SEND AND INCLUSION POLICY

Policy Consultation & Review

This policy is available through our website and paper copies can be obtained from the school office. When children join this school parents and carers are provided with a list of all available policies and documents, including this one.

Last reviewed on:	September 2025
Next review due by:	September 2027

Legislative Compliance

This SEND and Inclusion Policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).** It has been written for staff, parents or carers and children and complies with 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 Section 5 Inspection Framework September 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide adapted learning opportunities for all the children within the school where needed, and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- A Special Educational Need might be an explanation for delayed or slower progress but is not an excuse for a child's learning to stagnate, 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. Adapted 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/missed 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.

- Some pupils will have special educational needs and this **may** lead to lower-attainment (though not always, and not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

Aims and Objectives of this Policy

The aims of this policy 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 are 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 ensuring 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.

Section 1

Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils, and the school's arrangements for assessing the progress of pupils with special educational needs.

In agreeing these staged arrangements, the school has taken into account the following statements and definitions.

"What the evidence highlights is the importance of all professionals within the SEND system working collaboratively to understand the child and co-produce the plans for provision with families. It also underlines how robust curriculum and subject knowledge alongside a strong understanding of SEND must be present to maximise the learning and development of pupils with SEND."

Supporting SEND (OFSTED: 2021)

"Having positive relationships and high expectations for pupils with SEND appeared to be important features of practice."

(Ofsted, Supporting SEND, 2021)

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

SEND Code of Practice (2014)

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

Ofsted SEND 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

"We want all young people to leave education having benefitted from a well-rounded education, sure of their strengths and passions, with the curiosity to embrace life-long learning and the resilience to adapt to change."

Every Child Achieving and Thriving DfE: 2026

Wave 1

This is defined as well-adapted, high quality teaching, alongside, where appropriate, the use of interventions. All vulnerable learners to be included on a whole-school graduated provision map.

- All learners will have access to high quality teaching.
- For EAL children language acquisition is best promoted through a range of good, inclusive strategies, interventions and adaptations of the usual school curriculum.
- Some vulnerable learners will have access to early 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 an adaptation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on the school graduated provision map which outlines and monitors all additional intervention across the school. The whole school graduated provision map enables the school to:
    - Plan strategically to meet pupils' identified needs and track their provision.
    - Audit how well provision matches the current 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 LA, external agencies and Ofsted about resource deployment
    - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and assessment at wave 1

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

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, math ages and other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries/schools on transfer
- information from other services
- Undertaking, when necessary, a more in depth individual assessment. This may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum access and provision for vulnerable learners

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

- teachers adapt work as part of high quality teaching
- interventions led by teachers and TAs
- nurture
- other small group sessions

- individual class support / individual sessions
- bilingual support/access to materials in translation
- further adaptation of resources,
- homework

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners could be carried out in the following ways.

- classroom observation by the SENDCo, subject co-ordinator and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- teacher interviews with the SENDCo
- informal feedback from all staff.
- pupil progress tracking using assessment data (whole-school processes)
- monitoring and evaluating the impact on pupils' progress of intervention targets, behaviour support plans etc.
- attendance records and liaison with the Attendance Officer
- regular meetings about pupils' progress between the SENCO and staff
- Headteacher's report to governors.

Positive Behaviour Support Plans and 5 Point Plans

These are written for children whose behaviour is challenging and/or hard to modify. These plans are developed in conjunction with 'STEP On' training. Their contents are as follows:

- Motivators
- Areas of need
- Pupil voice and home information
- Presenting behaviours that challenge of cause harm
- Possible triggers
- Possible functions
- Positive behaviours we are encouraging
- Differentiated measure to promote positive behaviour
- What staff will say/do at signs of escalation, behaviours that challenge and behaviours that harm
- De-escalation and reflection

These plans are kept in class and reviewed at least termly. Their content is shared with parents and discussed at parents' evenings.
The 5 point plan is a summarised version which is kept in class for easy access for all staff and the child themselves to see as a reminder.

Wave 2

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-adapted curriculum offered for all pupils in the school, i.e. they have a special educational need as defined by the SEND 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 (SEND Register) but will be on the school's provision map.
- In keeping with all vulnerable learners, intervention for pupils on the SEND Register will be identified and tracked using the whole-school provision map.
- Children who are on the SEND register will have a Personalised Provision Plan (PPP) which is created by the teacher and checked by the SENCo. This will have SMART personal targets which are reviewed every month, with a full review with parents once a term. This full review allows parents and children to voice their thoughts on progress.
- It may be decided that a very small number, **but not** all of the pupils on the SEND Register will require additional funding beyond the notional SEND budget that the school receives already. Where this is the case the school will update it's Graduated Provision Map which will be shared with county who will use this alongside the INDES levels of children on the school's SEND register and discuss any possible extra funding at a Teams Around Schools meeting.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Wave 3
Education Health and Care Plan

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) 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 an Education Health and Care Plan
Our school will also ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance.

PPPs (Personalised Provision Plans)
Our approach to PPPs, which we recognise are no longer a requirement in the SEN Code of Practice 2014, is as follows:

- PPPs are written for children who have been unable to make progress in their learning despite high quality teaching and early help interventions. They may have a diagnosis of a neuro diversity or be being assessed for one. Children with EHCPs will also have a PPP.
- Our PPPs 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, and will specify what it is hoped the child will learn.
- Targets will be SMART and short term (reviewed every month), addressing the underlying reasons why a pupil is having difficulty with learning.
- PPPs are working documents, subject to constant review and alteration.
- Formal reviews of PPPs take place once a term and are shared with parents and carers at SEND Parents Evenings.

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.

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 as much support as possible to assist with understanding school documentation. 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. Support will always be sought from the LA.

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 intervention and classroom support.

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
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level within their age bracket.
- Progress of EAL pupils will be monitored. 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/ or SENCDO and/or SLT. 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 SEND 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.

Inclusion of pupils who are looked after in local authority care

Our school recognises that

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
    - Placement instability
    - Unsatisfactory educational experiences of many carers
    - Too much time out of school
    - Insufficient help if they fall behind
    - Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children, at Pathfinders Federation this is the SENDCo. The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure 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 Virtual School (VS) for Children which promotes the educational needs of looked after children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are very able and/or talented

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

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

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

Provision for very able or talented children will be identified and tracked by the class teacher with guidance from the SENDCO.

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

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

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

Section 2

Responsibilities

Mrs Emma Bourner – Executive Head Teacher
Miss Beth Middleton– Deputy Headtecher/EYFS Lead
Mrs Ailsa Stock – SENDCo (National Award for SEND Co-ordination)
Mrs Melissa Morrison – Pastoral and Inclusion Practitioner

Management of inclusion within our school

The executive headteacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND and Inclusion Policy to the Special Educational Needs & Disability Coordinator (SENDCo). The SENDCo, alongside the executive headteacher, is responsible for reporting regularly to the governor with responsibility for SEND on the ongoing effectiveness of this policy. In our federation, due to the small number of pupils from ethnic minority groups, the SENDCo, alongside the executive headteacher, has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. As designated teacher for looked after children they also have strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all

vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Executive Headteacher

The Executive 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 & Disability Coordinator (SENDCo). 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
- discussions with pupils and parents

Special Educational Needs & Disability Coordinator (SENDCo)

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 graduated provision map for vulnerable learners
- identifying a staged list of pupils with special educational needs – those in receipt of additional SEND support from the school and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs & disabilities
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with SEND
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- monitoring the school's system for ensuring that Personalised Provision 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 Personalised Provision Plans).
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting regularly 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 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 SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs & Disability(nationally, locally and within school).

- liaising closely with a range of outside agencies to support vulnerable learners,

Additional roles for SENDCO, alongside the headteacher, if ethnic minority pupils are on roll

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the relevant school's provision map
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information

Class teachers

Class teachers are responsible for liaising with the SENDCo to agree

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on the graduated provision map
- which pupils require additional support because of a special educational need and need to go on the school's SEND Register. Some of these pupils may require advice/support from an outside professional and, therefore, a PPP to address a special educational need (this would include pupils with statements/EHC Plans)

Class teachers are expected to secure good provision and good outcomes for all groups of vulnerable learners by

- providing high quality teaching, with adapted teaching and learning opportunities, including adapted work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEND Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Section 3

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

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

- The SENCO will attend local network meetings

- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

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

Section 4

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

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the county for additional funding through the school's Graduated Provision Map and Teams Around the School meeting.
- 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 schools 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.

Section 5

The role played by the parents of pupils with special educational needs (and other learning needs).

Partnership with Parents/Carers

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

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

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. 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
- where appropriate, share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- where appropriate, monitor their success at achieving the targets on their Individual Education Plan.

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, where possible, will offer transition meetings to all pupils with SEN. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- Support for the pupil 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 SENDCo will liaise

Section 6

Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

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 *(see Admissions Policy))*

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 SENDCO, then, if unresolved, by the executive 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)

Section 7

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.

Further information is available through the school website, the school office and directly from the SENCO. The school offer is also published on our website. The LA local offer is published at SEND Local Offer - Norfolk County Council