.

Our Behaviour Policy, which includes self-esteem, relationships and anti-bullying, is reviewed regularly. It contains guidance on expectations, rewards and sanctions. Children create class rules and these are displayed in each classroom.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. If a pupil is absent due to long-term illness, arrangements will be made to support their education at home.

Achievement is celebrated with regular Celebration Assemblies and certificates for achievement and effort, and demonstrating the values promoted by the school.

How accessible is the school environment? (see Accessibility Plan)

We consider our environment to be fully accessible to all pupils. We have wheelchair access, including a lift and disabled toilet facilities. We are vigilant about making reasonable adjustments, where possible and continually review the needs of children. We have Personal Emergency Evacuation plans in place for any pupils who need them and extra evacuation practices take place for these pupils and their classes.

How will we prepare and support your child to transfer to a new class or school?

Within school, teachers meet for 'handover' sessions to ensure that receiving teachers are aware of individual needs, targets and any additional support required.

We have good relationships with the local secondary schools that the children move onto and meet with the Year 7 teachers, head of year and SENDCo to pass on any information about the pupils who will be joining their school. Children visit the secondary schools and extra visits are planned if necessary to ensure transition is as smooth as possible. All children have sessions to prepare them for the changes they should expect moving from primary to secondary, including discussions to answer any concerns. All children in Nursery to Year 5 also spend time in July preparing for their move to a new classroom in September.

How are the school's resources allocated and matched to children's special educational needs?

The school receives a set amount of funding to provide support for pupils with additional needs. We use this funding in the best possible way to meet the children's individual needs – this may involve the purchasing of resources or for additional staffing.

Our finances are monitored regularly and we use resources to support the whole school aims as well as individual pupil needs. We seek to ensure value for money, so interventions are costed and evaluated.

How do we handle complaints from parents about the provision made at the school?

If you have a complaint about SEN provision Worcestershire Local Authority provide guidance on the procedure to follow.

http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service

You can find out more about complaints procedures in the SEND Code of Practice sections 11.2 and 11.67 to 11.111. If you want help to understand the different procedures, or advice about which to use, please contact Worcestershire SEND Information, Advice & Support Service.

Useful contacts:

SENDIASS/Parent partnership Special Educational Needs

Office opening hours are Monday to Friday from 8.30am to 4.00pm

*SEND Information,
Advice and Support Service,
Tolladine Rd
Worcester
WR4 9NB*
Telephone: [01905 768153](tel:01905768153)

Email: sendiass@worcestershire.gov.uk

Review date: October 2022

SEND COVID-19 Addendum

Coronavirus and wellbeing

We understand that restrictions due to Covid-19 have made a significant change to many families. Maintaining positive mental health and emotional wellbeing is very important.

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. We are aware that there may be children with additional or worsened social emotional and mental health needs as a result of coronavirus (COVID-19). The government has issued guidance and advice for parents/carers on looking after the mental health and wellbeing of children or young people during the COVID-19 outbreak. When considering mental health and wellbeing, the school will also refer to this as a starting point.

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

In addition to this, government guidance released on 28 August 2020 states:

'Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.'

Returning to school

We know that any transitions, especially for many of our children with SEN, can be stressful. We understand that re-integration back into school and/or transition to a new class or school is going to be made even more challenging following the current situation. Furthermore, we know that children's reactions to returning to school will vary greatly and some children will need much more additional support.

In view of the extended time out of school for some of our pupils and the social, emotional changes they have experienced, we are adapting our approaches as needed on an individual case by case basis. This means that although we have a thorough, detailed risk assessment, we are aware that adjustments may need to be made to accommodate the needs of children for whom the new school year is more of a challenge. This may impact how a child comes into school, what support a child is offered during the school day and what additional resources might be offered in order to ensure each child feels safe and happy. Communication with parents and carers is key to a successful transition back into school at this time. We therefore welcome contact and we hope then to work together for the best outcome for your child.

Teachers will continuously assess where pupils are in their learning, and agree what adjustments may be needed to the curriculum.

We recognise that some children with SEND will need careful support during any return following a period of absence related to COVID-19 or in relation to possible changes to their routines, for example, social stories to support with the transition and changes, or with visual prompts to help them to follow protective measures that have been put in place.

Changes to the school environment

A one-way system around the site will be in operation. Drop off and collection will be at your child's classroom door, where you will be greeted by their teacher. These times need to be as swift as possible and gathering at entrances should be avoided.

During the school day the children will largely remain separate from all other classes, except at playtimes where 2 classes will share a playtime space and during assemblies.

When working within the classroom, we know distancing is not always possible, particularly when working with younger children, but staff will do this when circumstances allow. Staff will try to avoid close face to face contact and minimise time spent within 1 metre of anyone. However, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support will be provided as normal.

In line with guidance, where children are old enough, they will also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for some children with complex needs and it is not feasible where space does not allow.

We will ensure that appropriate support is made available for pupils with SEND, for example by having a teaching assistant assigned to each class bubble and enabling some staff from both within and outside the school to work with pupils in different classes. Measures will be taken to minimise the potential risks posed such as frequent use of hand sanitiser, additional cleaning of learning areas and social distancing to allow any planned interventions to continue. The use of face coverings will also be considered, where relevant, to protect pupils and staff.

The school SENDCO will continue to liaise with appropriate key professionals and external agencies for children and young people with SEND in order to ensure pupils are getting the appropriate provision. However, these processes may take place remotely in adherence with government guidance on social distancing.

Communicating with your child's teacher

The Home/School diary should be used to communicate with your child's teacher. For more urgent messages either speak to Mrs Weatherby/Miss Crawley on the drive or phone the school office to leave a message. To contact the SENDCO, the same methods of communication can be used.

We will continue to hold annual review meetings. Wherever possible parents are offered the choice of how they would prefer the review to be managed e.g. in person, online e.g. zoom, telephone meeting.

School closure and remote learning

Challenges which existed in schools prior to the pandemic, specific to the provision of support for children with special educational needs not only remain but have been amplified because of coronavirus (COVID-19). We endeavour to meet all legal requirements of an EHCP, and to put in place the offer of extra support for any student who needs it:

- In the event of whole school closure, all students with an EHCP are offered a placement in school in a Year group 'Bubble'.
- All students with SEN who are within the Government Guidelines of accessing an in-school placement (key worker children and 'vulnerable children') are again offered this opportunity.
- For all other students at home there is an increased focus on consistent communication with parents / carers and families to see if they need support or help with any work / technical issues and generally check on their well-being.
- There is a continued focus and awareness on mental health and wellbeing.
- Risk assessments are completed for any student who has an EHCP and is not in school. These are shared with the Local Authority.

- As a school we will provide high quality work that will ensure that your child does not fall behind, and the IT needed to access it (if it is not already in place). Teachers will also ensure returned learning is acknowledged and feedback is given. As parents and carers, the expectation is that you will be able to support your children where possible to complete the learning and send it back to their teacher daily. The children have a really important role to play too because they need to access the learning willingly and try their hardest like they would in school. Any work missed will need to be caught up on return to school if it is not completed during closure. We use a learning platform called Seesaw, which makes the process smoother.
- If a child has an identified SEN, the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels, providing individual support/advice to parent/carers or giving more detailed instructions or providing parents with suggestions to make tasks more practical in nature.
- Those who are also disadvantaged are provided with free school meals vouchers, or food bank boxes that can be collected or delivered.
- Any student listed as vulnerable under the Covid-19 Government Guidelines, also has an entry on CPOMS (Child Protection Online Management System) – to ensure the Safeguarding Team are fully aware that these students are “safe”.

Daily SEN provision remains:

- The ‘normal’ day to day identification and assessment of SEN is continued
- Staff are available for any family requiring about / requesting support.
- Applications for EHCP assessments are still completed with evidence demonstrating our understanding of the Worcestershire Children First Local Offer Graduated Approach.
- Referrals to other specialist assessment teams e.g., the Umbrella Pathway / SALT are also continued so that the most vulnerable have a chance to access the specialist diagnosis or provision they may need to enable them to continue into employability and post 16 educational applications and placements / life-long learning.
- Families may be experiencing additional pressures to manage their child's / young person's needs and increased communication aims to provide very good support during any lockdown for parents and carers.
- Transition planning and meetings continue to ensure SEN and vulnerable pupils moving between classes or schools are fully supported and have a successful transition.

In the case of a class closure, school will provide the children with a broad and balanced curriculum at home that is in line with the provision they would receive in school. The expectation from now on is that the children complete all learning set and return it to their teachers for feedback daily.