



## Kirkoswald C of E School

### Special Educational Needs & Disability policy

Issue No	Author	Date written/revised	Date approved	Review date	Authorised signature
1	Governing Board	2015	April 2015	April 2016	<i>M. J. Jervis</i>
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5	Governing Board	January 2023	8 February 2023	8 February 2024	<i>A Farish</i>
6	Governing Board	January 2024	29 <sup>th</sup> February 2024	February 2025	<i>N Lewis</i>

## INCLUSION POLICY FOR KIRKOSWALD C of E SCHOOL

### Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEND 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 children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational 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 children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will genuinely have special educational needs, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

### Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- 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 headteacher and the governing board have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disability Coordinator (SENDCO).

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

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

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

Name	Designated role
Catherine Reding	SEND Coordinator
Jane Armstrong	Designated teacher for looked after children
<b>The kinds of Special Educational Needs which are provided for in our school:</b>	
Moderate Learning Difficulties	

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

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Moderate learning difficulties
- Complex and severe learning difficulties

In admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil'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 pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

#### **SEND policy information**

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

#### **STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.**

- All learners will have access to quality first teaching.
- Some vulnerable learners 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 pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

- All vulnerable learners will be included on a detailed whole-school provision map which 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, 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 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, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- 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 feeder nurseries 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 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 and SENDCO.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is 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
- 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,
- study buddies/cross age tutors
- homework/learning support club
- IEP tutorials

### **Monitoring and Evaluation**

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

- classroom observation by the SENDCO, EMA co-ordinator and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENDCO/EMA co-ordinator
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- attendance records and liaison with Education Entitlement Service.

- regular meetings about pupils' progress between the SENDCO/EMA co-ordinator and the head teacher
- head teacher's report to parents and governors

### Stage 2 Additional SEND 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-differentiated curriculum offer 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 (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND 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 pupils on the SEND 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 pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil 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.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:
  - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
  - Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
  - Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets".
  - Our IEPs will be based on informed assessment and will include the input of outside agencies,
  - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
  - Our IEPs will be time-limited – at (at least) termly review, there will be an agreed "where to next?"
  - Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
  - Our IEPs will specify how often the target(s) will be covered
  - Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
  - Targets for an IEP will be arrived at through:
    - Discussion between teacher and SENDCO
    - Discussion, wherever possible, with parents/carers and pupil
    - Discussion with another professional
  - After long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).
  - Our IEPs will be reviewed at least termly by class teachers in consultation with the SENDCO.

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

- Pupils 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 pupils on the SEND 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
- An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and proactive additional SEND Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

## Roles and Responsibilities

### Headteacher

- the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the headteacher and the governing board will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENDCO) and Ethnic Minority Achievement Co-ordinator
- the headteacher will be informed of the progress of all vulnerable learners and any issues about the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENDCO)
  - pupil progress meetings with individual teachers
  - regular meetings with the SENDCO/EMA Co-ordinator
  - discussions and consultations with pupils and parents

### Special Educational Needs Coordinator

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

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEND 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 pupils 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 SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENDCO to ensure that these meetings occur).
- liaising and consulting sensitively with parents and families of pupils on the SEND 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.

### **Ethnic Minority Achievement Coordinator**

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

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- in collaboration with the SENDCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- 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
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- in collaboration with the SENDCO, regularly evaluating the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SENDCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support 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
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

### **Class teacher**

Liaising with the SENDCO/EMA co-ordinator to agree:

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

Securing good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to working 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 2013)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs**

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through

- The school's generic processes for tracking the progress of all pupils
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

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

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When 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.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

### **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 SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCO, EMA Coordinator and Designated Teacher for LAC will regularly 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. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

### **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 SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these



facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

## **Arrangements for consulting parents of children with special educational needs and involving them in their child's 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 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 available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

## **Arrangements for consulting young people with SEND and involving them in their education**

### **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 pupils with an Individual Education Plan (IEP) monitor their success at achieving the targets on their plan

## **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 need and work closely with other agencies including:
  - Early Help Team
  - CAMHS
  - Educational Psychology Service
  - Local NHS services
  - Targeted Prevention Team
  - Education Entitlement Service
  - Early Years SEND support service (Inc. Portage team)
  - Multi-agency safeguarding hub
- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special

educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCo or Designated Teacher for LAC, but in some cases, it can be another member of staff who we have identified as a key worker.

### **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 pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. 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

### **Arrangements made by the governing board 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 effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

#### **Complaints**

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

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

Please refer to our school's Safeguarding Policy for details of how we access the Early Help Team and Multi-Agency Safeguarding Hub