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Chenderit School
A VISUAL ARTS COLLEGE

CHENDERIT SCHOOL INCLUSION POLICY

REVIEWED BY GOVERNING BODY - June 2017

ADOPTED BY GOVERNING BODY - July 2017

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)

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 students 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) updated May 2015

Ofsted Section 5 Inspection Framework September 2015

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 students (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to students' interests and abilities. This ensures that all students have a full access to the school curriculum.
- A Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for students 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 students 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 students catch up.
 - Other students will genuinely have special educational needs and this **may** lead to lower attainment (though not necessarily to underachievement). It is our responsibility to ensure that students 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 students. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives

The aims of our inclusion policy and practice in Chenderit 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 students, 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 student 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
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

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

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

The SENDCO also has strategic responsibility for the inclusion of students who have EAL and the achievement of vulnerable students.

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 students with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times.

The name and contact details of the SEND co-ordinator.

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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 students with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Visual Impairment
- Hearing Impairments
- Physical Disabilities
- Mental Health
- And other learning differences

In admitting students with special educational needs we would expect to have informative discussions with both the student's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a student with special educational needs through the school's devolved SEN budget. We follow the process of applying for High Needs Funding if the student'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 students whose needs and/or demands are significant, severe or profound to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each student in constructive conversation with other agencies.

SEN INFORMATION REPORT

- **Our school's policies for identifying children and young people with SEN and assessing 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 SEN**
- **How adaptations are made to the curriculum and learning environment of children and young people with SEN**
- **How our school evaluates the effectiveness of its provision for children and young people with SEN.**

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or students' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where students are taught?' (Ofsted, 2006a)

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "

SEN Code Of Practice (2014 : Para 1.24)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the student in order to improve his or her access to the curriculum."

“Achievement for All” (National Strategies : 2009)

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

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included within the Learning Support provision map and the appropriate areas of a whole-school provision map.

- All students will have access to quality first teaching.
- Some vulnerable students will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to students learning at different rates. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with SEN.
- All vulnerable students will be included on a detailed SEN provision map which outlines and monitors all additional intervention across the school. The provision map enables the school to:
 - Plan strategically to meet students’ 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, Local Authority, external agencies and Ofsted about resource deployment and
 - Focus attention on whole-school issues of teaching and learning as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

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

- the analysis of data including SAT's, CAT's, reading and spelling ages, baseline data, other whole-school student progress data including student profiles from previous educational environments;
- classroom-based assessment and monitoring arrangements (Cycle of planning, action and review);
- following up parental concerns;
- tracking individual children's progress over time;
- liaison with primary schools on transfer;
- information from previous schools;
- information from other services;
- maintaining a provision map for all vulnerable students but which clearly identifies students receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers, Safeguarding, Student Welfare and Parent Support Manager 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 student's needs. It may include a bilingual assessment where English is not the first language and
- Involving an external agency where it is suspected that a special educational need is significant. For example Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS and others.

Curriculum Access and Provision for vulnerable learners

Where students 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 students:

- teachers differentiate work as part of quality first teaching;
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised);
- individual class support / individual withdrawal;
- bilingual support/access to materials in translation;
- further differentiation of resources;
- homework/learning support club;
- shared class support and
- appropriate interventions delivered by support staff.

Monitoring and Evaluation

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

- classroom observation by the SENDCO, Deputy SENDCO and senior leaders;
- ongoing assessment of progress made by intervention groups;

- work sampling on a termly basis;
- scrutiny of planning;
- Informal teacher interviews with the SENDCO;
- informal feedback from all staff;
- student interviews when setting new mentoring targets or reviewing existing targets;
- student progress tracking using assessment data (whole-school processes);
- attendance records and liaison with Education Entitlement Service;
- regular meetings about students' progress between the SENDCO and the head teacher;
- head teacher's report to governors and
- Mentoring of students with a statement of educational need or with an educational health care plan.

Stage 2 Additional SEN Support

- Students will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.
- Under-achieving students and students with EAL who do not have SEN will **not** be placed on the list of students being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for students on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the students 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 particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Student Unit has, or will need to be, spent on a student 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 student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a student is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

- Students with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for students on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding and
 - An Education Health and Care Plan
 and will 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 - particularly with regard to the timescales set out within the process.

Roles and Responsibilities

Headteacher

- the head teacher is responsible for monitoring and evaluating the progress of all students 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 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 student progress tracking system;
 - student progress meetings with individual teachers;
 - regular meetings with the SENDCO and
 - discussions and consultations with students and parents.

Special Educational Needs Coordinator supported by the Assistant SENDCO

In line with the recommendations in the SEN Code of Practice 2015, 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 this provision map a staged list of students 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 statements of Special Educational Need or Education Health and Care plans;
- co-ordinating provision for children with special educational needs;
- liaising with and advising teachers;
- managing other classroom staff involved in supporting vulnerable learners;
- overseeing the records on all children with Special Educational Needs;
- contributing to the in-service training of staff;
- implementing a programme of Annual Review for all students with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review;
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a student 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 and Year 13 students on the provision map;
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a student with special educational needs, have a high profile in the classroom and with students;
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs);
- liaising and consulting sensitively with parents and families of students on the SEN list, 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;
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school);
- liaising closely with a range of outside agencies to support vulnerable learners;
- 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 students with EAL;
- liaising with parents of ethnic and linguistic minority students, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress;
- evaluating regularly the impact and effectiveness of all additional interventions for students from cultural and linguistic minority backgrounds;
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 students 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 students' 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;
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities and
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners.

Class teacher

- liaising with the SENDCO to agree :
 - which students in the class are vulnerable learners;
 - which students are underachieving and need to have their additional interventions monitored on the vulnerable students' provision map – but do not have special educational needs and
 - which students (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these students may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include students with statements/EHC Plans).

- securing good provision and good outcomes for all vulnerable students by:
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL students which reduces linguistic difficulty whilst maintaining cognitive challenge and
 - ensuring there is adequate opportunity for students 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”. (SEN Code of Practice 2015).

ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable students.

Assessing and Reviewing students’ progress and the effectiveness of our educational provision for students with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our students will be assessed and reviewed through;
 - The school’s generic processes for tracking the progress of all students;
 - Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each student);
 - At least half termly evaluation of whether students 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 and
 - Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015).

SEN INFORMATION REPORT

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

- As an inclusive school, we do everything we can to ensure that students 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 students to access the same learning experience, rather than withdrawing students 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 students in the school (eg 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 students in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable students. When subject coordinators monitor planning, work and progress data and when they or

senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

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

SEN INFORMATION REPORT

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

- All students within the school have access to the pastoral support program the school provides. Each student will have a pastoral tutor as well as a pastoral leader. They will have access to the tutor every morning for a period of 20 minutes.
- In addition to this, students have access to extra-curricular clubs including homework support delivered by an experienced teaching assistant (TA).
- Vulnerable students also have the opportunity to belong to specific lunchtime clubs run by the Inclusion Team. All students have the opportunity to become involved in the student voice led council sessions.
- Following initial recommendation Inclusion Staff investigate the surrounding issues by exploring other problems and contributory factors. They further investigate possible solutions, setting targets and formulating action plans in order to create a safe place for open discussion for our young people.

SEN INFORMATION REPORT

- **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 SEN Code of Practice 2015, if appointed after September 2008, our Special Educational Needs Disability Coordinator is a qualified teacher working at our school and has statutory accreditation.
- The SENDCO, Deputy SENDCO, Safeguarding, Deputy Student Welfare and Parent Support Manager and Designated Teacher for LAC will regularly attend local network meetings.
- All staff will be trained in how to best support all vulnerable students in order to maximise their achievement as part of the school improvement 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 students will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer.
- All staffing appointments to support vulnerable students 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 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 student with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual student. 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.
- All staffing appointments to support vulnerable students 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 children 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 students and their parents/carers;
- 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 students, in particular, those not making expected progress and, for some students 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 available as part of the Local Offer and
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Students – The students voice

We recognise that all students have the right to be involved in making decisions and exercising choice. In all lessons, students are involved in monitoring and reviewing their progress through the use of expected and aspirational targets. We endeavour to fully involve all students 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 and
- (for some students with special educational needs) monitor their success at achieving their 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 children and young people'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 needs and work closely with other agencies including :
 - Early Help Intervention Hub (Oxfordshire)
 - Early Help Assessment Team (Northamptonshire)
 - CAMHS
 - Educational Psychology Service
 - Northamptonshire Parent Partnership Service
 - NCC Sensory Impairment team

- Local NHS services
 - Targeted Prevention Team
 - Education Entitlement Service
 - Multi-agency safeguarding hub
 - IASS – Information, Advice and Support Service
- Where the student lives in another county we will engage with the appropriate agencies from that Local Authority.
 - In accordance with the SEND Code of Practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving students with special educational needs in our school. For students with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
 - We liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a student are very specific.
 - We have a clear point of contact within the school who will coordinate the support from outside agencies for each student. Most often this will be the SENDCO, the Deputy SENDCO, the Safeguarding, Student Welfare and Parent Support Manager or the Deputy Safeguarding, Student Welfare and Parent Support Manager, 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 children 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 student's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all students in receipt of Additional SEN support and all those with statements of Special Educational Needs. Students 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 student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Students 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 children and we will take all reasonable steps to provide effective educational provision.

SEN INFORMATION REPORT

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

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 head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Inclusion of students with English as an additional language

Definition

A student who has English as an Additional Language is a student whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL students 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 students regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other student 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 student will have access to a welcome and pastoral induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Students 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 different approaches where necessary.

The following provision can be expected:

- A pastoral support programme in the form of a tutor.
- Access to the Learning support department and language appropriate materials to support and develop the use and understanding of the English Language.
- Where needed access to specific EAL teaching.
- Access to a language specialist where needed in any form of formal meeting to discuss learning and progress.

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 students who are Looked After in Local Authority Care

Our school recognises that:

- Students who are looked after in local authority care have the same rights as all students 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 students who are looked after in local authority care often fail to make expected progress at school:
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical

- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is Roddy Lloyd-Jones/Jan Hooper). The responsibilities of our designated teacher include:
 - monitoring the progress of students 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 students 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 students who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the student'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 student's social worker to ensure that there is effective communication at all times
 - celebrating the student'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.

This policy will be reviewed annually by the Governing Body