



**Special Educational Needs and Disabilities, Access and  
Inclusion Policy**

**September 2016**

## Contents

- Legislative Compliance
- Definition of Special Educational Needs
- Aims of the Policy
- Identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.
- Arrangements for assessing the progress of pupils with special educational needs
- Inclusion of pupils with English as an additional language
- Inclusion of pupils who are looked after in local authority care
- Inclusion of pupils who are gifted and/or talented
- Names and contact details of staff with key responsibilities for pupils with SEND
- Roles and responsibilities of the staff
- The expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured
- How equipment and facilities to support children and young people with SEND will be secured
- The role played by the parents of pupils with SEND and other learning needs
- Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school
- Contact details of support services
- Worcestershire Local Authority local offer

### Legislative Compliance

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

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

### Definition of Special Educational Needs (SEN)

The SEN Code of Practice (DFES 2014) states that pupils have a learning difficulty if they;

- Have significantly greater difficulty in learning than the majority of the others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

**(Clause 20 Children and Families Bill 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 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 SEN Support funded from the devolved schools budget.

### Aims and Objectives of this Policy

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

- To provide a broad and balanced 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.

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

**and**

**Arrangements for assessing the progress of pupils with special educational needs**

### **STAGE 1**

**Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or 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 1 or 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 (additional needs register) which outlines and monitors all additional intervention across the school. All teaching staff meet with the SENCO termly to update this register and the whole school provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision.
  - Audit how well provision matches need.
  - Recognise gaps in provision.
  - Highlight repetitive or ineffective use of resources.
  - Cost provision effectively.
  - Demonstrate accountability for financial efficiency.
  - Demonstrate to all staff how support is deployed.
  - Inform parents, LEA, external agencies and Ofsted about resource deployment.
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### **Identification and Assessment at Stage 1**

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

- The analysis of data including entry profiles, Foundation Stage Profile scores and other whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements.
- Following up parental concerns.
- Tracking individual children's progress over time, including progress in EAL.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Information from other services.

- Maintaining group provision maps for all vulnerable learners but which clearly identifies pupils receiving Additional SEN Support. This provision map is updated termly through meetings between teachers, the SENCO and parents.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that 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.
- Wave 1,2,3 interventions.
- Other small group withdrawal.
- Individual class support / individual withdrawal.
- Bilingual support / access to materials in translation.
- Further differentiation of resources.
- Peer mentors / learning partners.
- Homework / 'lunch' club / 'fun' club.
- Flexible arrangements for curriculum access and accommodation.

#### Monitoring and Evaluation

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

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

## STAGE 2

### **Additional 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 SEN will **not** be placed on the list of pupils being offered Additional SEN Support.
- 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 some, **BUT NOT ALL** pupils on the SEN list will require an individual provision map (IPM) to ensure their underlying special educational need is being addressed. This would particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.

## STAGE 3

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

- Pupils with statements of Special Educational Need or Education, Health and Care Plans will have shorter term Individual Provision Maps, as a working document.
- Our approach to IPMs is as follows:
  - IPMs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
  - IPMs will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
  - IPMs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
  - IPMs will be based on informed assessment and will include the input of outside agencies.
  - IPMs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
  - IPMs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
  - IPMs will have a maximum of four short / medium term SMART targets set for or by the pupil.
  - IPMs will specify how often the target(s) will be covered.
  - IPMs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
  - Targets for an IPM will be arrived at through :
    - Discussion between teacher and SENCO.
    - Discussion, wherever possible, with parents/carers and pupil.
    - Discussion with another professional.
  - IPMs will be reviewed at least termly by class teachers in consultation with the SENCO.

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

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

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have 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 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 pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### **Provision**

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2.
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language.
- Pupils will be placed in groups which match their academic ability. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.

- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

#### Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible by providing key school information in translated format.

#### **Inclusion of pupils who are looked after in local authority care**

Our school recognises that :

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
  - Placement instability.
  - Unsatisfactory educational experiences of many carers.
  - Too much time out of school.
  - Insufficient help if they fall behind.
  - Unmet needs - emotional, mental, physical.
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:
  - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - Ensuring that children who are 'looked after' have access to the appropriate network of support.
  - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
  - Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
  - Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.

- Liaising with the child's social worker to ensure that there is effective communication at all times.
- Celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

### **Inclusion of pupils who are gifted and/or talented**

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

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

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

### **Identification**

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

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

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

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

### **Provision**

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

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

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

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

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

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

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

**Laura Haines**

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

**Laura Haines**

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

**Sharon Worrall**

**The SEN Governor is**

**Catherine Pickering**

**Please contact via the school office 01527 831885 or [office@millfields.worcs.sch.uk](mailto:office@millfields.worcs.sch.uk)**

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

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

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

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

Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### **Head Teacher**

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head Teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator.
- The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
  - pupil progress meetings with individual teachers
  - regular meetings with the SENCO
  - discussions with pupils and parents

### **Special Educational Needs Coordinator**

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

- Maintenance and analysis of whole-school provision map for vulnerable learners (additional needs register).
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of Additional SEN Support 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.
- Liaising with parents of children with SEN, in conjunction with class teachers.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request high needs block funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention Additional SEN Support, that a pupil may have a special educational need which will require significant support, possibly to the age of 25 and beyond.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 4 pupils on the vulnerable learners' provision map.

- Monitoring the school's system for ensuring that Individual Provision Maps, where it is agreed they will be useful for a pupil with special educational needs, have a high profile.
- 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 SENCO to ensure that these meetings occur).
- Liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school). Supporting the SEN Governor in reporting back to the governing body.
- Liaising closely with a range of outside agencies to support vulnerable learners.

### **Class teacher**

- Liaising with the SENCO to agree :
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored on the 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 SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Provision Map to address a special educational need (this would include pupils with statements).
- 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”. (SEN Code of Practice 2014)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

**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 the SEN Code of Practice 2014, our Special Educational Needs Coordinator will have statutory accreditation (National Award for SEN Co-ordination). If a new SENCO is appointed, he/she will gain statutory accreditation as soon as possible after appointment. The SENCO must be a qualified teacher.
- The SENCO will regularly attend local network meetings

- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head Teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

**How equipment and facilities to support children and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as Additional SEN Support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

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

**Partnership with Parents/Carers**

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

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.

- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process .
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of 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 the targets on their Individual Provision Maps.

### Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN 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 SENCo will liaise

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

**Admission Arrangements**

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

**Complaints**

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

**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**

Effective working links will also be maintained with:

**Educational Psychologist** : Anita Soni- [anitasoni@blueyonder.co.uk](mailto:anitasoni@blueyonder.co.uk) 07764937722

**Early Help Hub**: Gaynor [Hall-GHall@worcestershire.gov.uk](mailto:Hall-GHall@worcestershire.gov.uk) 07984005437

**Virtual School for Looked After Children**: Louise Roberts [louise.roberts@sutton.gov.uk](mailto:louise.roberts@sutton.gov.uk)

**Behaviour Outreach Support Beacon Short Stay School** :

**Speech and Language Therapy Service** : Sarah Morris- [sarah.morris49@nhs.net](mailto:sarah.morris49@nhs.net)

**Chadsgrove Outreach**:

**Learning Support Team**: Kate Breakwell [Katherine.Breakwell@babcockinternational.com](mailto:Katherine.Breakwell@babcockinternational.com)