



# SEND and Inclusion Policy

**Incorporating Special Educational Needs information, in compliance with Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 64)**

Date adopted: October 2018

Date to be reviewed: October 2019 (content accuracy review)

## **Glossary of terms**

SEND: Special Educational Needs and Disability

EAL: English as Additional Language

CLA: Child(ren) Looked After

G&T: Gifted and Talented

SEMH: Social, Emotional & Mental Health needs

FFI – Funding for Inclusion

IBP: Individual Behaviour Plan

EHP: Early Help Plan

EHC Plan: Education, Health and Care plan

Vulnerable students:

- groups of students whose prior attainment may be different from that of other groups
- those who are academically more or less able
- students for whom English is an additional language
- minority ethnic students
- Gypsy, Roma and Traveller children
- children looked after
- students known to be eligible for free school meals
- lesbian, gay and bisexual students
- transgender students
- young carers
- students from low income backgrounds
- students who suffer from mental health needs
- other vulnerable groups

## 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.

- SEND Code of Practice 0-25 (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014 updated January 2015
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 “A Statement is not enough”
- School SEND Information Report regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014
- Accessibility Plan

## 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 is not an excuse for poor progress and we make every effort to diminish the difference 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 students in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.
  - Other students will genuinely have special educational needs and this *may* lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students 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 students. 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 students, parent and carers
  - To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
  - To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
  - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
  - 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 students with special educational needs, whether or not students have EHC Plans, including how the school evaluates the effectiveness of its provision for such students.  
  
and
  2. The school’s arrangements for assessing the progress of students with special educational needs

The school has taken into account the following statements and definitions:

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

*SEN Code of Practice (2014)*

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

*Ofsted SEN Review 2010*

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

*SEN Code of Practice 2014*

## **Inclusion of students with SEND**

### **STAGE ONE - SEN SUPPORT**

**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 of children with EAL from mainstream curriculum 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 students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with SEN.
- All vulnerable 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 students' identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, 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, Year 6 to 7 SEN/ EAL transition profiles; SATs, CATs, reading ages, other whole-school student progress data
- classroom-based assessment and monitoring arrangements. (cycle of Assess, Plan, Do, Review.)
- Initial Concern Sheet from staff/ parent/carers - following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder primaries on transfer
- information from previous schools
- information from other services
- SENCO observations and additional assessments
- maintaining a provision map using a Graduated Response to Need for all vulnerable learners which clearly identifies students receiving additional SEN 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 the Inclusion Team via weekly Panels.
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is not the first language.

- involving an external agency where it is suspected that a special educational need is significant will undertake the Assess, Plan, Do, Review process meetings and identify needs and set clear school outcomes.

### **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 students.

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions (SEND Monitoring Support Plans)
- Year 7 G45 Nurture Intervention at KS3- students with Learning and Cognition difficulties
- Year 8 and 9- G15 Nurture Provision for students with Learning and Cognition difficulties; communication and interaction difficulties and social, emotional and mental health needs.
- other additional small group withdrawal within our Nurture provision; SEMH interventions centres/KS3 and KS4 Learning Hub/ or HLTA interventions provision
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- Learning Mentor
- Progress support workers
- Complex needs support worker
- Anxiety, school refusal support centre
- Homework/learning support club
- IBP (Individual Behaviour Plan)
- Student Passports to learning
- Pastoral Support Plans
- SEN Support Plan
- EHC and FFI outcomes and targets

### **Monitoring and Evaluation**

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

- annual reviews for Education Health Care Plans and High Needs pupils with FFI
- quality assurance checks half termly - involving Learning Walks and book scrutiny
- classroom observation by the SENDCo, subject leaders, SLT
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher interviews with the SENDCo/EAL coordinator
- informal feedback from all staff
- student interviews when setting new IBP/passport to learning targets or reviewing existing targets
- student progress tracking using assessment data (whole-school processes)
- monitoring passport to learning targets, evaluating the impact of Passport to Learning on students' progress.
- attendance records and liaison with AIO
- regular consultation and review meetings with outside agencies

- weekly progress review meetings with staff and the Inclusion team
- regular meetings about students' progress between the SENDCo/EAL coordinator and the Assistant and Deputy Headteachers
- Headteacher's report to parents and governors

## **STAGE 2**

### **Additional SEN Support**

- Students will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- Progress and attainment will be tracked and monitored for additional support through normal school data collection and referrals can be made to the SENCO/ EAL Coordinator/ Pastoral team for additional support.
- Intervention monitoring takes place through SEN Monitoring systems and termly analysis of impact/ concerns. Students are also identified and tracked using the whole-school data collection and analysis. Students on the SEN register; EAL register and or Inclusion List will be offered additional support through further analysis, Inclusion tracking and monitoring systems. It is also the case for all vulnerable learners who may not appear on the SEN register but who will also be tracked by the Pastoral support teams and may have a Pastoral Support Plan and or an Early Help Plan in place.
- It may be decided that a very small number, but not all of the students on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Student Unit has, or will need to be, spent on a student within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
- On very rare occasions, where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with Health and Social Care in order to consider the need for an Education Health and Care Plan.
- Where a student is in receipt of High Needs Funding and/or an Education Health and Care Plan a cycle of review meetings take place using the Assess, Plan, Do, Review process in order to plan provision and support. A High Needs Funding (FFI) Annual Review is agreed to review and set new outcomes and targets to provide improved progress and attainment in line with the high needs funding and access to needs.
- Our SEN Student Passports to learning are a way of communicating important information to staff and professionals to support planning, remove barriers to learning, aid access to inclusion, support teaching and reviewing processes which enables us to focus on particular areas of need using student and parent/carer voice. They are seen as working document which can be constantly refined and amended.
- They are created with the student so that each students feels a sense of “ownership” of the information included.
- Pastoral Support Plans or Individual Behaviour Plans will be accessible to all those involved in their implementation – students should have an understanding and “ownership of the targets”. Regular reviews and monitoring will take place.
- Individual Learning Plans are created for students with English as an Additional Language and are regularly reviewed by the EAL Coordinator.

- Students with High Needs have SEN Profiles with further detailed information to support teachers with strategies to removing barriers to learning in the classroom and aid levels of differentiation.
- SEND Support plans for students with High Needs (FFI) are created with clear outcomes and strategies to achieving these outcomes identified at Assess, Plan, Do Review Meetings and are reviewed termly and annually at Annual reviews with students, parent/carers, staff and agencies.
- They will be reviewed at regularly by class teachers in consultation with the SENCo
- Early Help Plans may be created with a number of outside agencies and will be reviewed regularly by the Inclusion Manager, staff, agencies and parent/carer/pupil to review outcomes and needs.

### **STAGE 3**

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

- Students with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for students on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for:
  - High Needs Block Funding
  - 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.

#### **Inclusion of Students with English as an Additional Language**

##### *Definition*

A student who has English as an Additional Language is a student whose first language is not English and who uses that language on a regular basis inside or outside of school. EAL students are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

##### *Ethos*

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Under-achieving students and students with EAL who do not have SEN will **not** be placed on the list of students being offered additional SEN support.

### *Admissions*

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other student applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### *Provision*

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

The following provision can be expected:

- There is an initial assessment of EAL
- Home language assessments are carried out
- We use a combination of QCA and NASSEA steps to assess levels
- Individual language Plans are created for all EAL students and progressed monitored regularly by the EAL Coordinator
- New starter meetings are held for parents/ carers after students have been in school for 6 weeks.
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the student's first language
- Students will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the student's academic strengths can be more fully assessed. Students will not be placed with SEN students unless SEN is indicated.
- Work in class will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated home learning will be provided to enable the student to improve their knowledge and use of English and to participate in home learning activities on an equal basis with their peers.
- Additional support for students may be given through: first language resources & translation facilities; teaching support on a one-to-one or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Any withdrawal is in line with curriculum needs and reviewed at regular intervals.
- Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where students 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 students 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 EAL Coordinator. 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 student will not be placed on the SEND register for reasons of EAL.

### *Parental support*

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format. This also applies during the meeting to review new starters' progress after 6 weeks.

## **Inclusion of Students 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 name of the current designated teacher at our school is given at the end of this inclusion policy). 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.
  - reporting to school governors

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 Students who are very able and/or talented**

In this section the term 'very able' refers to students 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 students 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),<br>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.

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

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

The name and contact details of the:

***SEND coordinator and LAC***

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***Headteacher – Lead Designated Child Protection***

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***Assistant Headteachers for child Protection***

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## Management of Inclusion within our school

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this policy to the Deputy Headteacher (Pastoral). The SENCo has strategic responsibility of students with SEND and reports regularly to the Deputy Headteacher (Pastoral) on the ongoing effectiveness of this inclusion policy for SEND students. The EAL Coordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The designated person for Looked After children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

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

### *Headteacher*

- the Headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCo), the EAL Coordinator and the Deputy Headteacher (Pastoral)
- 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 student progress tracking system
  - maintenance and analysis of a provision map for students with SEND (SENCo) and vulnerable learners (Deputy Headteacher (Pastoral))
  - student progress meetings with individual teachers
  - regular meetings with the Deputy Headteacher (Pastoral)

### **Special Educational Needs Coordinator (SENCo)**

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 SEND students
- identifying on this provision map a staged list of students with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
- coordinating 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 Subject Leaders and Progress Leaders
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all students with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a student may have a special educational need which will require significant support,

- overseeing the smooth running of transition arrangements and transfer of information for Year 6 students on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that Individual Education Plans/Passports to Learning, where it is agreed they will be useful for a student with special educational needs, have a high profile in the classroom and with students (see section below on Individual Education Plans).
- evaluating regularly the impact and effectiveness of all additional interventions for all students with special educational needs).
- Review and revise **at least** termly the learning objectives for all SEND students who are being tracked on the school's provision map
- liaising sensitively with parents and families of students on the SEND list, keeping them informed of progress and listening to their views of progress.
- attending area SENDCo network meetings and training as appropriate.
- Liaising, via the Senior Leadership Team, Head of Years and Pastoral Teams and well as 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, such as:
  - Educational psychologists
  - Child and Adolescent Mental Health Services (CAMHS)
  - Education Inclusion Service specialist teachers
  - Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
  - Speech and language therapists
  - Occupational therapists and physiotherapists

### **English as an Additional Language Coordinator (EAL)**

The EAL Coordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of students with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- in collaboration with the SENCo and Deputy Headteacher (Pastoral), maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and coordinating 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 ongoing 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 to review the linguistic progress of children learning EAL and establish next steps in learning
- in collaboration with the SENCo and the Deputy Headteacher, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.

- in collaboration with the SENCo and the Deputy Headteacher (Pastoral), overseeing the smooth running of transition arrangements and transfer of information for Year 6 students with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support 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 EAL Coordinator network meetings and training as appropriate.
- liaising with the school's SEND and Inclusion Governor, via the Senior Leadership Team and SENDCO, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic and linguistic minority learners.

### **Class teacher**

- liaising with the SENCo/EAL Coordinator to agree :
  - which students in the class are vulnerable learners
  - which students are underachieving and need to have their additional interventions monitored on a vulnerable learners' provision map – but do not have special educational needs.
  - which students (also on the provision map and or SEN register) require additional support because of a special educational need. Some students may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include students with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by:
  - providing differentiated teaching and learning opportunities, including differentiated work for EAL students which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for students 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 2013)
  - ensuring effective deployment of resources – including Teaching Assistant support - to maximise outcomes for all groups of vulnerable learners.

### **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, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCo is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCo and EAL Coordinator 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 students will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and Deputy Headteacher (Pastoral) 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.

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

- When specialist equipment or a high level of staffing support is required to support a student with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased, hired and/or 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 students with special educational needs (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 students, in particular, those not making expected progress and, for some students identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

## **Involvement of Students**

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- (for some students with special educational needs) monitor their success at achieving the targets on their Individual Education and Learning Plans, Pastoral Support Plans and the agreed outcomes on their SEN Support Plan.

## **Effective Transition**

- We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all students in receipt of Additional SEN support and all those with statements of Special Educational Needs. Students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling.
- Students and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

**Any arrangements made by the governing body relating to the treatment of complaints from parents of students 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 Leeds City Council*)

## **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 SENCo/EAL Coordinator then, if unresolved, by the Deputy 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 complaints procedure (see separate Complaints Policy)

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

Effective working links will also be maintained with:

*Educational Psychology Service*

Telephone: 0113 395 1176

[www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx](http://www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx)

*Leeds SEND Information Advice Support Service*

Telephone: 0113 395 1200

Email: [sendiass@leeds.gov.uk](mailto:sendiass@leeds.gov.uk)

*Virtual School for Looked After Children*

Telephone: 0113 395 0572

Email: [jancis.andrew@leeds.gov.uk](mailto:jancis.andrew@leeds.gov.uk)

**Information about where the local authority's local offer is published.**

[www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx](http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx)