**St Thomas of**

**Canterbury Catholic**

**Primary School**

**SEND Policy 2018**

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

(Policy reviewed November 2018)

**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 andchildren with reference to the following guidance and documents.

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

Ofsted Section 5 Inspection Framework January, 2014.

Equality Act 2010.

Education Bill 2011.

Children and Families Act 2014

SEND 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 abilities and interests. This ensures that all children have a full access to the school curriculum.

• Special Educational Needs (SEND) 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 poor early experiences of learning - and SEN.

• Some pupils in our school may be underachieving, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Teachers hold termly Pupil Progress meetings with parents whose children have fallen behind in their work and who need additional in class support. The teacher provides parents with a report for each meeting which states: assessment data, current interventions, personalised targets for the child for Literacy, Reading and Mathematics as well as any other relevant areas of concern and suggested strategies for home support.

• 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 support funded from the devolved school’s budget.

• We have a DDA plan (Disability Discrimination Access Plan) which ensures that reasonable adjustments are made so that all children can access relevant information, the school building and the curriculum.

Aims and Objectives of this Policy

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

• To provide curriculum access for children with Special Educational and Needs and Disabilities.

• To ensure learners make the best progress possible.

• To meet individual needs through a wide range of provision.

• To attain high levels of satisfaction and participation from pupils, parent and carers.

• To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

• To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

• To work in co-operative 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 self-esteem and emotional well-being and help them to form and maintain worthwhile relationships.

Identification, Assessment and Provision for pupils with Special Educational Needs:

A child may be identified as requiring SEND support if he or she has a learning difference (i.e. a significantly greater difference in learning than the majority of children of the same age, or a disability which makes it difficult to use education facilities generally provided in school), and if that learning difficulty calls for special educational provision (i.e. provision additional to, or different from, that made generally for children of the same age in local schools).

Decision making in different areas of Special Educational Needs

When looking at the needs of pupils to decide whether to place them on the SEND Register, the 2014 Code of Practice identifies four broad areas of special educational needs:

• Communication and Interaction.

• Cognition and Learning.

• Social, Mental and Emotional Health.

• Sensory and/or Physical.

In all circumstances, we must ensure that we are providing good teaching. The quality and appropriateness of the overall provision must be kept under regular review and its impact on the number of children identified with SEND should be monitored.

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.

The identification of SEND will be built into the overall approach to monitoring the progress and development of all pupils. Class and subject teachers, supported by the Leadership Team, will make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, they may be given extra support, as is deemed appropriate.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there will be an agreement about the SEND support that is required to support the child. Our first step will be termly Pupil Progress Meetings with parents and the class teacher, stepping up to SEND Support with an Individual Provision Plan (IPP) if appropriate.

Teachers will set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

Once a potential special educational need is identified, four types of action will be taken to put effective support in place –Assess, Plan, Do, Review – this is the graduated approach called SEND Support.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child’s area of need, the school will consider involving specialists, including those from outside agencies. This is often in the form of a planning meeting.

Where a pupil is receiving SEND support, the school will meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

Pupil Progress Meetings

The following triggers for intervention or Pupil Progress Meetings, at St Thomas of Canterbury Primary School, are when a child:

• makes little or no progress even when teaching approaches are targeted in a child’s area of weakness; showing signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;

• presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school, thereby impacting upon positive social interaction;

• has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;

• has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

SEN Support

The following triggers for intervention at SEND Support are suggested within the Code of Practice:

• continues to make little or no progress in specific areas over a long period;

• continues working at National Curriculum stage substantially below that expected of children of a similar age;

• continues to have difficulty in developing English and mathematics skills;

• has emotional or behavioural difficulties which substantially and regularly interfere with the child’s own learning or that of the class group, despite having an individualised behaviour programme;

• has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;

• has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Enhanced SEN Support

This is in addition to the support which the school has already put in place.

Schools in St Helens can apply for enhanced SEN Support funding from the Local Authority (LA) should they feel that additional support is needed, e.g. the use of named support assistants for a child or funding to complete particular intervention programmes or put support packages in place.

Schools can apply for a provision agreement from the LA setting out clearly why additional provision is needed. Should this be approved by the authority panel, strict and comprehensive targets are set which are reviewed regularly to assess their effectiveness and impact.

Assessment Measures in decision making for Cause for Concern and SEND Support:

This guidance sets out how decision making for different stages of the Code of Practice is based on an assessment of progress in relation to his/her abilities and needs and the support programmes provided.

It is important to recognise that decisions are not made simply on measures of achievement provided by standardised test scores or National Curriculum progress.

The following information is provided as initial guidance as to the general stage of attainment that may be expected from pupils working at Cause for Concern or SEND Support:

**P Levels and National Curriculum Stages for age related expectations (ARE) in Mathematics and English**

**Y1-Y6**

|  |  |
| --- | --- |
| **Cause for Concern/Pupil Porgress** | **SEND Support** |
| **Working approximately 1 year below ARE** | **Working 1 year or more below ARE** |

**Foundation Stage Profile At end of Reception Year**

|  |  |  |
| --- | --- | --- |
| **Cause for Concern/Pupil Progress** | **SEND Support** |  |
|  |  |  |
| **Still working towards some of the expected outcomes** | **Working towards most expected**  **outcomes** |  |
|  | **External agency involvement** |  |
|  |  |
|  |  |  |

In agreeing 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 of 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)

*"Special educational provision is educational or training provision that is additional to or different from” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

SEND Code Of Practice (2014)

*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

Provision at St Thomas of Canterbury Catholic Primary School

All learners will have access to Quality First Teaching.

Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. 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.

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.

Identification and Assessment at Stage 1

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

• the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data;

• teacher 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 SEND Support from the school’s developed budget or in receipt of Enhanced School Support .This provision map is updated termly through meetings between the teachers, SENDCO and parents.

• undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil’s needs. It may include a bilingual assessment where English is not the first language.

• Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

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

• teachers differentiate work as part of Quality First Teaching

• Wave 1,2,3 interventions

• other small group withdrawal

• individual class support / individual withdrawal

• accessing part of the curriculum in another class

• bilingual support/access to materials in translation

• further differentiation of resources

• peer mentors/cross age tutors

• additional homework

• booster sessions

• Pupil Progress meetings

• IPP meetings

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 Class Teacher, SENDCO and Leadership Team

• ongoing assessment of progress made by intervention groups – whole school provision mapping updated termly by teachers to show effectiveness of interventions

• work sampling on a termly basis

• scrutiny of planning

• teacher meetings with the SENDCO/Leadership Team

• informal feedback from all staff

• pupil interviews when setting new IPP targets or reviewing existing targets

• pupil progress tracking using assessment data (whole-school processes)

• monitoring IPPs and IPP targets, evaluating the impact of IPPs on pupils’ progress

• attendance records and liaison with EWO if appropriate

• regular meetings about pupils’ progress between the SENDCO and the Headteacher

• Headteacher’s termly report

Stage 2 Additional SENDCO 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 offered for all pupils in the school ie they have a special educational need as defined by the 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 will be on the school’s Provision Map)

• In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.

• It may be decided that a very small number, but not all of the pupils on the SEND list, will require additional high needs funding (Enhanced School Support – ESS), 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.

• On occasions, 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.

• 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 Provision Plan (IPP) is required.

Statements/EHCPs

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 the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.

Our school will comply with all local arrangements and procedures when applying for:

High Needs Block Funding; an Education Health and Care Plan; and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

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

Inclusion of pupils with English as an additional 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.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

A pupil will not be placed on the SEND register for reasons of EAL alone.

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 (Social Exclusion Unit Report: 2003] why children who are looked after in local authority care often fail to make expected progress at school:

* Placement instability.
* Unsatisfactory educational experiences of many carers.
* Too much time out of school.
* Insufficient help if they fall behind.
* Unmet needs - emotional, mental, physical.
* There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children.

The responsibilities of our designated teacher include:

• monitoring the progress of children who are ‘looked after’ to ensure that they have the best life chances possible and access to the full range of opportunities in school;

• ensuring that children who are ‘looked after’ have access to the appropriate network of support;

• checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months;

• ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals;

• preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern);

• discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team;

• liaising with the child’s social worker to ensure there is effective communication at all times;

• celebrating the child’s successes and acknowledge the progress they are making.

Inclusion of pupils who are very able and/or talented

In this section the term ‘very able’ refers to 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 specific related 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 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.

Based on DfE guidelines, we monitor the children closely in Reception and at KS1, but we only identify very able and talented children once they are in KS2 .

Identification

Before identifying any child as ‘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’ in a class/school context and refers to the current level of performance only.

This means ‘that at this time this child is showing ability in a particular area’. Identification at our school does not necessarily mean that in another school or context the child would be identified.

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

• teacher nomination;

• 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, and this list will be kept under review.

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 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;

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

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

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

We offer and signpost to 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, specialist teaching and partnership with primary and secondary schools.

**SEND Co-ordinator: Miss K Stoor**

**Designated Teacher for Looked After pupils: Mrs Kathy Hall**

**Responsible Governor for SEND: Ian Johnson**

Management of Inclusion within our school

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Co-ordinator (SENDCo). The SENDCo is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers who are teachers of pupils with SEND 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.

Headteacher

• The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

• The Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCo).

• The Headteacher 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 –O Track;

• maintenance and analysis of a whole-school provision map for vulnerable learners (devolved to another member of the SLT and SENDCo);

• pupil progress meetings with individual teachers;

• regular meetings with the SENDCo

• discussions with pupils and parents.

Special Educational Needs Co-ordinator

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

• maintenance and analysis of whole-school provision map for vulnerable learners alongside other senior leaders within the school;

• identifying on this provision map a staged list of pupils with special educational needs –those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans;

• co-ordinating provision for children with SEND;

• liaising with and advising teachers;

• managing other classroom staff involved in supporting vulnerable learners;

• overseeing the records on all children with SEND;

• liaising with parents of children with SEND, in conjunction with class teachers;

• contributing to the in-service training of staff;

• implementing a programme of Annual Review for all pupils with a statement of SEND. Complying with requests from an Education Health and Care Plan Co-ordinator to participate in a review;

• carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a 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;

• monitoring the school’s system for ensuring the Individual Education/Provision Plans, *where it is agreed they will be useful for a pupil with SEND,* have a high profile in the classroom and with pupils:

• evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND);

• meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school’s provision map ( will guarantee planning and preparation time for teachers and SENDCo to ensure that these meetings occur);

• liaising sensitively with parents and families of pupils on the SEND Register, keeping them informed of progress and listening to their views of progress;

• attending area SENDCo network meetings and training as appropriate;

• liaising with the school’s Inclusion Governor, keeping provision for vulnerable learners, including those with Special Educational and Disability Needs.

• liaising closely with a range of outside agencies to support vulnerable 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 register. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Educational/Provision Plan to address a special educational need (this would include pupils with statements or 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 SEND to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum on offer and strategies”.(SEND Code of Practice 2014);
* ensuring effective deployment of resources –including Teaching Assistant support - to maximise outcomes for all groups of vulnerable learners.

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

• In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment.

• The SENDCo will regularly attend local network meetings.

• All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the School Development and Improvement Plan and annual schedule of continuous professional development.

• Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and Leadership Team will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Partnership with Parents/Carers

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

• working effectively with all other agencies supporting children and their parents;

• giving parents and carers opportunities to play an active and valued role in their child’s education;

• making parents and carers feel welcome;

• encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;

• instilling confidence that the school will listen and act appropriately;

• focusing on the child’s strengths; as well as areas of additional need

• allowing parents and carers opportunities to discuss ways in which they and the school can help their child;

• agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets;

• keeping parents and carers informed and giving support during assessment and any related decision-making process;

• making parents and carers aware of the Parent Partnership services;

• providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. 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 and learn about learning;

• share in individual target setting across the curriculum so that they know what their targets are and why they have them;

• self-review their progress and set new targets;

• (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

It is essential that our arrangements allow for children with SEND to be consulted about what they would like to see happen and thereby ‘involve them in their education’ with the emphasis upon person centred planning. The ‘My Views’ process would be a good way of opening this dialogue, whilst playing a key part in saying what they think helps and what doesn’t. Of course, parents – via the structured conversation approach – must be totally part of this, if successful outcomes are likely to happen.

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 meetings to all pupils in receipt of Enhanced SEND support and all those with statements of Special Educational Needs or EHCPs to discuss transition. 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. Pupils will be included in “all 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.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational and disability need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admissions Policy for the school, as agreed with the Local Authority)

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, then SENDCo, then, if unresolved, by Deputy Head and/or Head teacher. The governor with specific responsibility for SEND/Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).