**The Roebuck School.**

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**Inclusion Policy Incorporating SEND Policy & Information.**

**September 2020**

* Inclusion Leader & SENCO : Mrs M Roy

# Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).** Ithas been written as guidance for staff, parents or carers and childrenwith reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Education Bill 2011

# Children and Families Act 2014

#  Aims and Objectives of this Policy

The aims of our SEND & Inclusion Policy are:

* To provide an engaging curriculum with access for all pupils
* To secure high levels of achievement & progress for all
* To meet individual needs through a wide range of provision & personalised learning
* To attain high levels of satisfaction and participation from pupils, parent and carers
* To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
* To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
* To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

# Inclusion Statement (please also refer to anti bullying policy)

At Roebuck School we fully embrace the key principles required in establishing an inclusive ethos & education for all learners in which all children will thrive. Our School leadership gives priority to inclusion and consistently promotes an ethos of achievement, empowerment, engagement and self-esteem. It strives to ensure that children feel connected to the life of the school, to teachers and others contributing to their education, to the learning opportunities offered, to friends and classmates and to the wider community through the school.

We believe that Inclusion is about creating a sense of community and belonging by encouraging

Multi Professional Teams to come together to support each other, families and pupils with Special Educational Needs and other vulnerable groups so that all children have a broad and balanced education which enables them to achieve the best that they can be. We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between “underachievement” and “Special Educational Needs”. Underachievement is often caused by a lack of appropriate stimulation and poor early childhood experiences Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. School ensures that pupils eligible to pupil premium funding access this to close the attainment gap to age expected through provision mapping.

Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily, to under-achievement). It is our responsibility to ensure that pupils with Special Educational Needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned and personalised programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided initially, through additional support funded from the devolved schools budget.

Roebuck School has a high transient population so we ensure all new pupils to school at varying points throughout the year feel welcome immediately. Where English is a second language, we do this through a carefully planned induction process which strongly includes parents.

School will:

* actively seek to identify and remove barriers to learning through assessment for individuals and groups of pupils
* have high expectations and set suitable learning challenges
* respond to pupils’ diverse learning needs
* recognise that with the right training, strategies and support nearly all children with special educational needs can be successfully included in mainstream education.
* offer excellence and choice and incorporate the views of parents and children.
* ensure the interests of all pupils are safeguarded
* ensure all children have access to an appropriate education that affords them the opportunity to achieve their personal potential
* ensure that children and young people feel that they contribute to decisions, that their voice is heard in the school community, that they can influence it, that they are valued within it
* children people take an active part in decisions about their own learning and ways of

developing it

* provide effective pastoral care and support for all children made through our close collaboration among various members of staff (class teachers; classroom assistants; those directly concerned with pastoral care / Pastoral family Mentor) support for learning and promoting positive behaviour; senior managers
* provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities to ensure that all children have full access to the school curriculum
* make every effort to close the gap in attainment between vulnerable groups of learners and others

**Inclusion for SEND- A Graduated Approach.**

## All learners will have access to quality first teaching from their teacher.

* The school’s Graduated Approach provides a clear framework by which teachers identify pupils in their class who are experiencing barriers to learning. We strongly believe that early intervention is vital. Through continuous assessment, planning & monitoring, information is gathered about the pupils’ strengths & difficulties. This includes discussions with the pupil & parents.
* Pupils causing concern may access Wave 2 interventions. It is the responsibility of each class teacher to plan for & monitor the progress of these pupils. This information is recorded on the class provision map each term.
* The SENDCo tracks all pupils with SEND on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
	+ Plan strategically to meet pupils’ identified needs and track their provision.
	+ Audit how well provision matches need
	+ Recognise gaps in provision
	+ Highlight repetitive or ineffective use of resources
	+ Cost provision effectively
	+ Demonstrate accountability for financial efficiency
	+ Demonstrate to all staff how support is deployed
	+ Inform parents, LEA, external agencies and Ofsted about resource deployment
	+ Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### Identification and Assessment - Cycle of assess, plan, do, review

If a pupil is not making expected progress, children’s barriers will be identified and met as early as possible through:

* the analysis of data including: entry profiles, Baseline assessment scores, reading ages, formative and summative pupil progress data
* classroom based assessment and monitoring arrangements
* following up parental concerns
* tracking individual children’s progress over time,
* liaison with feeder nurseries on transfer
* information from previous schools
* information from other services
* maintaining a termly provision map for all vulnerable learners which clearly identifies pupils receiving additional support and SEN Support from the school’s devolved budget or in receipt of High Needs funding and includes entry and exit data
* Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil’s needs. It may include a bilingual assessment where English is not the first language.
* Involving an external agency where it is suspected that a special educational need is significant.

# Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

* teachers differentiate work as part of quality first teaching
* wave 2 or 3 interventions by trained and experienced staff
* other small group withdrawal & bespoke boosting
* children eligible to pupil premium funding access this through provision mapping
* individual class support / individual withdrawal
* completing an All About Me
* Every Day Quality Reading Sessions1-1 by trained staff
* bilingual support/access to materials in translation
* further differentiation of resources,
* learning buddies
* homework
* pupil voice/contribution to personalised learning plans
* parental involvement
* SENCO / Inclusion lead involvement
* Family Support Workers
* Speech & language Therapist
* Pastoral Support
* Specialist Teacher

# Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

* classroom observation & learning walks by the Inclusion Leader/SENCO and senior leaders
* ongoing assessment of progress made by intervention groups
* work sampling
* teacher interviews with the Inclusion Leader/SENCO in SEND pupil progress meetings
* informal feedback from all staff.
* pupil interviews when setting new Learning Support Plans targets or reviewing existing targets
* tracking using assessment data (whole-school processes)
* monitoring & evaluating outcomes of Learning Support Plans & Personalised Target
* attendance records
* regular meetings about pupils’ progress between the Inclusion Leader/SENCO and the Leadership Team
* head teacher’s report to parents and governors

## SEN Support

* Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
* Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map).
* In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
* It may be decided that a very small number, **but not** all of the pupils on the SEN list will require an application for a statutory assessment to be made to the Local Authority. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision and the where a pupil has a significant, severe and sustained need.
* Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
* Our approach to Targeted & Personalised Learning Plans, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is stated below.

Our Targeted & Personalised Learning Plans:

* + are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
	+ will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more spelling” or “more maths”.
	+ will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
	+ will be based on informed assessment and will include the input of outside agencies,
	+ have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
	+ Plans will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
	+ will have a maximum of four short / medium term SMART targets set for or by the pupil.
	+ will specify how often the target(s) will be covered
	+ will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
	+ will be arrived at through : Discussion between teacher and SENCO & wherever possible, with parents/carers and pupil
	+ will involve discussion with another professional
	+ will be reviewed frequently and updated at least termly by class teachers in consultation with the SENCO and or specialist teacher.

Order of events - the precise order for this will vary from pupil to pupil following professional dialogue including the parents and child as appropriate.

### Statement of Special Educational Needs or Education Health and Care Plan

* Pupils with a Statement of Special Educational Needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
* Our school will comply with all local arrangements and procedures when applying for
	+ High Needs Block Funding
	+ An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

* Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Our Graduated Approach is also clearly explained in detail in our SEND Information Report which you can find on the school’s website. This is also reviewed annually.

# Inclusion of pupils with English as an Additional Language

### Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need and are seen to benefit from the ability to live and learn in more than one language.

### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

### Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### Provision

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum. Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English.

The following provision can be expected:

* An induction programme to ensure the child settles quickly
* A ‘social & learning buddy’ to be set up
* A parental interview to ensure as much as possible can be learnt about the child to ensure effective planning of next steps
* initial assessment of EAL using our in house initial assessment & nassea
* mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil’s first language
* pupils will be placed in groups which match their academic ability. Initially this may be in a middle-ability set until the pupil’s academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated
* work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework should be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers
* additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary, specialist EAL teacher
* where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level
* Progress of EAL pupils will be monitored against both nassea and KLIPS.
* Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Inclusion Leade. Provision will be recorded and monitored for effectiveness using the school’s provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN record for reasons of EAL.

### Parental Support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child’s progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents’ evenings and other school meetings and by providing key school information in translated format. This may be done through class Dojo where possible.

# Inclusion of pupils who are Looked After in Local Authority Care (CLA)

Our school recognises that:

* Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
* There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
	+ Placement instability
	+ Unsatisfactory educational experiences of many carers
	+ Too much time out of school
	+ Insufficient help if they fall behind
	+ Unmet needs - emotional, mental, physical
* There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
* monitoring the progress of children who are ‘looked after’ to ensure that they have the best life chances possible and access to the full range of opportunities in school
* ensuring that children who are ‘looked after’ have access to the appropriate network of support
* checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
* ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals
* preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
* discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
* liaising with the child’s social worker to ensure that there is effective communication at all times
* celebrating the child’s successes and acknowledge the progress they are making.

Our school will work closely with the county’s The Virtual School (VS) for Children whichpromote the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

# Inclusion of Pupils who are Able, Gifted and/or Talented

In this section the term ‘very able’ refers to pupils who have a broad range of achievement at a higher level than their peer group level in one or more academic areas of the curriculum. Those children who are able have very well-developed learning skills across the curriculum. The term ‘talented’ refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of academic learning.

Talented pupils may show above average strength in one or more of the following areas:

* Physical talents, sports, games, skilled dexterity
* Visual/performing abilities, dance, movement, drama
* Mechanical ingenuity, construction, object assembly (and disassembly), systematic, working solutions
* Outstanding leadership organiser, outstanding team leader
* Social awareness, sensitivity, empathy,
* Creativity, artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

### Identification

Before identifying any child ‘higher ability / able’ in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as ‘very able’ and/or ‘talented’ is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that ‘at this time this child is showing ability in a particular area’. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

* teacher nomination
* data /assessment results
* specialist teacher identification
* parental nomination
* peer nomination
* self nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept

under review. Provision for very able and/or talented children

will be tracked on the school’s provision map

### Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children’s learning by providing:

* a common activity that allows the children to respond at their own level;
* an enrichment activity that broadens a child’s learning in a particular skill or knowledge area;
* an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
* the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and Mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and wherever possible, music clubs.

# Management of Inclusion within our school

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the *Inclusion Leader & Special Educational Needs Coordinator,* Mrs Roy. This role includes reporting regularly to the Head and the Governors with responsibility for SEND & inclusion, on the ongoing effectiveness of this inclusion policy. The inclusion leader has strategic responsibility for the inclusion and achievement of vulnerable ethnic minority groups where English is an additional language (EAL), Looked After Children (children who are adopted or in local authority care) & children with Special Education Needs and/or Disabilities

**All staff in school have a responsibility for maximising achievement and opportunity of these vulnerable groups learners**.Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

## Head teacher

* the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
* the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO) and the other vulnerable groups highlighted in this policy.
* the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school’s provision in this regard through:
	+ analysis of the whole-school pupil progress tracking system
	+ maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
	+ pupil progress meetings with individual teachers
	+ regular meetings with the SENCO/EAL coordinator
	+ discussions with pupils and parents

## Inclusion Leader & Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

* maintenance and analysis of whole-school provision map for vulnerable learners: CLA, EAL, AGT, and SEND.
* identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget & those with an Education Health and Care plans
* co-ordinating provision for children with special educational needs
* liaising with and advising teachers
* managing other classroom staff involved in supporting vulnerable learners
* overseeing the records on all children with Special Educational Needs
* liaising with parents of children with SEN, in conjunction with class teachers
* contributing to the in-service training of staff
* implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
* carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
* overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners’ provision map.
* monitoring the school’s system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans).
* evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
* meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school’s provision map (school managers will guarantee planning and preparation time for teachers and Inclusion lead/SENCO to ensure that these meetings occur).
* liaising sensitively with parents and families of pupils on the SEND record, keeping them informed of progress and listening to their views of progress.
* attending area SENCO network meetings and training as appropriate.
* liaising with the school’s Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
* liaising closely with a range of outside agencies to support vulnerable learners,
* maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school’s provision map
* in collaboration with the SENCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
* advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
* working collaboratively with teachers to plan for and teach children with SEND & EAL as part of mainstream teaching practice
* managing other classroom staff involved in supporting pupils with SEND & ethnic/linguistic minorities
* overseeing the initial and on-going assessment records on all children with SEND & EAL
* liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
* meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning in conjunction with our EAL teacher
* in collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
* in collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with SEND and EAL.
* contributing to the in-service training of staff
* supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
* advising on and sourcing bilingual and culturally reflective materials to support children’s learning across the curriculum
* advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
* attending EAL Co-ordinator network meetings and training as appropriate.
* liaising with the school’s Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
* liaising closely with a range of outside agencies to ethnic & linguistic minority learners

## Class teacher

* liaising with the SENCO/Inclusion Leader to agree :
	+ which pupils in the class are vulnerable learners
	+ which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners’ provision map – but do not have identified special educational needs.
	+ which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school’s SEN record.
* securing good provision and good outcomes for all groups of vulnerable learners by :
	+ providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
	+ liaising with outside professionals & completing questionnaires as appropriate
	+ writing & evaluating targeted personalised Learning Plans to address a special educational need (this would include pupils with statements/EHC Plans)
	+ ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies*”.* (SEN Code of Practice 2014)
	+ ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

**Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

* In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
* The SENCO/ Inclusion Leader will regularly attend local network meetings
* All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
* Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

* When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
* Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
* All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

**The role played by the parents of pupils with special educational needs (and other learning needs).**

# Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

* working effectively with all other agencies supporting children and their parents
* giving parents and carers opportunities to play an active and valued role in their child’s education
* making parents and carers feel welcome
* encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
* instilling confidence that the school will listen and act appropriately
* focusing on the child’s strengths as well as areas of additional need
* allowing parents and carers opportunities to discuss ways in which they and the school can help their child
* agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
* keeping parents and carers informed and giving support during assessment and any related decision-making process
* making parents and carers aware of the Parent Partnership services.
* providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

# Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

* state their views about their education and learning
* identify their own needs and learn about learning
* share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
* self-review their progress and set new targets
* (for some pupils with special educational needs) monitor their success at achieving the targets on their TLP/PLP.

**Effective Transition**

* We will ensure early and timely planning for transfer to a pupil’s next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
* A transition timeline will be produced, with specific responsibilities identified.
* Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits with our pastoral mentor.
* A transition programme is run each year for the year 6 children who are identified as needing additional support for transition to high school.
* The SENDCo will endeavour to meet with the SENDCo at the high school to pass on all relevant information about SEND pupils.
* Additional visits to high school are planned if required.
* Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
* Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

# Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. School may need time to make necessary arrangements for SEND pupils prior to admission. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision *(see Admission policy for the school, as agreed with the Local Authority)*

# Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO/EAL Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

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| **The name and contact details of the SEND co-ordinator & Inclusion Leader including SEND, EAL & AGT is*****Mrs Roy – 01772 729337*****The name and contact details of the Designated Teacher for Looked After pupils** ***Mrs Karolia 01772 729337******The Governor with responsibility for the inclusion of SEND is******Mrs Squires***  |

* CLA – Child Looked After in Care of the Local Authority
* EAL – English as an Additional Language
* AGT – Able, Gifted & talented
* SEND- Special Educational Needs & Disability.