

INCLUSION POLICY

Incorporating Special Educational Needs Information, in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)

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1. Introduction

Legislative Compliance:

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

SEN and disability Code of Practice: 0 to 25 years (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014 (section 69(2))

Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014

2. Equal opportunities statement

The Irthlingborough and Finedon Learning Trust is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the schools. This is irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the schools feel proud of their identity and are able to participate fully in school life.

3. Inclusion statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual 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 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. 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
 - 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 try and 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 achieve 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 SEN support funded from the devolved schools budget.

4. Aims and Objectives of this Policy

The aims of our inclusion policy and practice 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 attain high levels of satisfaction and participation from pupils, parent and carers
- To provide a staged approach to meeting the needs of all learners
- 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 and good progress.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in a 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).

5. The kinds of Special Educational Needs which are provided for

As an inclusive multi-academy trust we do not seek to closely define the special educational needs for which we will make provision. Historically the schools have had success in providing 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
- Visual Impairment
- Hearing Impairment
- ADHD

In admitting pupils with special educational needs we would 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.

6. Identification and Assessment

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

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, phonics screening and other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated regularly through meetings between the teachers 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 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.

7. 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. This may include, for example:

- further differentiated work as part of quality first teaching
- small group work within class or out of the class (withdrawal time will be limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support or individual support outside of the classroom using specific programmes / schemes of intervention
- bilingual support/access to materials in translation
- access to additional materials / resources /learning aids
- homework/learning support club
- use of specialist equipment

As inclusive schools, 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, ensure 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. This is in compliance with the Equality Act 2010.

All lesson planning seeks to address the learning needs of all pupils 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.

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

8. 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 SENCo and / or senior leaders
- ongoing assessment of progress made by all intervention groups
- work sampling on a regular basis
- scrutiny of planning
- teacher discussions with the SENCo and other leaders
- informal feedback from all staff
- pupil and staff discussions when setting SEN Support Plans targets or reviewing existing targets
- pupil progress tracking using assessment data on a termly basis
- attendance records and liaison with the Parent Support Advisor (PSA) and Northamptonshire County Council Education Inclusion Partnerships (EIP)
- regular meetings about pupil progress between the SENCo/other senior leaders and the Head Teacher
- Head Teacher's report to parents and governors

9. Staged arrangements for supporting vulnerable learners

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

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"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)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

"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

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 pupils have access to quality first teaching. Class teachers assess and track pupils' progress carefully, provide differentiated learning opportunities for all within the school using materials appropriate to children's interests and abilities. All pupils have a full access to the school curriculum.

- Some pupils fall behind despite access to quality first teaching. If this is the case, class teachers will ensure that appropriate differentiation and / or additional strategies are put in place to try to accelerate progress. These will probably be pupils who are underachieving and have been identified 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 SEN
- 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
- Some pupils fall behind despite access to quality first teaching due to pupil absence and / or persistence lateness. If this is the case then we will follow the procedures set out in the policy on School Attendance
- Class teachers, in collaboration with parents, also need to ensure that sight or hearing difficulties are not hampering pupils progress
- Class teachers may be able to begin to identify 'barriers to learning' through assessments of learning, classroom observations or specific assessments e.g. reading ages, spelling ages etc.
- Class teachers may be able to identifying 'barriers to learning' with reference to Northamptonshire SEN Descriptors which clarify 'normal class entitlement' and suggest strategies to try to help accelerate progress
- Class teachers may be able to identifying 'barriers to learning' with reference to previous school concerns and / or actions, especially pupils new to the school

- Class teachers may be able to identifying 'barriers to learning' by following up parental concerns
- All vulnerable learners 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 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, 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.

If the above does not lead to progress and if Class Teachers suspect a special educational need then they should record their concerns and discuss them with the SENCo, with supporting evidence. The SENCo may then make further suggestions and / or begin the referral process to either a Local Authority provider e.g. Community Paediatrician, Speech and Language Therapist or commission an outside agency to undertake further assessment.

If as a result of further assessment a pupil is considered to have a special educational need they will move to stage 2.

STAGE 2: Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.

It may be decided that some, **but not all** pupils with an identified special educational need will require an SEN Support Plan/Individual Education Plan (IEP) to ensure their underlying special educational need is being addressed. It would be usual for pupils with statements of Special Educational Need or an Education Health Care Plan to have an SEN Support Plan or IEP.

Our approach to SEN Support Plans/IEP's is as follows:

1. Our SEN Support Plans/IEP's are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special

educational needs. They are seen as working document which can be constantly refined and amended.

2. Our SEN Support Plans/IEP's 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'
3. Our SEN Support Plans/IEP's will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of the targets (this may be by producing a Child-friendly support plan or IEP)
4. Our SEN Support Plans/IEP's will be based on informed assessment and may include the input of outside agencies.
5. Our SEN Support Plans/IEP's will be time-limited and they will be reviewed at least 3 times a year by class teachers in consultation with the SENCo.
6. Our SEN Support Plans/IEP's will have SMART (Short, Measurable, Achievable, Realistic, Time-Limited) targets.
7. Our SEN Support Plans/IEP's will specify how often the target(s) will be covered
8. Targets may be arrived at through discussion between the teacher and SENCo, discussion with the parents/carers and pupil and discussion with other professionals.
9. Our SEN Support Plans/IEP's 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

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

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on Stages 1/2 and, in addition to this, will have an Annual Review of their statement/plan.
 - The multi academy trust will comply with all local arrangements and procedures when applying for High Needs Block Funding and Education Health and Care Plans. We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
 - Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.
10. Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, 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.

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 oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

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 may include:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in groups which match their academic ability. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework 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: 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.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in and against National Curriculum indicators. Where accelerated progress in English is needed

for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or 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, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

11. Inclusion of pupils who are looked after in Local Authority care

Our schools recognise that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children

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.

Also see 'Looked after Children Policy'

12. Inclusion of pupils who are very able and/or talented

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, movement, drama
Mechanical ingenuity	construction, object assembly (and disassembly), systematic, working solutions
Outstanding leadership	organiser, outstanding team leader, sound judgements
Social awareness	sensitivity, empathy,
Creativity artistic	musical, linguistic

We respect the right of all children in our schools, 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 schools 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.

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

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

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

Each year the school will draw up a register of very able and/or talented children, this will be kept under review. A 'shadow' register may also be kept. A record of provision for very able and/or talented children may also be kept on the schools' provision map.

Provision:

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

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area

- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- opportunities for children to progress through their work at their own rate of learning

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner. We set targets for English and Mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, including the use of ability sets across a year group, where appropriate.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

13. Management of Inclusion within the Multi Academy Trust

The head teacher and the governing body of each school have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO)/Inclusion Leader in each school.

The SENCO is responsible for reporting regularly to the head teacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENCO role).

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.

Responsibilities within Irthlingborough Nursery and Infant School:

Inclusion Co-ordinator: *Anna Burdett 01933 654900*

Designated Teacher for Looked After Children: *Laura Wright 01933 654900*

Responsibilities within Irthlingborough Junior School:

Inclusion Co-ordinator: *Nick Johnson 01933 654921*

Designated Teacher for Looked After Children: *Tony Metcalfe 01933 654921*

Responsibilities within Finedon Infant School and Finedon Mulso Junior School

Inclusion Co-ordinator: *Karen Ellis 01933 680433 / 01933 680467*

Designated Teacher for Looked After Children: *Karen Ellis 01933 680433 / 01933 680467*

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 delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCo) and other senior leaders
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through;
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a provision map(s) for vulnerable learners (could be devolved to another member of the SLT and SENCo)
 - maintenance of a whole school provision map for vulnerable learners
 - pupil progress meetings with individual teachers
 - regular meetings with the SEN Co-ordinator and Senior Leaders
 - discussions with pupils and parents

Special Educational Needs Coordinator

With reference to the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways;

- maintenance and analysis of a whole-school provision map for vulnerable learners

- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care Plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing staff involved in supporting pupils with special educational needs
- overseeing the records on all children with special educational needs
- contributing to the in-service training of staff
- facilitate an 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 for those children with an Education Health and Care Plan
- carrying out referral procedures to the Local Authority to request high needs block funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous interventions and outside agencies advice, that a pupil may have a special educational need which will require significant support, possibly to the age of 25 and beyond
- oversee the smooth running of transition arrangements and transfer of information for Year 2/6 pupils on the vulnerable learners' provision map with feeder schools
- monitor and maintain the school's system for SEN Support Plans/IEP's, ensuring they have a high profile in the classroom and with pupils, where it is agreed they will be useful for a pupil with special educational needs
- Evaluating regularly the impact and effectiveness of additional interventions for those with special educational needs
- meeting termly with each team to review progress for those with special educational needs
- liaising and consulting sensitively with parents and families of pupils with special educational needs, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCo training, as appropriate.
- liaising with the school/MAT's SEN/Inclusion Governor, keeping him/her informed of current issues regarding provision for those with special educational needs (nationally, locally and within school).
- commissioning and liaising closely with a range of outside agencies to support those with special educational needs

Designated Teacher for children who are looked after in Local Authority Care

- Maintain a register of all looked after children on roll to include dates of statutory LAC reviews
- Advocate for all looked after children on the school roll.
- Actively ensure all looked after children have a fully completed, good quality Personal Education Plan (PEP) in place within time scales, which is regularly reviewed, monitored and updated
- Take the lead in setting academic objectives at the PEP
- Ensure the PEP meeting summary form is written up and returned to the child's social worker within 10 working days of the meeting
- Prioritise and ensure completion of an assessment of a looked after child's educational needs to inform planning, when the child is admitted to school.

(A Baseline Assessment will be sent from the Virtual School) in order that progress is measured from entry to care

- Ensure issues affecting progress prior to being received into care are identified and addressed – including poor attendance, social and emotional issues and the impact of trauma
- Routinely monitor and track the attainment and attendance of individual looked after children and the cohort as a whole.
- Make use of assessment tools and approaches to improve short and medium term progress
- Take responsibility for all inter-agency liaisons in respect of looked after children
- Ensure that when a looked after child starts at the school that child is welcomed and an effective induction package is arranged
- Share relevant information and act as an advisor to school staff and governors about issues for looked after children
- Be sensitive to the issue of what information a child may or may not want known
- Ensure bullying, behaviour and pastoral issues are well dealt with
- Ensure that every looked after child has a member of staff or a key worker that they can talk to
- Prioritise looked after children for 1:1 tuition (*with a focus on individual needs and accelerating progress*)
- Undertake regular professional development and training related to looked after children
- Promote high educational expectations of looked after children
- Ensure effective record-keeping and transfer of information including the PEP at any transition
- In collaboration with the SENCO, ensure SEN of looked after children are identified, prioritised and met
- Ensure looked after children are able to take a full part in school life, by helping to overcome potential barriers
- Facilitate and promote access to out-of-school hours learning.
- Produce an annual report for the governing body in line with statutory guidance
- Ensure input (by attendance or written report) to all looked after children statutory reviews

Ethnic Minority Achievement Coordinator

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- in collaboration with the SENCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with 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.
- meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- in collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year Two 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
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teacher

- liaising with the SENCO/EMA co-ordinator 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 SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an SEN Support Plan/Individual Education Plan to address a special educational need (this would include pupils with statements/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 pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2014)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

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

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements.

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

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

16. Partnership with Parents/Carers

Each school aims to work in partnership with parents and carers. We do this by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs that their child may have which needs further exploration
- 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
- keeping parents and carers informed and giving support during any formal assessment and any related decision-making process
- making parents and carers aware of the school's Parent Support Advisor and / or Northamptonshire Information Advice Support Service (IASS)
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

17. 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 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 education and learning
- take part in 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 Plan, through use of a child-friendly IEP.

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

- Teachers and support staff respond to children's needs by developing positive and supportive relationships relating to Emotional Literacy and Protective Behaviours.
- They help children to manage their own behaviour and emotions, particularly trauma and stress, and to take part in learning effectively and safely.
- Further details on improving emotional and social development can be found in the school's policies for PSHE and Anti-bullying.
- Each school within the multi-academy trust funds a Family Support Worker/Parent Support Advisor to work specifically with vulnerable families including those with SEN.

19. Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and

Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits where practicable. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Transitions between year groups will be carefully planned and managed for pupils with additional SEN, according to individual needs. Some pupils will be involved in creating a 'passport' to support the transition to their new class.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.
- Visits will take place to feeder Nurseries and pre-schools to ensure information on pupils with additional needs is gained before they start school. Children and parents will have the opportunity to meet new teachers as soon as possible and support is put into place to ensure children have a smooth start to their new class.

20. 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.

Also see 'Admissions Policy'

21. Complaints

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

Also see 'Complaints Policy'

22. Links with other services

- 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
 - Local NHS services
 - Targeted Prevention Team
 - Education Entitlement Service
 - Early Years SEN support service (Inc Portage team)
 - Multi-agency safeguarding hub
- In accordance with the SEND Code of practice 2014 we invite all 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 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 pupil 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.

Effective working links will also be maintained with:

- Educational Psychology Service: Contact Number: 01604 630082
<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/EP/Pages/default.aspx>
- Education Entitlement Team: Contact number : 0300 126 1000
<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>
- Parent Partnership Service: Contact Number: 01604 636111
www.iassnorthants.co.uk
- Community Paediatrics: Contact number: 01536 452400
- Speech and Language Therapy Service: Contact number: 01536 493064
- Virtual School for Looked After Children: Contact number : 0300 126 1000
<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>
- Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team): Contact number: Kings Meadow 01604 673730.
Maplefields 01536 424090
- Northamptonshire County Council local offer is published at:
<http://www.northamptonshire.gov.uk/localoffer>

(Follow this link for contact details in relation to high needs funding applications and EHC plans)

Signed.....
Chair, Board of Directors

Dated

