

Appleton Roebuck Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) & INCLUSION POLICY

We are a rights respecting school:

Article 28 (Right to education): All children have the right to a primary education.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest.

Written by SENCo: January 2016

Approved by Governors: March 2016

Review date: March 2019

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational 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:

SEN Code of Practice September 2014 (which takes account of the SEN provisions of the SEN and Disability Act 2001)

Ofsted Section 5 Inspection Framework January 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 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 full access to the school curriculum.
- Special Educational Need and Disability might be an explanation for delayed or slower progress but is not an excuse. 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 Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between underachievement and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs and disability 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 schools budget.

Aims and Objectives of this Policy

The aims of our SEND & Inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet pupil need through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To 'promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others' (National Curriculum, 2000)

1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs and disability, whether or not pupils have Education Health Care Plans (EHCPs), including how the school evaluates the effectiveness of its provision for such pupils

and

2. The school's arrangements for assessing the progress of pupils with special educational needs and disability

In agreeing these 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 ensure rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

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

*"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 that provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"*

SEN Code of Practice (2014)

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

"Achievement for All" (National Strategies: 2009)

"Across all the education providers visited, the key 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."

SEN Code of Practice 2014 (p.68)

STAGE 1:

Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 2 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 Wave 2 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 SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment 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, reading and spelling ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements (cycle of assess, plan, do, review)
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries and early years providers on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN support from the school's devolved budget or in

receipt of Early Years Inclusion Funding or higher needs funding through an Education Health and Care Plan. This provision map is updated termly through meetings between the teachers, SENCo and headteacher

- 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
- 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 differentiate work as part of quality first teaching
- further differentiation of resources
- Wave 2 or 3 interventions
- other small group withdrawal
- individual class support/withdrawal
- reading partners/study buddies

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 headteacher, subject leaders, SENCo
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning
- meetings between teachers, subject leaders, headteacher, SENCo
- informal feedback from all staff
- pupil and parental involvement when setting new learning outcomes or reviewing existing outcomes
- monitoring outcomes on the Individual Learning and Provision Plan (ILPP) for Early Years Foundation Stage children, Personal Provision Plans (PPP) for Primary aged children, CAN-Do (Comprehensive Assessment of Need) and My Support Plans and evaluating the impact of outcomes on pupils' progress
- pupil progress tracking using assessment data (whole-school processes; O-Track)
- attendance records and liaison with EWO if necessary
- regular meetings about pupils' progress between subject leaders, SENCo and the head teacher
- head teacher's and SENCo's reports to Governors

STAGE 2:

Additional In-School SEN Support

- Pupils 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 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 a SEN will **not** be placed on the list of pupils being offered additional SEN support but will be on the school's provision map.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a small number, **but not all** of the pupils on the SEN list will require additional support or 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 pupil or contributing to their provision. These children will have a Comprehensive Assessment of Need (CAN-Do) if they live in NYCC or a My Support Plan (MSP) if they live in CYC in place to help co-ordinate their provision and agree common outcomes for the child. Where the school can evidence that more than the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year in order to meet his/her special educational needs, an application can be made to the Local Authority, supported by the Educational Psychologist, with particular regard to the North Yorkshire County Council SEND provision matrices or the City of York bandings and SEN descriptors published as part of the Local Offer as appropriate.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Our approach to Individual Education Plans (IEPs), which are no longer prescribed in the SEN Code of Practice, 2014, is as follows:
 - IEPs have been replaced by Individual Learning and Provision Plans (ILPP) for Early Years Foundation Stage children and Personal Provision Plans for primary aged children. These list agreed outcomes for the pupil, any interventions in place for or attended by the pupil and what support will be provided by school and home to help achieve these outcomes.
 - Agreed outcomes may form part of the wider CAN-Do or My Support Plan (MSP) document implemented by NYCC and City of York (CYC) respectively.
 - The CAN-Do and full MSP documents are particularly useful for those pupils whose needs are more complex and/or have a number of professionals supporting them and would benefit from coordinated support. The MSP is a NON STATUTORY DOCUMENT and support detailed in it will be through access to delegated educational funding (Bands 1 & 2) and services available through the Local Offer. Regular CAN-Do and MSP review meetings will be held.

- Personal Provision Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are a working document which can be constantly refined and amended.
- Personal Provision Plans, CAN-Do and My Support Plans 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. The agreed outcomes will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be ‘more literacy’ or ‘more maths’.
- Personal Provision Plans, CAN-Do and My Support Plans will be accessible to all those involved in their implementation. Pupils should have an understanding and ownership of their outcomes.
- Agreed outcomes will be based on informed assessment and will include the input of outside agencies if appropriate.
- Agreed outcomes are specific, measurable, achievable, realistic and time bound and will be agreed and reviewed on a regular basis with the child/young person and their family. They have been devised so they are manageable and easily monitored.
- Personal Provision Plans, CAN-Do and My Support Plans state what the learner is going to learn, who will support them and how often, and will be clear about what the pupil should be able to do at the end of a given period.
- The agreed outcomes on Personal Provision Plans, CAN-Do and My Support Plans will be arrived at through:
 - Discussion between teacher and SENCo
 - Parent/carers and pupil voice
 - Discussion with another professional
- Personal Provision Plans and agreed outcomes on CAN-Do and My Support Plans will be reviewed at least termly in October, February and June by class teachers in consultation with the SENCo.

STAGE 3:

Education, Health and Care Plan (EHCP)

- Pupils with an EHCP will have access to all arrangements for pupils on the SEN register (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 EHCP and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional in-school 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 NYCC/CYC policy and guidance – particularly with regard to the timescales set out within the process.

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

Definition

A pupil who has EAL 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 information which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their 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. Pupils will be placed in flexible groups which match their academic ability. Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.

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 (LAC). The responsibilities of our designated teacher include:
 - monitoring the progress of LAC to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that LAC 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 LAC is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review (usually held at six monthly interviews 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 LAC and monitors admissions, PEP completion, attendance and 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.

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|-------------------------------|---|
| • Physical talents | sports, games, skilled, dexterity |
| • Visual/performing abilities | dance, movement, drama |
| • Mechanical ingenuity | construction, object assembly, systematic |
| • Outstanding leadership | organiser, 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 '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 nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children. This list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map.

Provision

Teachers must 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 allow 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.

From Year 1 to Year 6 we set targets for reading, writing and maths at the appropriate level. We teach the children in our classes with appropriate differentiation and challenge. We encourage our pupils to strive towards excellence in all that they do.

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 and partnership with other schools in the Star Alliance.

3. The name and contact details of the SEN co-ordinator

Ms Georgina Holmes

senco@appletonroebuck.n-yorks.sch.uk

Management of Inclusion within our school

The headteacher and the governing body have delegated the responsibility for the ongoing implementation of the SEN & 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 policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care. The Inclusion Team are responsible for pupils who have English as an additional language and pupils who are very able and/or talented.

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.

Headteacher

- the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the headteacher and the governing body will delegate the day to day implementation of this policy to the SENCo
- the headteacher 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 (this could be devolved to another member of the SLT and SENCo)
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCo
 - discussions with pupils and parents

Special Educational Needs Co-ordinator

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
- identifying a staged register of pupils with special educational needs – those in receipt of additional SEN support from the school's devolved budget and those with Education Health and Care plans

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- 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 SEN
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of reviews for pupils with CAN-Do, My Support Plans and Annual Reviews for all pupils with Education Health and Care plans
- participate in CAN-Do, MSP and EHCP review meetings
- carry out referral procedures to the Local Authority to request additional funding and/or an EHCP when it is suspected, on strong evidence arising from previous intervention (additional in-school SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- with parents, carry out referral procedures to local health care providers when it is known or suspected that a pupil will need additional support for a medical condition
- overseeing the smooth transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- liaising with other SENCOs to oversee the smooth transition of any pupil with SEN entering or leaving Appleton Roebuck
- monitoring the school's system for ensuring that agreed outcomes, where it is agreed they will be useful for a pupil with SEN, have a high profile in the classroom and with the pupils
- with subject leaders, evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEN)
- liaising 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 (the headteacher will guarantee time for teachers and the SENCO to meet)
- liaising sensitively with parents and families of pupils on the SEN register, keeping them informed of progress and listening to their views of progress
- attending area SENCO cluster 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 SEN (nationally, locally and within school)
- 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 vulnerable learners' provision map – but do not have special educational needs

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- which pupils require additional support because of a special educational need and need to go on the school's SEN register. Some of these pupils may require advice/support from an outside professional and, therefore, outcomes agreed to address a special educational need.
- securing good provision and good outcomes for all groups of vulnerable learners by:
 - maintain an up-to-date *Know Your Children* listing all vulnerable pupils, those with SEN, EAL and medical conditions and also those underachieving in core subjects
 - providing differentiated teaching and learning opportunities
 - ensuring there is adequate opportunity for pupils with SEN to work on agreed outcomes 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

4. 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 2014, our Special Educational Needs Co-ordinator is a qualified teacher working at our school and has statutory accreditation
- The SENCo will regularly attend local network meetings
- All staff will be trained in how best to 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. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher 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

5. 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 SEN or disabilities, our school will fund this as additional SEN support up to £6,000 per annum (Elements 1 and 2 on the CYC Bandings or the equivalent of access to 15 hours of additional adult support) for each individual pupil. 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 higher level funding
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school 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.

6. The role played by the parents of pupils with special educational needs and disability (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 outcomes for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in drawing-up and monitoring progress against these outcomes
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents aware of the Parent Partnership services

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 layered targets. 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 special educational needs, monitor their success at achieving their agreed outcomes.

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education. Pupils with Education, Health and Care Plans will have next phase destinations and transition arrangements discussed at the plan review meeting convened by the plan co-ordinator in Year 5.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil 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 if appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

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

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 educational provision (*see Admission policy for school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEN, these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the headteacher. 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*).

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

Links with Other Services

Inclusive Education Service (NYCC):

E: inclusiveeducation@northyorks.gov.uk

Special Educational Needs and Disability (SEND) & Inclusion Policy

Educational Psychology Service(CYC):

West Offices, Station Rise, York, YO1 6GA

T: 01904 551550

E: educational.psychology@york.gov.uk

Parent Partnership Services:

NYCC S.E.N And Disability Information, Advice & Support Service - Contact information

Carmel Bean

The Cabin

Flaxley Road

Selby

YO8 4DL

Tel: (01609) 536804

carmel.bean@northyorks.gov.uk

York S.E.N And Disability Information, Advice & Support Service (formerly Parent Partnership Service) - Contact information

T: 01904 554312

E: yorksendiass@york.gov.uk

W: www.yor-ok.org.uk/SENDIASS

Education for Looked After Children

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ELAC Team (NYCC)

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CYC Virtual School

<http://www.yor-ok.org.uk/workforce2014/Virtual%20School/virtualschool>

9. Information on where the local authority's local offer is published

North Yorkshire County Council

<http://www.northyorks.gov.uk/article/26714/The-North-Yorkshire-County-Council-local-offer>

<http://www.northyorks.gov.uk/article/26820/Young-peoples-local-offer>

City of York Council

<http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>

This policy will be reviewed every 3 years by the governing body and was last reviewed March 2016