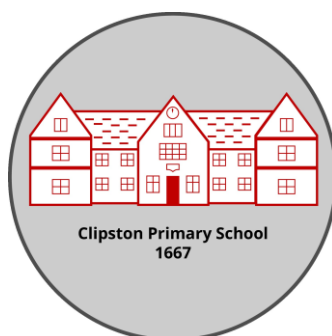


Clipston Endowed VC Primary School

Inclusion Policy

Incorporating Special Educational Needs Information Report

This policy is based on the Local Authority's exemplar policy



Be Kind ~ Be Your Best ~ Be Happy

Inclusion Policy

Adopted by the Governing Body: November 2023

Proposed Review: Autumn 2024

Signed
Mrs Sarah McElroy: Chair of Governors

Clipston Primary School's Mission, Ethos and Aims

Our Mission

Be Kind ~ Be Your Best ~ Be Happy

Ethos

Recognising its historic foundation, Clipston Primary School seeks to serve its community by providing a rounded, connected and coherent education of the highest quality.

We endeavour to preserve and develop our distinct religious character in accordance with the principles of the Church of England.

The school lives out its Christian virtues – Thankfulness, Kindness, Justice, Love, Forgiveness, Responsibility and Courage – and all those essential human values, which are common to good, kind and tolerant people of all faiths and none, through the experiences it offers to all its pupils.

Aims – Our Vision

The school's aim, through its Christian ethos, is the creation of a safe, happy learning environment, which supports all children on their journey towards becoming:

- Successful engaged learners, who enjoy learning, who are knowledgeable and skilled, and who make progress and achieve their best;
- Confident, articulate individuals who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future;
- Responsible, happy citizens of the world who have the capacity to make positive contributions to society.

“Do to others as you would have them do unto you” Luke 6:31

To achieve these aims, staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

The Policy

Policy Intent

This policy covers a range of children who are vulnerable learners: children with Special Educational Needs and Disabilities (SEND), English as an additional language (EAL), Children Looked After (CLA – also known as LAC: Looked After Children) by the Local Authority (LA), children eligible for Pupil Premium (PP) and children who are very able or talented. It demonstrates the school's commitment to achieving maximum inclusion of all children. It is also designed to meet the School's statutory responsibilities for children with SEN in providing a SEN Information Report for children and parents and is reviewed annually. A number of acronyms (abbreviations) are used in this policy as summarised in Appendix 1.

Legislative Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

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

Ofsted Inspection Framework

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide appropriate learning opportunities for all the children within the school and provide materials appropriate to children's abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, 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. Appropriately set 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" – sometimes caused by a poor early experience of learning - and special educational needs.
 - Some pupils at 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.
 - 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 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 pupils. 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 our school is:

- To provide curriculum access for all
- To secure the highest levels of achievement for all, in line with each child's ability
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents 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.
- 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).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs & Disability Coordinators (SENDCOs).

The SENDCO is responsible for reporting regularly to the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

The SENDCO also has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Children Looked After (CLA) 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 Emma Mercer- Head Teacher at Clipston Primary School: 01858 525261

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

Mrs Emma Mercer – Head Teacher – contact details above

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

Mrs Emma Mercer – Head Teacher – contact details above

SEND INFORMATION REPORT

The kinds of Special Educational Needs which are provided for at Clipston Primary School

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty:

- If they have a significantly greater difficulty in learning than the majority of others of the same age, or
- If they have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream 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 successfully provided for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Atypical Social and Emotional Development
- Attention Deficit and Hyperactivity Disorder
- Cerebral Palsy
- Social, Emotional and Mental Health
- Speech and Communication Delay

In admitting pupils with special educational needs we expect to have informative discussions with both the pupil'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 pupil with special educational needs through the school's devolved SEN budget. Thereafter, we are aware of the process of applying for High Needs Funding if the pupil'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 pupils 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 pupil in constructive conversation with other agencies.

SEND INFORMATION REPORT

- **Our school policies for identifying children and young people with SEND and assessing their needs**
- **Our school 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**

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”

SEN Code Of Practice (2014: Para 1.24)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

The school has adopted a three-stage approach to achieving maximum inclusion for vulnerable learners.

Within each stage, we adopt the following process (Code of Practice 6:44):

- **Assess** the child’s needs
- **Plan** the adjustments, interventions or support needed
- **Do** – implement the plan
- **Review** the support or interventions

STAGE 1

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions.

- All learners will have access to good teaching.
- Some vulnerable 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 pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a “differentiation” of the usual school curriculum – not a special intervention for pupils with SEND.
- Vulnerable learners may 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 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, the LA, 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 e.g. Early Years Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements (Cycle of planning, action and review)
- following up parental concerns
- monitoring individual children's progress over time
- liaison with feeder pre-school settings on transfer
- information from previous schools
- information from other services
- maintaining a provision map for vulnerable learners which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is usually updated termly through Pupil Progress meetings between the teachers and SENDCO.
- 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 good teaching
- small group and/or individual withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual/small group class support
- bilingual support/access to materials to aid translation
- further differentiation of resources may be considered e.g. coloured overlays, non-white paper, enlarged print
- further "differentiation" of homework
- pastoral support sessions e.g. "time to talk" type of activities
- learning support activities and mentoring of individuals

- specific work set by outside agencies such as speech therapists, occupational therapists, physio therapists.

Monitoring and Evaluation

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

- ongoing assessment of progress made by intervention groups
- work sampling
- teacher interviews with the SENDCO
- informal feedback from all staff
- pupil interviews when setting new targets (e.g. 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 pupils' progress.
- attendance records and liaison with the LA's attendance service.
- regular discussions about pupils' progress between the teachers and SENDCO
- head teacher's discussions with governors

Stage 2

Additional SEND Support

- Pupils 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 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 SEND will **not** be placed on the list of pupils being offered additional SEND support (but may be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list may 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 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 pupil 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 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 SEND Descriptors published as part of the Local Offer.
- Where a pupil 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 (EHC Plan).
- Where a pupil 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 (IEP) is required.

- Our approach to IEPs, which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:
 - Not all SEND Pupils will have an IEP. Sometimes, children's intervention or support is shown elsewhere.
 - Our IEPs 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 a 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 pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
 - Our IEPs will be based on informed assessment and will include the input of outside agencies,
 - Our IEPs will be time-limited – with a termly review, there will be an agreed "where to next?"
 - 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 pupil should be able to do at the end of the given period.
 - Targets for an IEP will be arrived at through:
 - Discussion between teacher and SENDCO
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional if required
 - Our IEPs will be reviewed at least termly ("termly" at Clipston means 3 times per year as defined by the traditional model of school terms; autumn, spring and summer) by class teachers in consultation with the SENDCO.

Stage 3

Education Health and Care Plan

- Pupils with an Education Health and Care Plan (EHCP) will have access to all arrangements for pupils on the SEND list and, in addition to this, will have an Annual Review of their EHCP.
- We 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 SEND Support using our devolved budget at an earlier stage.

Roles and Responsibilities

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 & 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 pupil progress tracking system
 - pupil progress meetings with individual teachers
 - regular meetings with the SENDCOs e.g. at staff meetings
 - discussions and consultations with pupils and parents

Special Educational Needs & Disability Coordinator

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

- maintenance of a whole-school provision map for vulnerable learners
- identifying pupils with special educational needs – those in receipt of additional SEN support from the school's 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
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an Education Health and Care Plan
- 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 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 Area SENDCO Inclusion Network Meetings and training as appropriate.

- liaising with the school's Inclusion Governor, keeping them 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.

Ethnic Minority Achievement Coordinator

This role is undertaken by the SENDCo in our school. Thus, the SENDCo also has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The SENDCo will carry out the day-to-day operation of these responsibilities in the following ways:

- maintenance of a list of pupils with ethnic minority heritage with EAL, 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 EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with 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.
- evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with 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 as the need arises
- advising on and sourcing interpreters and/or materials in translation to ensure that bilingual parents have equality of access to essential information
- 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 SENDCo 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 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

SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with EHC Plans)

- securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing “differentiated” teaching and learning opportunities
 - 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”
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Assessing and Reviewing pupils’ progress and the effectiveness of our educational provision for pupils with Special Educational Needs or Disabilities

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
 - The school’s generic processes for tracking the progress of all pupils
 - Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - Termly evaluation of whether pupils 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.
 - Annual review of Education Health and Care Plans are prescribed in the SEN Code of Practice

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 SEND**

- As an inclusive school, we do everything we can to ensure that pupils 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 pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensures that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run.
- All lesson planning seeks to address the learning needs of all pupils in the class. When subject coordinators monitor planning, work and progress data and when

leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

SEND 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**

- Pupils, particularly those with atypical social and emotional development that creates a barrier to their learning have access to pastoral arrangements to support their development e.g. lunchtime mentoring activities with an adult.
- Pupils with on-going medical issues that necessitate numerous absences, or a prolonged block of absence can be supported to continue their learning with appropriate learning activities at home.
- Family Support Workers can sometimes be accessed, usually as a result of external advice from outside agencies working with the family.

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 2014, if appointed after September 2008, our SEND 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.
- All staff will be advised 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 headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements

(including value for money). Clipston 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.

SEND INFORMATION REPORT

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

- Specialist equipment and expertise in relation to its use may be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. The 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.
- The school is committed to making the necessary reasonable adjustments to the physical environment to maximise access for children with disabilities, subject the constraints of our Grade II Listed building (see separate Accessibility Plan).

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 SEN 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:

- working with 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
- 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
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- 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. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs about their 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
- monitor their success at achieving the targets on their Individual Education Plan or One Page Profile, if one is in place.

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 external to the school as appropriate. We seek to respond quickly to emerging need and work closely with other agencies including:
 - CAMHS
 - Educational Psychology Service
 - Local NHS services
 - West Northamptonshire SEND Team
 - Multi-Agency Safeguarding Hub (MASH)
 - Dyslexia screening specialists
 - Occupational Therapy
 - Physiotherapy
- In accordance with the SEN Code of practice 2014, we invite relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information.

- At the request of families, we can also liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).
- We have a clear point of contact within the school that will coordinate the support from outside agencies for each pupil. Most often, this will be the SENCo or Designated Teacher for CLA, 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 support a 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 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. All those with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in "class transition days" to the next phase but may also be offered additional transition visits.
- 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 SENDCo will liaise.
- Parents will be advised that the school will endeavour to do the best we can for their child with the resources we have available.

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.

SEND INFORMATION REPORT

- **Arrangements made by the governing body 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/or SENDCo, then, if unresolved, by 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 complaints procedure (see separate Complaints Policy).

SEND INFORMATION REPORT

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

(Please refer to the school's Safeguarding and Child Protection Policy for details of how we access the Multi-Agency Safeguarding Hub - MASH)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service

Virtual School for Looked After Children

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.**

[Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk/local-offer)

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 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 environments, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school communities.

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.

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 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 may be given to improve acquisition of English.

We will endeavour to provide the following provision:

- initial assessment of EAL to record stage of language acquisition
- pupils may 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.
- Work in class may be "differentiated" for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Appropriate homework will 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 translation resources; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

- 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 National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets may be set, and provision made on agreement between the class teacher and the SENCO. 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 register 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, doing our best to provide resources to aid translation of key school information, when requested.

Inclusion of pupils 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 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 for looked after children. (The names of the current designated teacher and the deputies at our school are on page 4 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)
- 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.

Inclusion of pupils who are in receipt of Pupil Premium

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Each year the government allocates funding for each child registered as eligible for receiving free school meals at any point in the last six years.

The school will publish on its website each year its strategy for use of the Pupil Premium, including a report on the performance of these disadvantaged pupils compared with their peers.

Inclusion of pupils who are very able and/or talented

In this section, the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very 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 learning.

- | | |
|-------------------------------|-----------------------------------|
| • Physical talents | sports, games, skilled, dexterity |
| • Visual/performing abilities | dance, drama |
| • 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.

In primary school, we monitor the children closely in the EYFS and at KS1, but we only identify very able and talented children once they are in KS2.

Identification

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 some of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination

Parents may be approached, and suggestions may be given to support a child who is very able or talented in a particular area – for example, the parent of a child with a talent for singing may be signposted to vocal coaching opportunities.

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 endeavouring to provide:

- 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;
- the opportunity for children to progress through their work at their own rate of learning.

We offer a range of extra-curricular activities for our children and wherever possible we endeavour to take into account the needs of children who are gifted in a particular area. 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 clubs such as sport and music. School based provision includes opportunities for performance, specialist teaching and partnership with primary and secondary schools.

This policy will be reviewed annually by the governing body.

Appendix 1 – Acronyms (Abbreviations used in this Policy)

CAMHS	Child and Adolescent Mental Health Service
CLA	Children Looked After (by the Local Authority)
EAL	English as an Additional Language
EHCP	Education and Health Care Plan
EMA	Ethnic Minorities Achievement Coordinator
EYFS	Early Years Foundation Stage
HNF	High Needs Funding
IEP	Individual Education Plan
SEN	Special Educational Needs
SENDCo	Special Educational Needs and Disabilities Co-ordinator