



# Armley Park

## Primary School

**Inclusion Policy**  
July 2022





# Armley Park Primary School

## Inclusion Policy

### **INCLUSION AT ARMLEY PARK PRIMARY SCHOOL**

*Armley Park Primary School is an inclusive school. We work effectively as a team with a range of professionals, parents and pupils to ensure that needs are met. The following principles underpin our work.*

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners and those with a physical disability) whilst meeting their individual needs.
- Teachers and teaching support staff provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- SEND might be an explanation for delayed or slower progress but is not an excuse. We make every effort to narrow the attainment between vulnerable 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 interventions are put in place to support pupils to 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 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 including pupils with a physical disability
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision and accessibility
- 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 and that access via ramps, lift and hygiene suite allows children with a physical disability equal opportunities.

- 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, including those with a physical disability.
- 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).

## **IDENTIFICATION: ASSESSMENT AND PROVISION FOR PUPILS WITH SEND**

**Stage 1: Well-differentiated, quality first teaching**, including, where appropriate, the use of interventions delivered by staff in school. All vulnerable learners are included on a whole-school provision map, which is updated termly, along with class provision maps.

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with SEND 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 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 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 through termly SEND consultations
  - Audit how well provision matches learning needs of pupils
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively – notional cost in terms of staffing and additional support
  - 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 scores, reading ages, other whole-school pupil progress data
- classroom assessment and monitoring arrangements. (Cycle of assessment, 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 and who are in receipt of High Needs funding. This is updated termly following pupil progress meetings and meetings between teachers and the SENCO.
- Undertaking, when necessary, a more in depth individual formal assessment.
- 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 interventions planned for children with similar needs
- individual class support / individual interventions for those children needing this
- further differentiation of resources in lessons and interventions
- support plans to be in place for all children on the SEN register, used as working documents throughout a term by teachers and support staff
- record of interventions kept by class staff for vulnerable learners and pupils with SEND
- wheelchair access to enable pupils with SEND to access all areas of learning

### **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/individual interventions
- work sampling/planning checks
- teacher interviews with the SENCO
- pupil voice to be used and considered when writing new support plan targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring support plan targets, evaluating the impact of these plans on pupils' progress.
- termly meetings about pupils' progress between the SENCO and class teachers

### **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 2015.

- 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 may have an IEP in order to narrow gaps.

- In keeping with all vulnerable learners, intervention for pupils on the SEND register will be identified and tracked using the whole-school provision map, support plans and pupil progress records.
- It may be decided that a very small number of the pupils on the SEND register 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.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Our approach to support plans, which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:
  - They are a planning, teaching and reviewing tool used by staff who are providing additional support for a child and enable us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
  - We 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”.
  - Support plans will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
  - The plans will be based on informed assessment and will include the input of outside agencies where necessary,
  - The plans have been devised so that they are manageable to plan/write and easily monitored and therefore will be monitored and evaluated regularly
  - Plans will be time-limited – at termly reviews, there will be an agreed “where to next?”
  - The plans will outline difficulties and then strategies put in place to combat these difficulties in order to achieve targets.
  - Targets will be kept small and clear in order for pupils to achieve
  - Targets will often be taken from the BSquared document at the appropriate level for the child
  - Targets for support plans will be arrived at through :
    - Discussion between teacher and SENCO
    - Discussion, wherever possible, with parents/carers and pupil
    - Discussion with another professional as appropriate
    - Use of ‘B Squared’ assessment and target setting tool to assess, monitor progress and set targets
  - Plans will be reviewed at least termly by class teachers in consultation with the SENCO at the termly SEND meetings.

### **Stage 3 Education Health and Care Plan**

- Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND register (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 or an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active 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 PUPILS WITH SOCIAL AND EMOTIONAL NEEDS.**

#### **Definition**

A pupil with social and emotional needs may:

- Find it difficult to understand the age appropriate social norms of everyday life at school
- Find it difficult to follow school rules and routines
- Behave in a socially unacceptable way for their age
- Have low self-esteem

#### **Provision**

The school teaches aspects of social and emotional literacy through the SEAL (social and emotional aspect of learning) programme of study and the PSHE curriculum. Developing pupils' well-being is an integral part of daily life in and around school and is included in all areas of the curriculum where appropriate. The schools' behaviour policy promotes the development of pupils' self-esteem. Achievements in and outside of school are celebrated in a weekly, whole school assembly.

For those pupils who need additional support in this area of learning, school may provide small group/1:1 support from trained professionals in Emotional Literacy. These provisions include:

- Treehouse.
- Drawing and Talking
- Emotional Literacy Support
- Lego Therapy

### **INCLUSION OF PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

#### **Definition**

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 and/or is exposed to an additional language within their community. 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:

The following provision can be expected:

- initial assessment of EAL. A further assessment may be applicable where SEND 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. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEND pupils unless SEND is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework may be provided to enable the pupil to improve their use of English and 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 on a 1:1 or small group basis, peer 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 learning. Where pupils are ahead of their peer group in learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored. 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 in line with standard practice for all vulnerable learners in the school. The pupil 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.

### **INCLUSION OF PUPILS WHO ARE LOOKED AFTER IN THE CARE OF THE LOCAL AUTHORITY**

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.

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

### **INCLUSION OF PUPILS WHO ARE VERY ABLE (high prior attainment) AND/OR TALENTED**

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents: Sports, games skills, 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.
- For primary children (based on DFES guidelines) we identify very able and talented children at key points which are the end of Early Years Foundation Stage and the end of KS1. The progress made by these children is monitored closely alongside other groups.

### **Identification**

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

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

- teacher nomination
- assessment results

Each year the school will identify very able and/or talented children, this list will be reviewed annually. Provision for very able and/or talented children will be tracked on the school's data tracker and at termly pupil progress meetings.

### **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 very able learner.

From Year 1 to Year 6 we set targets for English and Mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we run 'more able groups' in English and Mathematics for pupils in upper KS2.

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

### **MANAGEMENT OF INCLUSION WITHIN OUR SCHOOL**

The Headteacher 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 SEND on the ongoing effectiveness of this inclusion policy. The SENCO has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The Designated Teacher for Children Looked After 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, EAL or very able learners. Staff are aware of their responsibilities towards all groups of learners and a positive and sensitive attitude is shown towards all pupils at all times.

#### **Headteacher**

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SEN SENCO Dco)
- 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
  - analysis of a whole-school provision map for vulnerable learners (maintenance of this is the responsibility of the SENCO and teaching staff)
  - pupil progress meetings with the senior leadership team/individual teachers
  - regular meetings with the SENCO.
  - discussions with pupils and parents

#### **Special Educational Needs Coordinator**

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying 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
- liaising with parents of children with SEND, 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 or an Education Health and Care Plan.
- 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 & transfer of information for Year 6 pupils.
- 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.
- liaising sensitively with parents and families of pupils on the SEND 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 Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEND.
- 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 – but do not have special educational needs.
  - which pupils require additional support because of a special educational need and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional 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 be 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 2015)*

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

### **EXPERTISE OF STAFF AND OTHER PROFESSIONALS IN RELATION TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

- In accordance with Section 6 of the SEND Code of Practice 2015, the SENCO **must** be a qualified teacher working at the school. A newly appointed SENCO **must** be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- 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 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.

### **EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN WITH SEND**

- 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.
- 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.
- There are ramps into the school building, a lift and hygiene suite to ensure equal opportunities for all learners. There is also a disabled parking space in the carpark.

### **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/ 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 Leeds SEND Information Advice and Support Service (formerly Parent Partnership Service) on 0113 378 5020.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### **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 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 SENCO will liaise

### **ARRANGEMENTS MADE BY THE GOVERNING BODY REGARDING ADMISSIONS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR COMPLAINTS**

#### **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. Before a child with SEND is admitted to school, a meeting will take place to ensure adequate provision will be available in order to support additional needs, including those pupils with a physical disability. 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, including access to all areas of school and provision for personal care. (*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 SENCO, 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 name and contact details of the Special Educational Needs Co-ordinator:**

Emily Caine – [office@armleypark.owlcotesmat.org](mailto:office@armleypark.owlcotesmat.org)

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 2015

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Education Bill 2011

Children and Families Act 2014