

Head Teacher: Elaine Ashcroft

SENDCo: Aleshia Frost

Governor with responsibility for Special Needs Children: Emma Ward

Person with Responsibility for Looked After Children(LAC): Elaine Ashcroft

To be presented to Full Governing Board: 22nd April 2026

The kinds of Special Educational Needs that are provided for in our school:

As an inclusive school, we pride ourselves on the care, compassion and nurture that we provide for all children. We do not seek to define closely the special educational needs for which we will make provision for, but instead encourage all learners to have high aspirations, that enable them to become fully immersed in learning opportunities. All children are entitled to a relevant and worthwhile education designed to enable them to participate fully in society and to contribute to and benefit from it. We seek to ensure that early identification and intervention of needs will ensure every child makes progress and experiences success.

Historically, we have welcomed children with a wide range of different needs including but not limited to;

Area of need	Condition
Communication and Interaction	Autism Spectrum Disorder Speech and Language Difficulties
Cognition and Learning	Specific learning difficulties such as; Dyslexia Dyspraxia
Social, Emotional and Mental Health	Attention Deficit Disorder Attention Deficit Hyperactivity Disorder Emotional Difficulties
Sensory and/or Physical	Hearing Impairments Visual Impairments Physical Disability Sensory Impairments

In admitting pupils with special educational needs, we value a working partnership with parents and external agencies that helps ensure a sharing of information, consistency of approach and the best use of professional advice. We would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for Early Help Locality Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

SEND INFORMATION REPORT

Our school's policies for identifying children and young people with SEND and assessing their needs

Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.

Our approach to teaching children and young people with SEND

How adaptations are made to the curriculum and learning environment of children and young people with SEND

How our school evaluates the effectiveness of its provision for children and young people with SEND.

In agreeing our staged arrangements, the school 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 pupils' 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 pupils are taught?' (Ofsted, 2006a)

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "

SEND Code of Practice (2014: Para 1.24)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil 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 SEND 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 SEND, should simplify the process of planning the right help at school level" (p68)

SEND Code of Practice 2014 (Updated 2015)

Stage 1 - All learners will have access to quality first teaching.

Some vulnerable learners will have access to carefully adapted activities or approaches and resources directly related to the school curriculum that are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress, but will not necessarily be pupils with special educational needs. This is considered to be an adaption of the usual school curriculum – not a special intervention for pupils with SEND.

Where a special education need has been identified, South End Infant School follows the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, Governors, LA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment (Assess)

At South End Infant School, Children's needs are identified and met as early as possible through:

- The analysis of data, including entry profiles, EYFS Baseline scores, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do review.)
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of Early Help Locality Funding. This provision map is updated termly through meetings between the teachers and SENDCo.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Where concerns are identified and raised by parents or carers, it is requested that the SENCO be made aware of difficulties in the first instance via email. Behaviours, observations and reasons for referral requests should be shared within the written information and this will be succinctly logged using the school's provision mapping system. Concerns raised will be discussed and reviewed with the class teacher and a 6-week period of observation and evidence gathering will begin.

Where concerns and identified difficulties are not observed within the school environment, parents and carers will be advised to seek the support of their GP as a first point of call, who can complete referrals to the appropriate services. It is often requested that children's eyesight and hearing should be checked to ensure that this is not a barrier to learning for the child. These referrals must be sought by parents and school are unable to refer to these services.

As part of the graduated approach, the following will be ensured for your child;

Curriculum Access and Provision for vulnerable learners (Do)

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 adapt work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Bilingual support/access to materials in translation
- Further adaption of resources,
- Use of programmes provided by other services
- Resources tailored to meet the child's individual needs.

Monitoring and Evaluation (Review)

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

- Classroom observation by the SENDCo.
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher and support staff interviews with the SENDCo.
- Informal feedback from all staff.
- Pupil progress tracking using assessment data (whole-school processes)
- Pupil Progress Meetings
- Monitoring Individual Education Plans and Individual Support Plan targets, evaluating the impact on pupils' progress.
- Attendance records and liaison with Education Inclusion and Partnership Team.
- Discussion with parents or carers

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-adapted 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 will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional Early Help Locality 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.

- We have Learning Plans (LPs). LPs are a planning, teaching and reviewing tool that enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document that can be constantly refined and amended.
 - Our LPs will only record that which is *additional to or different from* the adapted curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our LPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - Our LPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our LPs will be based on informed assessment and will include the input of outside agencies,
 - Our LPs will be time-limited – at termly review, there will be an agreed “where to next?”
 - Our LPs will have a maximum of four short / medium term SMART targets set for pupil.
 - Our LPs will specify how often the target(s) will be covered
 - Our LPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

- Where a pupil is in receipt of Early Help Locality Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Learning Plan (IEP) is required.

Our approach to LPs, which we recognise are no longer prescribed in the SEND Code of Practice 2015, is as follows:

Targets for an LP will be arrived at through:

- Discussion between teacher and SENDCo
- Discussion, wherever possible, with parents/carers and pupil
- Discussion with another professional

Our LPs will be reviewed at least termly by class teachers in consultation with the SENDCO. Our LPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special education needs as part of the assess, plan, do review cycle. They are seen as a working document which can be constantly refined and amended.

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.

Stage 3 Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional 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 Northamptonshire County council (NCC) policy and guidance - particularly with regard to the timescales set out within the process.

Roles and Responsibilities

Head Teacher: Elaine Ashcroft

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

Special Educational Needs Coordinator

Our SENCO is Aleshia Frost.

She has worked as Qualified Primary School Class Teacher for 25 years across a variety of settings, with a wide range of children with special educational needs.

She is working towards achieving the National Professional Qualification in SEN completing in 2026. She is allocated 3 days a week to manage SEND provision.

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

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of Early Help Locality Funding and those with Education Health and Care plans
- Co-ordinating provision for children with special educational needs
- Contributing to the in-service training of staff
- Implement a programme of Annual Reviews for all pupils with an EHCP.
- 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 Early Help Locality 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
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Attending area SENDCO network meetings and training as appropriate.
- Liaise with and advise teachers and other classroom staff involved in supporting vulnerable learners
- Oversee the records on all children with Special Educational Needs
- Overseeing the smooth running of transition arrangements and transfer of information for Year 2 pupils on the vulnerable learners' provision map
- Monitoring the school's system for ensuring that Individual Education Plans and Individual Support 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 on Individual Education Plans)

- Meeting **at least** termly with each teacher and/or Teaching assistant to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map.
- Liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Liaising with the school's Inclusion Governor, keeping 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.

Inclusion Manager: Elaine Ashcroft

The Inclusion Manager will oversee the day-to-day operation of this policy in the following ways:

- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- In collaboration with the SENDCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- Managing other classroom staff involved in supporting ethnic/linguistic minorities
- Overseeing the initial and on-going assessment records on all children with EAL
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- In collaboration with the SENDCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- In collaboration with the SENDCO, overseeing the smooth running of transition arrangements and transfer of information for Year 2 pupils with EAL.
- Contributing to the in-service training of staff
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- Attending network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teachers

South End Infant School has 7 Class Teacher's. Through use of the graduated approach, Pupil Progress Meetings and regular discussions, they liaise with the SENDCO/Inclusion Manager to agree:

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an

outside professional and, therefore, a Learning Plan to address a special educational need (this would include pupils with EHC Plans)

Class teachers will also secure good provision and good outcomes for all groups of vulnerable learners by:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Monitor the progress and development of every pupil in their class
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Work with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensure they follow this SEND policy and the SEN information report
- Communicating with parents regularly to set clear outcomes and review progress towards them and discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil
- providing reasonable adjustments and adapted teaching and learning opportunities, including adapted work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- Ensure there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the adapted curriculum offer and strategies". (SEND Code of Practice 2015)
- Ensure effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Teaching Assistants

We have a team of 9 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Amongst those staff training has been:

- Emotion coaching
- Hearing impairment
- ASD
- High quality interactions in the Early Years
- NELI
- Level 3 TA

In addition, we have 2 SEND TAs who work specifically with those children on our school SEND register.

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

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

- The school's generic processes for tracking the progress of all pupils (currently Insight)
- Evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- At least half termly evaluation of whether pupils in receipt of Early Help Locality Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015)

SEND INFORMATION REPORT

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

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This complies with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

SEND INFORMATION REPORT

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children with SEND and measures to prevent bullying

- The school is developing a Pastoral Support Team who support families who may be experiencing difficulties or are vulnerable. Multi agency services can be swiftly accessed, early intervention identified and effective partnerships between home and school are developed.
- Some children attend a Social Detectives group that help the children develop their social interaction skills.

SEND INFORMATION REPORT

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.

- The SENDCO, Inclusion manager and Designated teacher for LAC 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 annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the

efficacy of these arrangements (including value for money). Our school wherever possible, will join with other schools in joint commissioning and quality assurance arrangements.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

SEND INFORMATION REPORT

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

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school wherever possible, will 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.

SEND INFORMATION REPORT

Arrangements for consulting parents of children with special educational needs and involving them in their child's education

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

Partnership with Parents/Carers

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

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets

- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

Opportunities are regularly taken to talk to children with SEN, our SEN children talk openly and proudly about their experiences, difficulties and strengths.

At the beginning of the year, members of staff in each class spend time with identified children to create their one page profile. This document highlights strengths, difficulties, adaptations, aspirations and key information about routines during unstructured times of the day. Children are aware of both their targets and when they have achieved them.

Relationships with pupils, especially regarding those with SEMH difficulties, are established and trusting.

We ensure that all pupils have the opportunity to celebrate their achievements.

SEND INFORMATION REPORT

How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children special educational needs and supporting their families

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies including:

- EHA team
- CAMHS
- Educational Psychology Service
- Information Advice Support Service
- NCC sensory Impairment team
- Local NHS services including
 - Speech and Language Therapy
 - Physiotherapy
 - Occupational Therapy
 - Continence Team
 - Dietician
 - School Nursing Team (0-19 Team)
- Targeted Prevention Team
- Education Inclusion Partnership
- Early Years SEND support service (Inc. Portage team)
- Multi-agency safeguarding hub

In accordance with the SEND Code of Practice 2015, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.)

The SENDCo is the clear point of contact within the school that will coordinate the support from outside agencies for each pupil. However, this may also be the Designated Teacher for LAC.

SEND INFORMATION REPORT

Arrangements for supporting children in moving between phases of education

- We will ensure smooth transition into our school from the Early Years Setting and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before they leave, will offer transition meetings to all pupils in receipt of Additional SEND support. 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 a Transition Book, familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise

Admission Arrangements

No child will be refused admission to school based on 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*)

SEND INFORMATION REPORT

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

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDCO/Inclusion Manager, then, if unresolved, by the Head Teacher. 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).

SEND INFORMATION REPORT

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

(Please refer to our school's Safeguarding Policy for details of how we access the CAF team and Multi-Agency Safeguarding Hub)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>

Education and Inclusion Partnership Team:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advice-and-support/471-educational-inclusion-partnership-team-eip>

Information and Support Services :

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/advice-and-information/474-information-advice-and-support-service-for-special-educational-needs-and-disability-in-northants-iass>

Virtual School for Looked After Children: Contact number: 0300 126 1000

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>

(See Local Offer website link below for contact details in relation to Early Help Locality Funding Applications and Education Health and Care Plans)

SEND INFORMATION REPORT

Information on where the local authority's local offer is published.

www.northamptonshire.gov.uk/localoffer