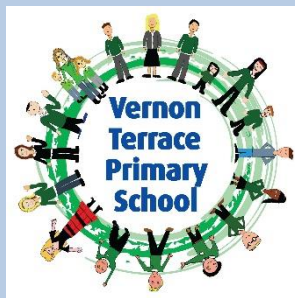


Vernon Terrace Primary School

Inclusion Policy
(Incorporating Special Education
Needs Information Report)



in compliance with
Statutory Instrument : Special Educational Needs (Information) Regulations
(Clause 65)and
Special Educational Needs and Disability Code of Practice (2014)

***This policy and was
last reviewed January 2021 and ratified by Governors and staff in
February 2021***

Review date January 2022

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with 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 April 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Children and Families Act 2014

SEND code of practice 2015

The Rationale

Vernon Terrace Primary School aims affirm our commitment to valuing the individual needs of all our pupils with inclusion at it's heart

At Vernon Terrace we aim to provide a happy and stimulating environment in which the academic, social, emotional and cultural needs of each individual child are met.

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst respecting and taking account of children's varied life experiences and needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need or disability might be an explanation for delayed or slower progress, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need or Disability. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.

- o 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.
- o 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 children with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these children. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To help develop personalities, skills and abilities intellectually emotionally and socially
- To attain high levels of satisfaction and participation from children, 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 children’s needs, 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 children.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).
-

We aim to be a happy, healthy and safe school by

- Recognising reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.
- Providing high quality pastoral care support and guidance.
- Safeguarding the health and safety of and welfare of children with linked policies – Safeguarding Policy
- Striving to take care to balance the needs of all members of the Vernon Terrace community.
- Listening to and responding to the concerns of children and parents.

The head teacher and the governing body have delegated the responsibility for the on-going implementation of this Inclusion Policy to the Special Educational Needs and disability Coordinator (SENDCO).

The SENDCO is responsible for reporting regularly to the Head teacher and the governor with responsibility for SEND on the on-going effectiveness of this inclusion policy.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the SEND co-ordinator.

Mrs A Steele Vernon Terrace Primary school Tel 01604 633894

The name and contact details of the Ethnic Minority Achievement co-ordinator.

Head teacher Mrs J Cassiano Vernon Terrace Primary school Tel 01604 633894

The name and contact details of the Designated Teacher for Looked After Child

Mrs A Steele Vernon Terrace Primary school Tel 01604 633894

SEND INFORMATION REPORT

- **The kinds of Special Educational Needs and disability which are provided for in our school :**

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included children with :

- Dyslexia
- Autistic Spectrum Disorder
- Dyspraxia
- Hearing Impairment -We have an SEND unit for children with Hearing Impairment

We have a specialist Nurture provision (SEMH unit) providing time limited placements to support schools in meeting the needs of children with challenging behaviours due to social emotional and or mental health needs.

In admitting children with special educational needs we would expect to have informative discussions with both the child's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a child with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the child's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for children whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each child in constructive conversation with other agencies.

SEND INFORMATION REPORT

- **Our school's policies for identifying children and young people with SEND and assessing their needs**
- **Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.**
- **Our approach to teaching children and young people with SEND**
- **How adaptations are made to the curriculum and learning environment of children and young people with SEND**
- **How our school evaluates the effectiveness of its provision for children and young people with SEND.**

All special needs intervention will follow the guidance in the SEND code of practice (2015) relating to meeting pupils' SEN through implementing the graduated approach using the assess, plan, do, review cycle.

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to children learning at different rates. These will probably be children who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be children with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for children with SEND.
- All children will be included 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 children's' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - 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 at Stage 1

Children's needs should be identified and met as early as possible through :

- the analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school progress data
- classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do and review.)
- following up parental concerns
- tracking individual children's progress over time including pupils with EAL,
- liaison with feeder nurseries on transfer
- liaison with parents prior to starting at school and nursery
- information from previous schools regarding mid-year admissions
- information from other services including previous children centre involvement
- maintaining a provision map for all vulnerable learners but which clearly identifies children receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the Head teacher, teachers support staff and SENCO.
- 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 child'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 children.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- further differentiation of resources,

- study buddies
- homework/learning support club

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 by the senior leadership team
- classroom observations of children with SEND by SENDCO.
- on-going assessment of progress made by intervention groups
- work sampling by Leadership team.
- scrutiny of planning.
- Teacher / TA interviews SENDCO
- informal feedback from all staff.
- pupil interviews when possible in setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on progress.
- attendance records and liaison with Education Entitlement Service.
- regular meetings about progress between the SENDCO and the head teacher
- head teacher's report to parents and governors

Stage 2 Additional SEND Support

- Children will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all children in the school ie they have a special educational need as defined by the SEND Code of Practice 2015.
- Under-achieving children and children with EAL who do not have SEND will **not** be placed on the list of children being offered additional SEND support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for children on the SEND 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 children on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the child or contributing to their provision. 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 child 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 SEND Descriptors published as part of the Local Offer.
- Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a child is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Not all children will have an IEP however our approach to IEPs, which we recognise are no longer prescribed in the SEND Code of Practice 2015, is as follows:
 - Our IEPs are an assessing, planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended.
 - Our IEPs 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 child is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our IEPs will be accessible to all those involved in their implementation – children should have an understanding and “ownership of the targets” where possible .
 - Our IEPs will be based on informed assessment and will include the input of outside agencies,

- o Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- o Our IEPs will be time-limited – at least termly review, there will be an agreed “where to next?”
- o Our IEPs will have a maximum of four short / medium term SMART targets set for or by the child.
- o Our IEPs will specify how often the target(s) will be covered
- o Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the child should be able to do at the end of the given period.
- o Targets for an IEP will be arrived at through :
 - Discussion between teacher and SENDCO
 - Discussion, wherever possible, with parents/carers and child
 - Discussion with another professional where appropriate
- o Our IEPs will be reviewed at least termly by class teachers or TA’s working with the child in consultation with the SENDCO.

Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for
 - o High Needs Block Funding
 - o An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND 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.

Roles and Responsibilities

Head teacher

- the Head teacher is responsible for monitoring and evaluating the progress of all children 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 and disability Coordinator (SENDCO).
- 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 progress tracking system
 - maintenance and analysis of a whole-school provision map for all learners SENDCO
 - pupil progress meetings with individual teachers
 - regular meetings with the SENDCO and Head teacher
 - discussions and consultations with children and parents

Special Educational Needs and Disability Coordinator

In line with the recommendations in the SEND Code of Practice 2015, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for all learners
- identifying on this provision map a staged list of children with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- liaising with other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs

- 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 SEND support from devolved budget), that a child may have a special educational need which will require significant support
- contributing to the smooth running of transition arrangements and transfer of information for Year 6 children 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 child with special educational needs, have a high profile in the classroom and with children (see section on Individual Education Plans)
- evaluating regularly the impact and effectiveness of additional interventions for 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 SENDCO to ensure that these meetings occur).
- liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending Northampton Town learning partnership SENDCO meetings (NTLP) area SENDCO network meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and Disability (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.
- Contributing to the in service training of staff

Ethnic minority learners

Due to the high numbers of Ethnic Minorities in the school, Ethnic Minority Achievement (EMA) is the responsibility of all our staff and as such we have a shared responsibility rather than a specific co-ordinator.

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

Class teacher

- liaising with the SENDCO to agree :
 - which children in the class are vulnerable learners
 - which children are underachieving and need to have their additional interventions monitored on the class provision map – but do not have special educational needs.
 - which children (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these children may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need or disability (this would include children with EHC Plans)
- 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
 - ensuring there is adequate opportunity for children 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 2013)

ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Assessing and Reviewing progress and the effectiveness of our educational provision for children with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our children will be assessed and reviewed through
 - o The school's generic processes for tracking the progress of all children
 - o termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each child)
 - o At least termly evaluation of whether children in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need or disability.
 - o Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (2015)

SEND INFORMATION REPORT

- **How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEN**

- As an inclusive school, we do everything we can to ensure that children of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing children and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all children in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all children in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Children are encouraged when possible to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Children are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

SEN INFORMATION REPORT

- **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEND and measures to prevent bullying**

All classes have TA support whose role includes the pastoral care of the children in the class in conjunction with the class teacher. When appropriate TA's will be deployed in a more focused way for example running a social skills group to foster good relationships in class, discussions with children relating to voice of the child etc. The school provides a nurture room to support social emotional behavioural development in a small group of children through a structured programme. Parents are integral to this setting recognising the shared role of parents and school. A listening box is provided for any questions and support children may wish to request. Advocacy systems include a school council.

SEND INFORMATION REPORT

- **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 2015, if appointed after September 2008, our Special Educational Needs and Disability Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCO and Designated Teacher for LAC 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. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head teacher 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.
- 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 to ensure our school employs staff of the highest calibre.

SEND INFORMATION REPORT

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 child with special educational needs or disabilities, our school will fund this as additional SEND support up to £6,000 per annum for each child. 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. This is particularly so with NTLP Northampton Town Learning partnership which comprises ourselves and 4 other local schools.
- 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.

SEND INFORMATION REPORT

- **Arrangements for consulting parents of children with special educational needs and involving them in their child's education**

- **Arrangements for consulting young people with SEND and involving them in their education**

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- making parents and carers feel welcome through assemblies, science, numeracy literacy weeks etc
- 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 through parent workshops , stay and play sessions etc
- 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 children, in particular, those not making expected progress and, for some children 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 available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Children

We recognise that all children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to involve children 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 Individual Education or Behaviour Support plan
- Peer assessment

SEND INFORMATION REPORT

- **How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families**

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including :
 - CAF team
 - CAMHS
 - Educational Psychology Service
 - Northamptonshire Parent Partnership Service
 - NCC Sensory Impairment team

- o Local NHS services
 - o Targeted Prevention Team
 - o Education Entitlement Service
 - o Early Years SEN support service (Inc Portage team)
 - o Multi-agency safeguarding hub
 - o Specialist support services
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving children with special educational needs in our school. For children with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
 - Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a child are very specific (eg autism, visual impairment etc).
 - We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCO or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

SEND INFORMATION REPORT

● Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a children'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 SEND support and all those with Educational Health Care plans. 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 child in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Children will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Children 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. 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*)

SEND INFORMATION REPORT

- **Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SEND Co-ordinator, then, if unresolved, by the head teacher. The governor with specific responsibility for SEND/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)

SEND INFORMATION REPORT

- **The contact details of support services for the parents of children with special educational needs, including those for arrangements made in accordance with clause 32.**

(Please refer to our school's Safeguarding Policy for details of how we access the CAF team and Multi-Agency Safeguarding Hub)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service :

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>

Education inclusion and Entitlement Team : can be contacted through this weblink

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/26-educational-inclusion-and-partnership-eip-team-ncc>

Inclusion advice support Service (for Parents): Contact Number : 01604 364772

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Virtual School for Looked After Children.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

SEND INFORMATION REPORT

- **Information on where the local authority's local offer is published.**

www.northamptonshire.gov.uk/localoffer

Inclusion of children with English as an additional language

Definition

A child who has English as an Additional Language is a child 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 Disability, but 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. Mother tongue usage is valued where ever it is helpful useful and inclusive. All teachers are teachers of children with EAL and as such plan for their differentiated activities. They are however supported by some additional staffing.

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.

Provision

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: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching. Information relating to race and language is recorded and monitored through the school provision maps and leadership monitoring.

The following provision can be expected:

Initial assessment of EAL using QCA (Qualifications and Curriculum development Agency) 'A Language in Common' to record stage of language acquisition where it is below English National Curriculum year 2. A further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the child's first language.

- Children will be placed in sets and groups which match their academic ability. Initially, this may be in a middle-ability set until the child's academic strengths can be more fully assessed.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- 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.
- Progress of children with EAL will be monitored against both 'A Language in Common' (where below English NC year 2) and against National Curriculum indicators.

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.

Inclusion of children who are Looked After in Local Authority Care

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 :
 - o Placement instability
 - o Unsatisfactory educational experiences of many carers
 - o Too much time out of school
 - o Insufficient help if they fall behind
 - o 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 near the beginning 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 which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

***This policy and was
last reviewed January 2021 and ratified by Governors and staff in
February 2021***

Review date January 2022

Changes made to content of the Policy, that haven't changed the message of the policy, were made prior to it being placed on the School website (9/7/21) GW

Signed M Henderson
Chair

11 February 2020

Policy reviewed annually - Review February 2021