

# The Federation of the Church Schools of Shalfleet and Yarmouth

## Achieving Together for a Brighter Future



## INCLUSION

## A STATEMENT OF POLICY

Approved by	CW
Portfolio	Inclusion
Approved on	Spring 2020
Review date	Spring 2021
Review Cycle	1 Year

## INCLUSION POLICY

### Legislative Compliance

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

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Inspection Framework September 2015
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Children and Families Act 2014
- Keeping Children Safe in Education 2018
- Working Together to Safeguard Children
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs DCSF 2010
- Early Years Foundation Stage and the Disability Act DCSF 2010
- Promoting the education of looked- after children and previously looked- after children  
Statutory guidance for local authorities February 2018

### Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- We support families of pupils who have been identified as having additional needs. We work in partnership with parents and other agencies to ensure we meet individual’s 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 as full an access to the school curriculum as possible.
- Special Educational Need or Disability might be an explanation for delayed or slower progress, but it 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, meeting the needs of the pupils through a range of strategies.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- 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 or disability. 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 or a disability 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 or disabilities 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 this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To 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).
- To support the families of pupils who have been identified as having additional needs with the processes and procedures involved in ensuring needs are met.

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disabilities Coordinator (SENCo).

The Inclusion Team is responsible for reporting regularly to the headteacher and the governors with responsibility for SEND 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.

The Designated Teacher for Looked After Children or Previously 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 of pupils with special educational needs or disabilities 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 SEN co-ordinator for Little Stars Pre-School:**

Sadie Gooding [sgooding@yarmouthceprimaryschool.co.uk](mailto:sgooding@yarmouthceprimaryschool.co.uk)

### **The name and contact details of the SEN co-ordinator for Little Explorers Pre-School:**

Becky Lamacq [b.lamacq@shalfleetceprimary.co.uk](mailto:b.lamacq@shalfleetceprimary.co.uk)

### **The name and contact details of the SEN co-ordinator**

Georgina Westhorpe [gwesthorpe@yarmouthceprimary.co.uk](mailto:gwesthorpe@yarmouthceprimary.co.uk)

### **The name and contact details of the Ethnic Minority Achievement co-ordinator:**

Georgina Westhorpe [gwesthorpe@yarmouthceprimary.co.uk](mailto:gwesthorpe@yarmouthceprimary.co.uk)

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

Georgina Westhorpe gwesthorpe@yarmouthceprimary.co.uk

**The name of the Inclusion Governor:**

Mrs Caroline Weeks cweeks@yarmouthceprimaryschool.co.uk

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

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 and disabilities through the school's devolved SEND 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 federation, 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.

In agreeing our staged arrangements, the federation 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**

## **Little Stars and Little Explorers Procedures**

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and provide all families of the setting with this information. Our SENCO at Little Stars is Sadie Gooding and our SENCO at Little Explorers is Becky Lamacq
- We ensure that the provision for the children with special educational needs is the responsibility of all staff members within the setting
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting families where Early Help has been identified as a need.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies feedback. Information is collated, evaluated and reviewed annually.
- We provide the Federation's complaint procedure

## **School Procedures**

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

- All learners will have access to quality first teaching.
- Some 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 SEN.
- 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, LEA, external agencies and Ofsted about resource deployment

- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### Identification and Assessment

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

- the analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements.
- following up parental concerns
- tracking individual children's progress over time,
- careful monitoring of pupils and sharing of information from the onsite pre-school to ensure smooth transition
- 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 the Inclusion Team.
- 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 or disabilities, 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
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- further differentiation of resources,
- learning clubs

### 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 Inclusion Team and Senior Leadership Team
- ongoing assessment of progress made by intervention groups
- work sampling
- pupil interviews with the Inclusion Team
- informal feedback from all staff
- staff meeting input
- pupil progress tracking using assessment data
- monitoring IEPs and IEP targets (Pupil Passports), evaluating the impact of IEPs on pupils' progress
- attendance
- regular meetings between the preschool and their link teacher who will inform the Inclusion Team of any specific requirements/needs
- regular meetings about pupils' progress between the Inclusion Team and SLT
- head teacher's report to governors

## Additional SEN 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.
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- 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.
- Our approach to IEPs (Pupil Passports), which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  - 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 working documents, 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 accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
  - Our IEPs will be based on informed assessment and will include the input of outside agencies,
  - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
  - Our IEPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
  - Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
  - Targets for an IEP will be arrived at through:
    - Discussion between teacher and Inclusion Team
    - Discussion, wherever possible, with parents/carers and pupil
    - Discussion with another professional
  - Our IEPs will be reviewed at least termly by class teachers in consultation with the Inclusion Team.
  - Throughout the stage 2 process, any additional cost incurred will be recorded and reviewed by the Inclusion Team and the Inclusion Portfolio Holder on a case by case basis. This can be used to provide evidence when applying for an EHCP.

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

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.
- The ongoing cost for additional support provided for children with an EHCP will be collated and reviewed by the Inclusion Team and the Inclusion Portfolio Holder and may be used to apply for Top Up Funding.

## **Roles and Responsibilities**

### **Headteacher**

- 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 Inclusion Team and Ethnic Minority Achievement Co-ordinator
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT)
  - pupil progress meetings with individual teachers
  - regular meetings with the Inclusion Team/EMA Co-ordinator
  - discussions and consultations with pupils and parents

### **Special Educational Needs Coordinator**

In line with the recommendations in the SEN Code of Practice 2014, the SENCo/Inclusion Team 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
- 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 special educational needs and disabilities
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and Disabilities
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need or disability. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for preschool children into the school at Yarmouth and all Year 6 pupils on the vulnerable learners' provision map.
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs and disabilities)
- 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 training as appropriate.
- liaising with the school's Inclusion Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and Disabilities
- liaising closely with a range of outside agencies to support vulnerable learners.



## **Class teacher / Pre-School Staff**

- liaising with the SENCO:
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored– but do not have special educational needs or disabilities.
  - which pupils require additional support because of a special educational need or disability 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 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
  - ensuring there is adequate opportunity for pupils with special educational needs and disabilities to be working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

## **Assessing and Reviewing 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
  - Regular evaluation of the effectiveness of interventions
  - At least half 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 or disability.
  - Annual reviews of Statements/Education Health and Care Plans are outlined in the SEND Code of Practice (September 2014)

### **SEN INFORMATION REPORT**

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

- As an inclusive Federation, 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.

#### **SEN INFORMATION REPORT**

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

- The Federation has a Family Services Manager, Tracey Castle
- Pastoral Support
- Trained ELSA's and a FIEPs practitioner across the federation

#### **SEN INFORMATION REPORT**

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

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our federation 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 trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the 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.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

#### **SEND INFORMATION REPORT**

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

- 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.

#### **SEND INFORMATION REPORT**

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

#### **Partnership with Parents/Carers**

The federation 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
- 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. 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,**

## **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 or disabilities and supporting their families**

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care
- We seek to respond quickly to emerging need and work closely with other agencies including :
  - Early Help
  - CAMHS
  - Educational Psychology Service
  - Parent Partnership Service
  - Local NHS services
  - 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 or disability of a pupil are very specific
- We have a clear point of contact within the federation who will coordinate the support from outside agencies for each pupil. Most often, this will be the Inclusion Manger, but in some cases, it can be another member of staff.

## **SEND INFORMATION REPORT**

- **Arrangements for supporting children and young people in moving between phases of education**

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a 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 SEND support and all those with statements of Special Educational Needs or Disabilities. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings
- Support for the pupil in coming to terms with moving on will be carefully planned and may include familiarisation visits. Pupils may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education.

- Parents will be given a reliable named contact at the next phase provider with whom the Inclusion Team will liaise

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision

#### **SEND INFORMATION REPORT**

- **Arrangements made by the governing body to the treatment of complaints from parents of pupils with special educational needs or disabilities 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 the Inclusion Team, then, if unresolved, by the head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

## **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 or Disability, but are seen to benefit from the ability to live and learn in more than one language.

### **Ethos**

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

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 their 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 will be provided through quality first teaching and intervention if necessary.

## **Inclusion of pupils who are Looked After in Local Authority Care**

Our federation 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 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
  - 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.

## **Inclusion of pupils who are very able**

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.

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

### Identification

Before identifying any child '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' 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'.

### 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.

This policy should be read in conjunction with the school's Child Protection and Safeguarding Policy, the LAC policy, all other Safeguarding related policies, the Data Protection Policy and GDPR regulations.

