

## Hackleton CEVA Primary School

*‘Inspiring learning for life....life in all its fullness’*

*Jesus said, ‘I have come in order that you might have life – life in all its fullness’ (John 10,10)*

# **Inclusion Policy 2023**

## **Incorporating**

## **Special Educational Needs Information Report**

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

Hackleton CEVA Primary School recognises its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

Our inclusive and distinctive Christian vision and values are at the heart of our Church School. These values are embedded within everything that we do and help everyone to develop an understanding of the meaning and significance of faith, respect, forgiveness, friendship and trust.

At Hackleton Primary School, our vision is to create a nurturing and inclusive environment that celebrates diversity, empowers every child, and equips them with the resilience needed to thrive in an ever-changing world. There is a strong commitment to providing a high-quality education rooted in Christian values, ensuring that every child feels safe, supported and respected.

## **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 SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Children and Families Act 2014

## **Inclusion Statement**

- We endeavour to achieve maximum inclusion of all pupils (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide individualised learning opportunities for all the pupils within the school. Learning needs are addressed through careful scaffolding, questioning and appropriate interventions and resources. This ensures that all pupils have full access to the school curriculum.
- Special Educational Need and Disability 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. Individualised learning opportunities are provided for pupils 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 help these pupils catch up.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## **Aims and Objectives of this Policy**

The aims of our inclusion policy and practice in 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 which is matched to the learner’s needs.

- To ensure equality of opportunity for all pupils in all areas of school life.
- 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 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 and gain expertise in areas where gaining further information about a pupil would help enhance our provision.
- To promote a pupil's self-esteem and emotional well-being, helping them to form and maintain worthwhile relationships based on respect for themselves and others.

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENDCO).

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

**The name and contact details of the SEND co-ordinator:**

**Mrs Jo Roberts**

[bursar@hackleton.northants.ecl.gov.uk](mailto:bursar@hackleton.northants.ecl.gov.uk)

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

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

**Mrs Jo Roberts**

[bursar@hackleton.northants.ecl.gov.uk](mailto:bursar@hackleton.northants.ecl.gov.uk)

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

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

**Mrs Jo Roberts**

[bursar@hackleton.northants.ecl.gov.uk](mailto:bursar@hackleton.northants.ecl.gov.uk)

**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.

## **SEN INFORMATION REPORT**

### **The kinds of Special Educational Needs which are provided for in our school:**

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

- **Cognition and Learning**
- **Communication and interaction**
- **Social and Emotional Mental Health (SEMH)**
- **Sensory and Physical**
- **Medical Needs**

In admitting pupils with special educational needs and disabilities, we would expect to have informative discussions with the pupil's family, the pupil themselves where appropriate, as well as the local authority and previous settings. In this way we can 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 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 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 specialised provision. 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.

## **SEN INFORMATION REPORT**

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

**Wave 1 Well-differentiated, quality first teaching. All vulnerable learners to be included on a whole-school provision map.**

- All learners will have access to quality first teaching and develop a 'lifelong love of learning' through a positive and supportive environment.
- Some vulnerable learners will have access to carefully differentiated tasks or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which will outline and monitor all additional intervention across the school. The whole school provision map will enable 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
  - 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**

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

- the analysis of data including entry profiles, speech and language assessment, reading ages, accelerated reader scores and other whole-school pupil progress data;
- classroom based assessment and monitoring arrangements. (Cycle of assess, plan do, review.)
- following up parental concerns;
- tracking individual pupil 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 which clearly identifies pupils receiving additional support. This provision map is updated termly through meetings between the teachers and SENDCO;
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language;
- involving an external agency where it is suspected that a special educational need is more significant.

### Curriculum Access and Provision for Wave 2 learners

Where pupils 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 individualise learning as part of quality first teaching;
- flexible small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support/ individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources

### 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 SENDCO, EMA co-ordinator and senior leaders;
- ongoing assessment of progress made by intervention groups;
- informal feedback from all staff;
- pupil progress tracking using assessment data (whole-school processes);
- monitoring Individual Support Plans (ISP) and evaluating the impact of these on pupil progress;
- attendance records and liaison with Education Entitlement Service;
- regular meetings about pupils' progress between the SENDCO, EMA co-ordinator and the class teacher.

If pupils are not making expected progress in line with their peers after an adapted curriculum and booster intervention, then their needs will be explored further to determine if there is an underlying special educational need that is affecting their progress and performance.

### Wave 3 Additional SEN Support

- Pupils will be offered additional support when it is clear that their needs require intervention which is **“additional to” or “different from”** the broad and balanced 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 a pupil on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may be the case particularly 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 SEN Descriptors published as part of the Local Offer.

- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Our approach to Individual Education Plans (known as Individual Support Plans in school), which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  - These are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
  - These will only record that which is *additional to or different from* the 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”.
  - These will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets” wherever possible.
  - These will be based on informed assessment and may include the input of outside agencies where appropriate.
  - These have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
  - They will be time-limited – at (least) termly review, there will be an agreed “where to next?”
  - The plans will specify how often the target(s) will be covered
  - The plans will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
  - Targets will be arrived at through :
    - Discussion between teacher and SENDCO
    - Discussion with parents/carers and pupil
    - Discussion with another professionals where deemed necessary (The precise order for this will vary from pupil to pupil).
  - An individual support plan will be reviewed at least termly by the SENDCO in consultation with the class teacher and parents.

### **Education Health and Care Plan**

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- Parent contribution to getting the targets correct in the initial draft EHCP is imperative and we will do all we can to accommodate meetings with parents to facilitate this. Pupil voice will also feature strongly in this process, where appropriate, to ensure that long term aims are agreed by all relevant stakeholders.

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 authority policy and guidance - particularly with regard to the timescales set out within the process.

### **Engagement Model**

The engagement model will be used as an assessment tool to support pupils who are working below the level of the national curriculum and who are not engaged in subject-specific activity. This applies to children whose needs are usually described as having severe or profound and multiple learning difficulties, and require an Education Health and Care Plan.

Subject-specific study occurs where a pupil can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics. The pre-key stage standards must be used for statutory assessment at the end of Key Stage 1 or Key Stage 2 for pupils who are working below and engaged in subject-specific study.

‘The engagement model identifies and celebrates all pupils’ progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils’ performance, whilst recognising that a minority of pupils may have a regressive condition’.

(Standards and Testing Agency 2020)

The class teacher effectively uses the engagement model alongside the SENDCO based on regular observational assessment and reflective pedagogy. Progress is mapped through the pupil’s establishment of each area of engagement.

The five areas include:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

A combination of formative and summative assessment will be regularly used throughout the year and pupils assessed using this model will be reported to the Department for Education (DfE).



## **Roles and Responsibilities**

### **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) 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 and SENDCO)
  - pupil progress meetings with individual teachers
  - regular meetings with the SENDCO/EMA co-ordinator
  - discussions and consultations with pupils and parents

### **Special Educational Needs and Disabilities Coordinator**

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;
- identifying on the provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans;
- co-ordinating provision for pupils with special educational needs;
- liaising with and advising teachers;
- managing other classroom staff involved in supporting vulnerable learners;
- overseeing the records of all pupils with Special Educational Needs and Disabilities;
- contributing to the in-service training of staff;
- implementing a programme of Annual Review for all pupils with an Education Health and Care Plan;
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support;
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map;
- monitoring the school's system for ensuring that Individual Support Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Support Plans);
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs);
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map;

- liaising and consulting sensitively with parents and families of pupils on the SEND/additional needs register at Wave 2 or above, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers;
- attending area SENDCO network meetings and training as appropriate;
- ensuring the governing board are informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school);
- liaising with a range of outside agencies to support vulnerable learners.

### **Ethnic Minority Achievement Co-ordinator**

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

- in collaboration with the SENDCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds;
- working collaboratively with teachers to plan for and teach pupils 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 of all pupils with EAL;
- liaising with parents of ethnic and linguistic minority pupils, 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 pupils learning EAL and establish next steps in learning;
- in collaboration with the SENDCO, evaluating regularly the impact and effectiveness of all additional interventions for pupils from cultural and linguistic minority backgrounds;
- in collaboration with the SENDCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL;
- contributing to the in-service training of staff;
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school;
- advising on and sourcing bilingual and culturally reflective materials to support pupils'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;
- ensuring the governing board are informed of current issues regarding provision for ethnic/linguistic minorities;
- liaising with a range of outside agencies to support ethnic and linguistic learners.

### **Class teacher**

- liaising with the SENDCO/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/wave 1 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. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual

Support Plan to address a special educational need (this would include pupils with EHC Plans);

- securing good provision and good outcomes for all groups of vulnerable learners by :
  - providing individualised teaching and learning opportunities, including personalised work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge;
  - ensuring there is adequate opportunity for pupils with special educational needs 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 2015)
  - 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**

- 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;
  - Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil);
  - 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.
  - Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015).

### **SEN INFORMATION REPORT**

#### **How pupils with SEN and Disabilities are enabled to engage in activities available with pupils in the school who do not have SEN**

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, 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 monitoring planning, work and progress data or observing teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

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

## **SEN INFORMATION REPORT**

### **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of pupils with SEN and measures to prevent bullying**

Our first point of contact for emotional and pastoral support is the pupil's class teacher.

## **SEN INFORMATION REPORT**

### **Information about the expertise and training of staff in relation to pupils 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 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. The EMA co-ordinator and Designated Teacher for LAC will attend local network meetings as appropriate.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

## **SEN INFORMATION REPORT**

### **Information about how equipment and facilities to support pupils 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.

## **SEN INFORMATION REPORT**

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

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

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

- working effectively with all other agencies supporting pupils 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 and listened to;
- 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 Information, Advice and Support Service (IASS) available as part of the Local Offer;
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

## **Involvement of Pupils – Pupil voice**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. 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 their own learning;
- have involvement in self-review of their learning and progress;
- for some pupils with an Individual Support Plan, monitor their success at achieving their individual targets.

## **SEN INFORMATION REPORT**

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

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including :
  - Early Help
  - CAMHS
  - Educational Psychology Service
  - Northamptonshire Information, Advice and Support Service (IASS)
  - NCC Sensory Impairment team
  - Local NHS services
  - Targeted Prevention Team
  - Education Entitlement Service
  - Specialist support service
  - Multi-agency safeguarding hub
  - Referral management centre
- 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 (e.g. autism, visual impairment etc.).
- We have a clear point of contact within the school that will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCO or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

## **SEN INFORMATION REPORT**

### **Arrangements for supporting pupils and young people in moving between phases of education and preparing for adulthood (effective transition)**

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a 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. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition plan including a timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and preparation sessions. Pupils will be included in all class transition days to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCO will liaise

### **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 pupils and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

## **SEN INFORMATION REPORT**

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

## **Complaints**

If there are any complaints relating to the provision for pupils with SEN or EAL these will be dealt with in the first instance by the class teacher and SENDCO/EMA co-ordinator, then, if unresolved, by the Headteacher. 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)

## **SEN INFORMATION REPORT**

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

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

## **Links with Other Services**

Effective working links will also be maintained with:

Local Authority's local offer:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/>

Schools and Education – Local Authority

<https://www.northamptonshire.gov.uk/councilservices/pupils-families-education/schools-and-education/Pages/default.aspx>

Information, Advice and Support Service (IASS): Contact Number: 01604 364722

<https://www.iassnorthants.co.uk>

## **Inclusion of pupils with English as an additional language (EAL)**

### **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 pupils 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 will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- 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
- Work in class will be individualised for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. 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 learning. Where pupils are ahead of their peer group in terms of learning, mastery style tasks will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against A Language in Common 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 SENDCO. 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 where required.

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

Our school recognises that:

- Pupils who are looked after in local authority care have the same rights as all pupils 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 pupils 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 pupils. (The name of the current designated teacher at our school is given at the beginning of this inclusion policy). The responsibilities of our designated teacher include:
  - monitoring the progress of pupils 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 pupils 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 pupils who are 'looked after' is transferred between agencies and individuals;

- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern);
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team;
- liaising with the child's social worker to ensure that there is effective communication at all times;
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

**Inclusion of all pupils, previously referred to as 'High Achievers' or 'Gifted and Talented'**

The National Curriculum (2014) focused on 'mastery' where progression was linked to understanding and developing greater depth rather than the next set of content.

The mastery pedagogy works on the principle that all learners, with effort, will meet their individual expectations. It works on the premise that quality first teaching, based on formative assessment, particularly great questioning, is key. Precise assessment, teaching that closes any gaps, thinking about ability differently are all part of the mastery pedagogy and all learners, regardless of ability, will receive teaching in this way to ensure maximum progress is achieved.

Working at the mastery level within the curriculum means obtaining a greater level of understanding and being able to apply learning in a different context. Developing greater depth means that a pupil can transfer their learning and apply it to different contexts, make connections and explain their understanding to others. They are able to revisit an aspect of learning after a break and still feel confident.

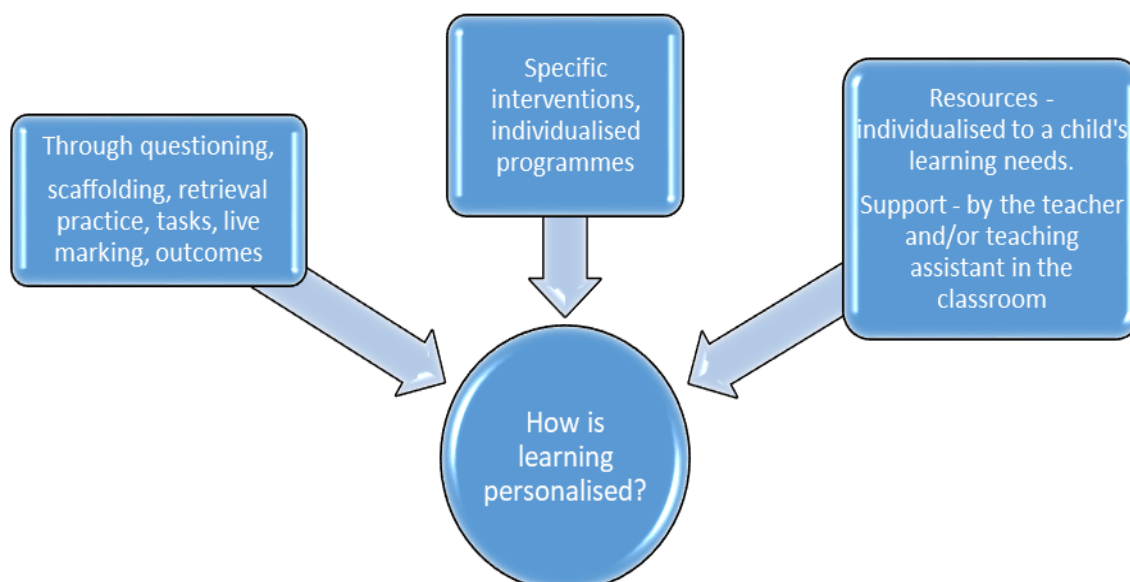
## 'Inspiring learning for life'

### Personalised Learning Journey

SEN Code of Practice (2014, Para 1.24)

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of the children and young people.'

We aim to meet the needs of **all** children through high quality teaching and learning with a broad and balanced, knowledge rich curriculum.



### School Provision Map - Targeted Support for Learning

Pupils who are identified as requiring extra support or specific interventions are identified on the school provision map (e.g. speech and language, reading support, writing support, additional maths session, additional phonics session).

This will identify the provision/resources, time allocation and progress monitoring information. This is updated at least once per term or earlier if support/interventions are no longer required or need to be adjusted/changed.

Class teachers will discuss this with parents during consultation meetings, identifying the areas of concern and the specific support/interventions that are being put in place to address this. A pupil may remain on the provision map throughout their time at the school or until there is no longer a need for specific support or intervention.

## Special Educational Needs and/or Disability

Section 20 Children and Families Act 2014: A child has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child is considered to have a learning difficulty if they:

- Have a **significantly** greater difficulty in learning than the majority of others at the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.



Special educational provision is provision that is **different from** or **additional to** that normally available to pupils of the same age and is designed to help pupils with SEN or disabilities access the National Curriculum.

An Individual Support Plan (ISP) is not a requirement under the SEN Code of Practice 2014 and in most cases the school provision map will be used to record extra support and specific interventions for individual pupils. **A diagnosis is not required at any stage. As education professionals, we address the needs of a pupil through their personalised learning journey.**

When an SEN support plan is put in place, this will identify specific targets that will be the focus of the support to help remove the barriers for learning. Parents, teachers and children will be involved in creating this working document which will be reviewed at least 3 times per year. A support plan may be used throughout a pupil's school journey or until there is no longer a need.



### Specialist Support

As stated in the SEN Code of Practice, where a pupil is making less than expected progress, despite individualised and evidence-based support and interventions, specialist support should be considered by outside agencies (e.g. educational psychologist, community paediatrician).

Specialist support may also be required earlier to allow for early identification of needs leading to effective support and interventions (e.g. speech and language team).



### High Needs Funding

This is required when the cost of the special educational provision required to meet the **significant** needs of an individual pupil exceeds the nationally prescribed threshold.

### Education Health Care Plan (EHCP)

It may be decided that a pupil with significant needs requires support that is not available through other channels. A diagnosis is not required. A referral will be made to assess whether an EHCP needs to be put in place. If agreed, this will state the provision required to meet a pupil's special educational needs, together with health and social care provision when these services are involved and the additional support required to meet these needs.