



**Special Educational Needs and Disability,  
Access and Inclusion Policy  
Oak Hill First School**

**May 2017**

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### Legislative Compliance

**This policy complies with the guidance given in Statutory Instrument 2013 Special Needs (Information Regulations) Clause 64 It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.**

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) DfES 2014
- Ofsted Section 5 Inspection Framework 2012
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Bill 2013

### Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Needs / Disability (SEND) might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered SEND. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and SEND.
- Some pupils in our school may be underachieving but will not necessarily have SEND. 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 SEND and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with SEND have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through SEND Support funded from the devolved schools budget.

### Aims and Objectives of this Policy

The aims of our SEND, access and 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, 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, parents and carers and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

**Identification, assessment and provision for pupils with SEND, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.**

**and**

**Arrangements for assessing the progress of pupils with SEND**

### **STAGE 1**

**Well-differentiated, quality first teaching, including, where appropriate, the use of universal and targeted interventions.**

**All vulnerable learners to be included on a whole-school provision map.**

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to universal and /or targeted interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. **This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.**
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. All teaching staff meet with the SENCO termly to update this register and 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 at Stage 1**

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

- The analysis of data including entry profiles, Foundation Stage Profile scores and other whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements.
- Including parents in the process and following up parental concerns.
- Tracking individual children's progress over time, including progress in EAL.
- Liaison with feeder nurseries on transfer.

- Information from previous schools.
- Information from other services.
- Maintaining year group provision maps for all vulnerable learners but which clearly identifies pupils receiving SEND Support. This provision map is updated termly through meetings between teachers, the SENCO and parents.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that SEND is significant.

#### Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having SEND, 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.
- Universal, targeted and specialist interventions.
- Other small group withdrawal.
- Individual class support / individual withdrawal.
- Bilingual support / access to materials in translation.
- Further differentiation of resources.
- Peer mentors / learning partners.
- Homework / nurture groups.
- Flexible arrangements for curriculum access and accommodation.

#### Monitoring and Evaluation

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

- Classroom observation by the SENCO and senior leaders.
- Ongoing assessment of progress made by intervention groups.
- Work sampling and / or book scrutiny.
- Scrutiny of planning.
- Informal feedback from all staff on a regular basis (daily).
- Pupil interviews when setting new targets or reviewing existing targets.
- Structured conversations with children encouraging children to identify their own needs and set targets with support of their class teacher.
- Pupil progress tracking using assessment data whole-school processes
- Monitoring group provision map targets, evaluating the impact of provision maps on pupils' progress.
- Attendance records and liaison with Early Intervention Attendance Officer.
- Regular meetings about pupils' progress between the SENCO and the Head Teacher.
- SEN Governor monitoring visits and reports and SENCO's report to governors.
- Head Teacher's report to parents and governors.

## **STAGE 2**

- Pupils will be identified as having SEND when it is clear that their needs require intervention which is “**additional to**” or “**different from**” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do **not** have SEN will **not** be placed on the list of pupils being offered SEN Support.
- In keeping with all vulnerable learners, intervention for pupils on the SEND register will be identified and tracked using the whole-school provision map.
- Pupils on the SEND register will require an **individual provision map (IPM)** to ensure their underlying special educational need is being addressed. This would particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.
- SEND and provision can be considered as falling under four broad areas.
  1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional and mental health difficulties
  4. Sensory and/or physical
- Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

## **STAGE 3**

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

- Pupils with Education, Health and Care Plans will have shorter term Individual Provision Maps, as a working document.
- Our approach to IPMs is as follows:
  - IPMs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEND. They are seen as working document which can be constantly refined and amended.
  - IPMs 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”.
  - IPMs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
  - IPMs will be based on informed assessment and will include the input of outside agencies.
  - IPMs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
  - IPMs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
  - IPMs will have a **maximum** of four short / medium term SMART (specific, manageable, achievable, relevant and time limited) targets set for the pupil.
  - IPMs will specify how often the target(s) will be taught and achieved.

- IPMs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IPM will be arrived at through :
  - Discussion between teacher and SENCO.
  - Discussion with parents/carers and pupil.
  - Discussion with another professional.
- IPMs will be reviewed at least termly by class teachers in consultation with the SENCO and parents.
- Pupils with a Education Health and Care Plan will have access to all arrangements for pupils on the SEND register and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Plan**and** will ensure that all pre-requisites for application have been met through ambitious and pro-active SEND Support.
- 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.

### **Inclusion of pupils with English as an additional language**

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 SEND, 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.

### **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. 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.
- A further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language.
- Pupils will be placed in groups which match their academic ability
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from other education systems, who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher, EAL teacher and the SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school.

#### 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 by providing key school information in translated format.

#### Inclusion of pupils who are looked after in local authority care (LAC)

Our school recognises that :

- Children who are LAC 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 LAC often fail to make expected progress at school :
  - Placement instability.
  - Unsatisfactory educational experiences of many carers.
  - Too much time out of school.
  - Insufficient help if they fall behind.
  - Unmet needs - emotional, mental, physical.
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:
  - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - Ensuring that children who are 'looked after' have access to the appropriate network of support.
  - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.



- Ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals.
- Preparing a report on the child’s educational progress to contribute towards the statutory LAC 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 the carers.
- 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 gifted and/or talented**

- In this section the term ‘**gifted**’ refers to pupils who have a broad range of achievement at a very high level. Those children who are gifted have very well-developed learning skills across the curriculum.
  - The term ‘**talented**’ refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.
- |                               |  |
|-------------------------------|--|
| • Physical talents            | sports, games, skilled, dexterity  |
| • Visual/performing abilities | dance, movement, drama   |
| • Mechanical ingenuity        | construction, object assembly (and disassembly), systematic, working solutions |
| • Outstanding leadership      | organiser, outstanding team leader, sound judgements                           |
| • Social awareness            | sensitivity, empathy,  |
| • Creativity                  | artistic, musical, linguistic  |

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

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

### **Identification**

Before identifying any child ‘gifted’ 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 ‘gifted’ and/or ‘talented’ is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that ‘at this time this child is showing ability in a particular area’. Identification at our school does not necessarily mean that in another school or context the child would be identified.

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

- teacher nomination
  - assessment results
  - specialist teacher identification
  - peer nomination
  - self nomination
- 
- Each year the school will draw up a register of gifted and/or talented (G&T) children, this list will be kept under review. Provision for gifted and/or talented children will be tracked by the teacher with responsibility for this area using the school's data tracking system.

### **Provision**

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

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- opportunity for children to progress through their work at their own rate of learning.

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

From Year 1 to Year 4 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation.

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

The progress of children identified on the G&T register will be monitored termly by the SENCO and reported to the SLT and governing body.

**Management of Inclusion within our school. The roles and responsibilities of the staff.**

**The Special Educational Needs Co-ordinator (SENCO) / Inclusion Manager is**

**Jayne Court**

**The Designated Teacher for Looked After pupils is**

**Sally Harris**

**The Designated Teacher for Gifted and Talented pupils is**

**Jayne Court**

**The Designated Teacher for pupils with English as an additional language is**

**Alison Stanton**

**The SEN Governor is**

**Gemma Bosco Woods**

**Please contact via the school office 01527 528523 or [office@oakhill.worcs.sch.uk](mailto:office@oakhill.worcs.sch.uk)**

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

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

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

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of children 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.

**Head Teacher**

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head Teacher and the governing body will delegate the day to day implementation of this policy to the SENCO.
- 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 SENCO)
  - pupil progress meetings with individual teachers

- regular meetings with the SENCO, year group leaders and teachers
- discussions with pupils and parents

### **Special Educational Needs Coordinator (SENCO)**

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

- Maintenance and analysis of whole-school provision map for vulnerable learners (additional needs register).
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of SEN Support and those with Education Health and Care plans.
- Co-ordinating provision for children with SEND.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with SEND.
- Liaising with parents of children with SEND, in conjunction with class teachers.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request high needs block funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention SEN Support, that a pupil may have a special educational need which will require significant support, possibly to the age of 25 and beyond.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 4 pupils on the year group provision maps.
- Monitoring the school's system for ensuring that Individual Provision Maps, where it is agreed they will be useful for a pupil with SEND, have a high profile.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND).
- Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school leaders will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- Liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's SEN Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with SEND (nationally, locally and within school). Supporting the SEN Governor in reporting back to the governing body.
- Liaising closely with a range of outside agencies to support vulnerable learners.

### Class teacher

- Liaising with the SENCO to agree :
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored on the year group provision map – but do not have SEND.
  - which pupils (also on the provision map) require support because of a SEND and need to be recognised on the SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Provision Map to address a special educational need (this would include pupils with EHCPs).
  
- Securing good provision and good outcomes for all groups of vulnerable learners by :
  - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for pupils with SEND to work on agreed targets which are genuinely “**additional to**” or “**different from**” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2014)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

<p style="text-align: center;"><b>The expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured.</b></p>
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- In accordance with the SEN Code of Practice 2014, our Special Educational Needs Coordinator will have statutory accreditation (National Award for SEN Co-ordination). If a new SENCO is appointed, he/she will gain statutory accreditation as soon as possible after appointment. The SENCO must be a qualified teacher.
- The SENCO will regularly attend local network meetings and liaise weekly with the Educational Psychologist to update staff and provide training opportunities.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head Teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

### **How equipment and facilities to support children and young people with SEND 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 SEND 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 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.

### **The role played by the parents of pupils with SEND (and other learning needs).**

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

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

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services (SENDIASS).
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets and robust marking and feedback of their achievements. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them.**
- Self-review their progress and set new targets.
- (For some pupils with SEND monitor their success at achieving the targets on their Individual Provision Maps.

### Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of SEND support and all those with EHCPs will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "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 SENCO will liaise.

<p><b>Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</b></p>
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### Admission Arrangements

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

### **Complaints**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and then the SENCO. Then, if unresolved, by phase Assistant Head Teacher. The Governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general complaints procedure (see separate Complaints Policy)

**Contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32.**

### **Links with Other Services**

Effective working links will also be maintained with:

Educational Psychologist : Sheila Fannon

Family Front Door / Worcestershire Children's Services : 01905 822666

Parent Partnership Service : SEND Information Advice and Support Service – SENDIASS – 01905 768153

Behaviour Outreach Support Beacon PRU

NHS Speech and Language Therapy Service : Kat Patey

Positive Behaviour Support Team : Sue Stokes

NHS Occupational Therapy Service

NHS CAMHS (child and adolescent mental health service) : [WHCNHS.CAMHS-SPA@nhs.net](mailto:WHCNHS.CAMHS-SPA@nhs.net)  
01905 768300

Babcock Prime - Complex Communication Needs Team : Nicky James

Chadsgrove Special School Outreach Service (physical needs) : Linda Peck 01527 877262

LA SEN Services : 01905 845579

**Worcestershire Local authority's local offer is published ...**

**'The Entitlement of Pupils in Mainstream Schools SEN Provision 'Ordinarily Available'**

**<https://worcestershirelocaloffer.org.uk/#/directory>**

**This policy will be reviewed annually by the governing body and was last reviewed in May 2017.**