

AYLSHAM LEARNING FEDERATION

SEND AND INCLUSION POLICY

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Ratified by the Governors' Curriculum, Assessment and Attainment Committee on: 17.11.2020

Signed:

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Chair

Incorporating Special Educational Needs Information, in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and new regulations under the Children and Families Bill September 2014.

To be read in conjunction with the school's Local Offer.

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/carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014;
- Ofsted Section 5 Inspection Framework September 2014;
- Ofsted SEN Review 2010 “A Statement is not enough”;
- Equality Act 2010;
- Education Bill 2011;
- Children and Families Act 2014.

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the Federation and provide materials appropriate to students/pupils/childrens’ interests and abilities. This ensures that all students/pupils/children have a full access to the school curriculum.
- Special Educational Needs (SEN) 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 students/pupils/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/pupils/children in our schools 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/pupils/children catch up.
 - Other students/pupils/children 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/pupils/children 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/pupils/children. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of this policy 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/pupils/children, parents and carers;
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes;
- To ensure a high level of staff expertise to meet student/pupil/child 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.

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

and

2. The Federation's arrangements for assessing the progress of students/pupils/children with special educational needs

In agreeing these staged arrangements, the Federation has taken into account the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or students' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

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

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

SEN Code of Practice (2014)

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

"Achievement for All" (National Strategies: 2009)

“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

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 whole-school provision maps.

- 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 students/pupils/children who are underachieving and have been identified by the schools as needing to make accelerated progress but will not necessarily be students/pupils/children with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students/pupils/children with SEN.
- All vulnerable learners will be included in a detailed whole school plan which outlines and monitors all additional intervention across each school. The whole school plan enables each school to:
 - Plan strategically to meet students/pupils/children 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, local education authority (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, reading ages, CATS data other whole-school student progress data;
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review);

- Following up parental concerns;
- Tracking individual children's progress over time;
- Liaison with feeder primaries/schools on transfer;
- Information from previous schools;
- Information from other services;
- Maintaining a provision map for all vulnerable learners which clearly identifies students/pupils/children receiving additional SEN support from the school's devolved budget or in receipt of high needs funding;
- 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/pupil/child'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 students/pupils/children are underachieving and/or identified as having special educational needs, each 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/pupils/children:

- 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;
- Nurture Programmes (BVS and AHS)/Link room support (AHS).

Aylsham High School Nurture Group - The Eagles is a small supportive teacher led group supported by a learning support assistant (LSA) and a lead intervention teaching assistant (TA). The group primarily addresses the challenge of transition from often very small primary schools to a large secondary school environment for the most vulnerable learners. It also helps to ensure students are given the academic, social and emotional support they need at this hugely significant transition point. The students are carefully selected according to their individual holistic profile of needs identified from primary school and parents/carers, as well as using commercially available assessment methods, with a specific tailored and structured induction process being in place for all students.

The group incorporates the six principles of Nurture:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of self-esteem.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

The students are taught in the nurture centre and in mainstream lessons with the aim of nurture centre teaching reducing over time. They continue into key stage 4 as a small group for core subjects and also have the opportunity to choose their pathway to success. This will range from entry-level courses to full GCSEs, the aim to offer students a curriculum with

extensive choice and flexibility to ensure enjoyment and achievement. At key stage 4 the nurture centre is available to students outside of structured times; the school will continue to provide support, care and guidance.

The aim is to:

- Improve attendance and attainment by building confidence and self-esteem.
- Support parents and carers to become real partners in education.
- Empower staff as they see the progress the students are making.
- Promote inclusion, making Aylsham High School a place where all children can flourish.
- Teach students how to make good relationships with adults and each other.
- Ensure students have the opportunity to return to our mainstream setting.

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 Special Educational Needs Coordinator (SENCO), subject co-ordinator and senior leaders;
- Ongoing assessment of progress made by intervention groups;
- Scrutiny of planning;
- Teacher feedback to the SENCO and line managers;
- Informal feedback from all staff;
- Student/pupil/child interviews when setting new targets or reviewing existing targets and writing learning passports;
- Student/pupil/child progress tracking using assessment data (whole-school processes);
- Monitoring learning passports and targets, PSP's (personal support plan), evaluating the impact of learning passports/PSP's on students/pupils/children's progress;
- Attendance records and liaison with the attendance officer;
- Regular meetings about students/pupils/children's progress between the SENCO/senior leadership team (SLT);
- SENCO report to governors;
- Risk management plans.

STAGE 2

Additional SEN Support

- Students/pupils/children 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 offered to all students/pupils/children in the schools ie they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving students/pupils/children and students/pupils/children with EAL who do not have SEN will **not** be placed on the list of students/pupils/children being offered additional SEN support (SEN Register) (but will be on the schools' provision maps).
- In keeping with all vulnerable learners, intervention for students/pupils/children on the SEN list will be identified and tracked using the whole-school provision maps.
- It may be decided that a very small number, **but not** all of the students/pupils/children 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/pupil/child or contributing to their provision.

- On very rare occasions, where a student/pupil/child 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/pupil/child is in receipt of high needs funding and/or an education health and care plan, a decision will be made as to whether a short-term plan is required.

Bure Valley School and John of Gaunt Infant and Nursery School use Individual Education Plans (IEPs) to support pupils' learning. Aylsham High School use learning passports to support students and learning journals to set and monitor targets.

STAGE 3

Statement of Special Educational Needs or Education Health and Care Plan

- Students/pupils/children 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/pupils/children on the SEN list (above) and, in addition to this, will have an annual review of their statement/plan.
- Our schools will comply with all local arrangements and procedures when applying for
 - high needs block funding
 - an education health and care planand will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the special educational needs code of practice and with local Norfolk County Council (NCC) policy and guidance.

Inclusion of Students with English as an Additional Language

Definition

A student/pupil/child who has English as an additional language, is a student/pupil/child whose first language is not English and who uses that language on a regular basis inside or outside of school. EAL students/pupils/children 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/pupils/children regardless of ethnic, cultural or linguistic heritage. We aim to include all students/pupils/children and parents/carers in our schools by respecting that diversity and reflecting it in our schools' environment, curriculum, learning resources and partnership with parents/carers. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No student/pupil/child will be refused admission on the basis of ethnicity or EAL. Students/pupils/children who have EAL will be admitted under the same criteria as any other student/pupil/child applying for a school place. Where parents/carers do not speak English,

we endeavour to provide as much support as possible to assist with understanding school documentation. On admission, the student/pupil/child will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning. Support will always be sought from the local authority (LA).

Provision

Students/pupils/children 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.
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the student/pupil/child's first language.
- Students at AHS 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.
- Work in class will be differentiated for the students/pupils/children to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the student/pupil/child to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for students/pupils/children may be given through: first language resources and 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 students/pupils/children arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where students/pupils/children 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/pupils/children 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/or SENCO. Provision will be recorded and monitored for effectiveness using the schools' provision maps, in line with standard practice for all vulnerable learners in each school. The student/pupil/child will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents/carers who are learning English may find it difficult to communicate with the schools and approach the schools regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents/carers in the life of each 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 students/pupils/children who are looked after in local authority care

Our Federation recognises that:

- Students/pupils/children who are looked after in local authority care have the same rights as all students/pupils/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 students/pupils/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 Aylsham High school is Kathryn Garnham and at Bure Valley School and John of Gaunt Infant and Nursery School is Ruth Abramson). The responsibilities of our DTs include:
 - Monitoring the progress of students/pupils/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 students/pupils/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 reviewed termly.
 - Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
 - Preparing a report on the student/pupil/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 student/pupil/child's social worker to ensure that there is effective communication at all times.
 - Celebrating the student/pupil/child's successes and acknowledge the progress they are making.

Our Federation 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 and exclusions.

Inclusion of 'High Starters'

The term 'high starters' refers to students/pupils/children who have a level 5+ in both English and maths at KS2 (this is currently being reviewed in line with the new KS2 results) and have a broad range of achievement at a very high level.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our students/pupils/children. We give all students/pupils/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 students/pupils/children to respond at their own level;
- an enrichment activity that broadens a student/pupil/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 students/pupils/children to progress through their work at their own rate of learning.

Students/pupils/children meet a variety of organisational strategies as they move through each school. Each strategy supports all students/pupils/children in their learning, but gives due regard to the 'high starters'

We offer a range of extra-curricular activities for our students/pupils/children. These activities offer the 'high starters' 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 other secondary schools.

3. The name and contact details of the SEN co-ordinator and the designated teacher for looked after students:

Aylsham High School:

Kathryn Garnham, 01263 733270, kgarnham@aylshamhigh.norfolk.sch.uk

Bure Valley School:

Ruth Abramson, 01263 733393, senco@burevalley.norfolk.sch.uk

John of Gaunt Infant and Nursery School:

Ruth Abramson, 01263 7328443, senco@burevalley.norfolk.sch.uk

Management of Inclusion within our Federation

The executive headteacher and the Governing Board have delegated the responsibility for the ongoing implementation of this inclusion policy to the SENCO. The SENCO is responsible for reporting regularly to the executive headteacher/head of school and the governors with responsibility for SEN on the ongoing effectiveness of this inclusion policy. In our schools, due to the small number of students/pupils/children from ethnic minority groups, the SENCO has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups). The DT 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/pupils/children 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/pupils/children at all times.

Executive Headteacher

- The executive headteacher is responsible for monitoring and evaluating the progress of all students/pupils/children and for making strategic decisions which will maximise their opportunity to learn.
- The executive headteacher, head of school and the Governing Board will delegate the day to day implementation of this policy to the special educational needs coordinator (SENCO).
- The executive headteacher and head of school will be informed of the progress of all vulnerable learners and any issues with regard to the schools' provision in this regard through:
 - Analysis of the whole-school student/pupil/child 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);
 - Student/pupil/child progress meetings with individual teachers;
 - Regular meetings with the SENCO;
 - Discussions with students/pupils/children and parents/carers.

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;
- Identifying on this provision map a staged list of students/pupils/children 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 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;
- Supporting classroom staff involved in supporting vulnerable learners;
- Overseeing the records on all students with special educational needs;
- Liaising with parents/carers of students/pupils/children with SEN, in conjunction with class teachers;
- Contributing to the in-service training of staff;

- Implementing a programme of annual review for all students/pupils/children 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 for 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/pupil/child may have a special educational need which will require significant support;
- Overseeing the smooth running of transition arrangements and transfer of information for new year 3 and 7 students/pupils/children, particularly vulnerable learners’;
- Monitoring the schools’ systems of learning passports and IEPs, ensuring all staff who teach or support learning are aware of students/pupils/children with specific passports/IEPs which identify their needs and preferred climate for learning;
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs);
- Liaising sensitively with parents/carers and families of students/pupils/children 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 Federation’s special educational needs and disability (SEND) governors, keeping them 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.

ADDITIONAL ROLES FOR SENCO at AHS, BVS and JoG if ethnic minority students are on roll:

- Maintenance of a list of students/pupils/children with ethnic minority heritage and EAL, ensuring they are identified on the schools’ provision maps;
- In collaboration with the executive headteacher/head of school, maintenance and analysis of whole-school provision maps for vulnerable learners from ethnic/linguistic minority backgrounds;
- Advising on and co-ordinating provision for students/pupils/children with additional needs relating to ethnic or linguistic background;
- Working collaboratively with teachers to plan for and teach students/pupils/children with EAL as part of mainstream teaching practice;
- Managing other classroom staff involved in supporting ethnic/linguistic minorities;
- Overseeing the initial and on-going assessment records on all students/pupils/children 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 schools;
- Advising on and sourcing bilingual and culturally reflective materials to support students/pupils’ learning across the curriculum;
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents/carers have equality of access to essential information.

Class Teacher

- Liaising with the SENCO to agree:
 - Which students/pupils/children in the class are vulnerable learners;
 - Which students/pupils/children 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/pupils/children require additional support because of a special educational need and need to go on the school’s SEN list. Some of these

students/pupils/children may require advice/support from an outside professional and, therefore, an individual education plan to address a special educational need (this would include students/pupils/children with statements/EHC Plans).

- Securing good provision and good outcomes for all groups of vulnerable learners by:
 - Providing quality first teaching, with differentiated teaching and learning opportunities, including differentiated work for EAL students/pupils/children which reduces linguistic difficulty whilst maintaining cognitive challenge;
 - Ensuring there is adequate opportunity for students/pupils/children with special educational needs to work 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.

4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our SENCOs will be qualified teachers working at our Federation and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation 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 students/pupils/children 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 executive headteacher/head of school and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our Federation will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

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

- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the schools from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our Federation will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

6. The role played by the parents/carers of students/pupils/children with special educational needs (and other learning needs).

Partnership with Parents/Carers

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

- Working effectively with all other agencies supporting children and their parents/carers;
- Giving parents/carers opportunities to play an active and valued role in their child's education;
- Making parents/carers feel welcome;
- Encouraging parents and carers to inform each school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- Instilling confidence that each school will listen and act appropriately;
- Focusing on the students/pupils/childrens' 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/pupils/children, in particular, those not making expected progress and, for some students/pupils/children identified as having special educational needs, involving parents/carers in the drawing-up and monitoring progress against these targets;
- Keeping parents/carers informed and giving support during assessment and any related decision-making process;
- Making parents/carers aware of the Support4SEND services
- Providing all information in an accessible way, including, where necessary, translated information for parents/carers with English as an additional language.

Involvement of Students/Pupils/Children

We recognise that all students/pupils/children have the right to be involved in making decisions and exercising choice. In most lessons, all students/pupils/children are involved in monitoring and reviewing their progress. We endeavour to fully involve all students/pupils/children 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/pupils/children with special educational needs) monitor their success at achieving the targets set with them.

Effective Transition

- We will ensure early and timely planning for transfer to a student/pupil/child's next phase of education and, in the year before the year in which they transfer, will offer transition meetings to all students/pupils/children in receipt of additional SEN support and all those with statements of special educational needs. Students/pupils/children with education health and care plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the student/pupil/child in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students/pupils/children will

be included in all “class transition days” to the next phase but our schools will also offer additional transition visits.

- Students/pupils/children and parents/carers will be encouraged to consider all options for the next phase of education and the schools 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/carers will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

7. Any arrangements made by the Governing Board or the proprietor relating to the treatment of complaints from parents/carers of students/pupils/children with special educational needs concerning the provision made at the schools.

Admission Arrangements

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

Complaints

If there are any complaints relating to the provision for students/pupils/children with SEN or EAL these will be dealt with in the first instance by the class teacher, head of department and SENCO, then, if unresolved, by executive headteacher/head of school. The governors with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general governors complaints procedure (see separate complaints policy).

8. The contact details of support services for the parents/carers of students/pupils/children with special educational needs, including those for arrangements made in accordance with clause 32 are accessible via the school website or school office.

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

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm