



St. Andrew's CEVA Primary School SEND & Inclusion Policy

PERSON RESPONSIBLE	<i>JADE MATTHES</i>
Other related Policies	SEND Information Report and Safeguarding and Child Protection Policy
REVIEW FREQUENCY	Annually (April 2027)

Amendments

Date	Change	Actioned By
March 2026	Removal of High Needs Funding offer from West Northants Changes from ISP to ISP following SEND reform recommendations and LA model Change from Edukey to Insight for provision map Addition of Echo SEND unit admission criteria Change of FSW contact details	JM

St. Andrew's Church of England Primary School is committed to providing a thriving Christian environment through the I ASPIRE values. These reflect the Christian ethos of our school and ensure that everyone feels safe, valued and supported so that all individuals can reach their highest goals and are encouraged to engage in lifelong learning. Our vision statement "*With God all things are possible*" (Matthew 19:26) is at the core of our values and is used to inspire everyone to be open to all possibilities and have a positive attitude and outlook to life. Spiritual, moral and emotional development are central to the life of our school and this will be reinforced in the School's Inclusion Policy where appropriate.

Legislative Compliance

This policy complies with the guidance given in the Special Educational Needs and Disability regulations. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

Every child achieving and thriving (DFE, 2026) SEND reform documents

SEND Code of Practice 0-25, Updated 2015 (which takes account of the SEND provisions of the Children and Families Act 2014)

Equality Act 2010: Advice for schools DFE (Updated June 2014)

Children and Families Act 2014

Ofsted School Inspection handbook September 2022

School SEND Information Report Regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)

The National curriculum in England Key Stage 1 and 2 Framework document (Sept 2014)

Keeping Children Safe in Education 2024

Teachers' Standards (2012)

Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. We provide adapted learning opportunities for the children within our school who require additional or differing levels of support. We provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the national curriculum.

- A Special Educational Need and Disability (SEND) can be explanation for delayed or slower progress, but this is not always the case and is never assumed. We make every effort to narrow any gaps in attainment between vulnerable groups of learners and their peers through targeted intervention and support.
- English as an Additional Language (EAL) is not considered a Special Education Need. Adapted resources 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" and SEND. Some pupils in our school may not be working at the level expected of their age group but will not necessarily have a special educational need. We aim to spot this quickly and ensure appropriate interventions are put in place to help these pupils catch up. Some pupils will have SEND, which **may** lead to lower-attainment. It is our responsibility to ensure that pupils with SEND have the maximum opportunity to make progress or achieve in line with their peers. Accurate assessment of need and carefully planned intervention programmes, which support the child's barriers to learning and allow them to build strategies to support their own success, are essential elements of success for these pupils. This will be provided, initially, through additional support funded from the schools devolved budget.

Aims and Objectives of this Policy

Our aims and objectives are:

- To create a positive inclusive culture which is promoted by all members of staff.
- To provide a safe environment which enables all learners to flourish.
- To set challenging, yet achievable, targets for pupils progression and achievement.
- To meet individual needs through a wide range of provision.
- To ensure a high level of staff expertise to meet pupil need through well targeted continuing professional development.
- To provide curriculum access for all resulting in high levels of achievement for all.
- To use Insight to map the support for pupils with SEND to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To develop and maintain close working relationships with pupils and their families.
- To work in partnership with the Local Authority and other agencies to ensure a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The Head Teacher and the Governing Body have overall responsibility for overseeing the provision for children with SEND.

The Head Teacher and Governing Body have delegated the responsibility for the on-going implementation of this SEND & Inclusion Policy to the SENDCO.

The SENDCO is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND, on the on-going effectiveness of this policy.

The English and an Additional Language (EAL) Co-ordinator has strategic responsibility for the inclusion of children with EAL and the achievement of vulnerable ethnic minority groups.

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

At St. Andrew’s CEVA Primary School we believe that every teacher is a teacher of SEND (as stated in the SEND Code of Practice, 2015). All adults in our school have a responsibility for maximising the achievement and progress of vulnerable learners. Members of staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the Inclusion Manager/SENDCO/EAL and Ethnic minority coordinator / Designated teacher for looked after children:

Mrs Jade Matthes

01604 406486

j.matthes@standrewsceva.uk

Section 20 Children and Families Act (2014) defines a child as having Special Educational Needs if they have a learning difficulty or disability which calls for special education provision to be made for them. As an inclusive school we do not seek to closely define the special educational needs for which we will make provision, instead choosing to overcome the barriers to learning that the child present, rather than focusing on diagnoses and named conditions. The areas of special educational need we currently support include, but are not limited to:

Communication and Interaction

This area of need may include children with Autism Spectrum Condition and those with Speech, Language and Communication Needs or difficulties such as speech sound difficulties and mutism.

Cognition and Learning

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties. This may include, but is not limited to, dyslexia, dyscalculia, dysgraphia, dyspraxia processing and memory difficulties.

Social, Emotional and Mental Health Difficulties

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn. This might include anxiety, depression, obsessive compulsive disorders, attention deficit hyperactive disorders, attachment disorders and emotional based school avoidance.

Sensory and/or Physical Difficulties

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties. These may also include sensory needs, sensitivities and aversions that are severe enough to impact the child's learning or time at school. This may also cover any medical conditions or disorders that impact learning.

Some children will have needs that fit into more than one of these areas, and those needs will be met through a variety of support and intervention. Some pupils may also have a diagnosis or disorder that does not impact their education or require them to have additional or different provision. These children will not necessarily be considered to have SEND, but will be monitored and supported as needed.

In admitting pupils with SEND we would expect to have informative discussions with the pupil's family and previous setting to ascertain the suitability of our provision. We initially make provision for pupils with special educational needs through the school's devolved SEND budget. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe, complex 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 a constructive conversation with other agencies. Our mainstream school works in close partnership with our SEND unit, which is a provision for pupils with an EHCP for significant speech, language and communication needs. Places within this unit can only be offered through consultations with the EHCP teams placement panel, and pupils already enrolled within our school are not at an advantage when securing a place.

In the event that we are directed by the local authority to admit a pupil whose needs are so significant or severe that they may struggle in mainstream education, we will work closely with the parents and agencies involved to ensure the child's needs are accounted for and all possible adaptations are made. We will also support families to ensure the correct provision is secured for their child.

SEND INFORMATION REPORT INCLUDES (Published on the school website):

- 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:

“The school’s curriculum is ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life.”

Ofsted School Inspection Handbook, 2022

“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 2015

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

“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)

SEND Code of Practice 2015

A graduated approach to SEND Support

St. Andrew’s CEVA Primary School’s approach to SEND support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupils needs and what supports the pupil in making good progress and securing good outcomes. We use the West Northamptonshire ‘SEND ranges’ and ‘adaptive teaching toolkit’ to support us, including using the PFA (Preparing for Adulthood) outcomes as a clear framework for our curriculum from Early Years to Y6. A cycle of this graduated approach is usually implemented before a child joins the SEND register, as the first cycle of support is often found to be successful is barriers are identified early.

STAGE 1 Well-adapted, high-quality teaching.

- All learners will have access to well-adapted, high-quality teaching, including, where appropriate the use of small group interventions and 1:1 teaching, where appropriate.
- All learners will have access to a broad and balanced curriculum to meet the needs of all pupils.
- Children with slowed progress or vulnerable children including those with SEND, may have additional interventions to support their progress.
- All vulnerable learners will be included on a 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.
 - Plan SMART targets for individual pupils and track progress.
 - Audit how well provision matches need.
 - Recognise gaps in provision.
 - Highlight and reduce repetitive or ineffective use of resources.
 - Cost provision accurately & make effective use of funding.
 - 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 Profiles, reading ages and other whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements.
- Following up parental concerns.
- Tracking individual children's progress over time.
- Observations in class.
- Liaison with feeder nurseries/pre-schools on transfer.
- Information from previous schools.
- Information from other services.
- when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

If a child is not making progress and/or is identified as having special educational needs, the school provides for these additional needs in a variety of ways. We might use a combination of these approaches to support and work towards targets identified for individual pupils:

- teachers adapt work as part of high quality teaching.
- small group intervention (limited to 6 weeks and carefully monitored to ensure curriculum entitlement is not compromised).
- Individual class support / intervention.
- Bilingual support/access to materials in translation.
- Provision of visuals to support communication.
- Further adaptation of the resources or learning environment.

- Use of peer support.
- Additional processing time and repetition of teaching and instruction.
- Regular 'check-ins' with teacher to monitor understanding and wellbeing.

Monitoring and Evaluation

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

- classroom observations by the SENDCO, EALCo, DT or SLT.
- ongoing assessment of progress made by those leading intervention groups.
- scrutiny of planning.
- work sampling on a termly basis.
- teacher and support staff discussions with the SENDCO/EALCo/SLT.
- informal feedback from all staff.
- the voice of the child.
- pupil progress tracking using assessment data.
- attendance records and liaison with School Attendance Support Officer (SASO).
- regular meetings about pupils' progress between the SENDCO and the Head Teacher and Class Teacher.
- the Head Teacher report to governors.
- Internal and external school and improvement visits.
- Termly SEND Governor discussions with the SENDCO.

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 Section 20 of the Children and Families Act (2024)

Low attaining pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support. Pupils with diagnoses, conditions or concerns that are not requiring support that is additional to or different to the universal SEND offer, may not be added to this list. The school will make this decision based on evidence gathered in school and by outside professionals.

Intervention for pupils on the SEND register will be identified and tracked using the whole-school provision map termly using Insight. Progress will be carefully monitored and targets will be set by the class teacher, with support from the SENDCO. These targets, progress and support are shared with parents each term, through the child's Individual Support Plan (ISP).

When necessary, a more in-depth individual assessment may take place. This may involve an external agency, such as an Educational Psychologist, where it is evident that SEND is significant.

Where a pupil has a significant, severe and sustained need, it may be necessary to apply for a statutory, multi-disciplinary assessment process with health and social care in order to consider the need for an Education and Health Care Plan (EHCP). Pupils with an EHCP will continue to be supported by our graduated approach and will have an ISP in place.

Our approach to Individual Support Plans (ISPs) is as follows:

- ISPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- ISPs 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 never simply be “more literacy” or “more maths”.
- ISPs will be accessible to all those involved in their implementation – pupils will have an understanding and “ownership of the targets” as they become able to. This pupil voice will be recorded on all ISPs.
- ISPs will be based on informed assessment and will include the input of outside agencies.
- ISPs have been devised, using an online system, Insight, so that they are SMART targets, manageable and easily monitored and therefore will be monitored and reviewed regularly.
- ISPs will be time-limited – at least reviewed termly.
- ISPs will have a limited number of short / medium term SMART targets set for or by the pupil.
- ISPs will specify how often the target(s) will be covered and how.
- ISPs 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.
- ISP’s will be shared with parents 3 times per year, with opportunities given for feedback with parents evenings, via feedback forms and through dedicated contact with the class teacher or SENDCO, when requested.

Targets for an ISP will be arrived at through:

- Assessment of current learning/understanding by the class teacher.
- Discussion between the teacher and SENDCO.
- Discussion, wherever possible, with parents/carers and pupils.
- When SEMH is the area of need, discussions with the well-being mentor.
- When Communication and Language is the main area of need, discussions with the Speech and Language lead.
- Discussion with another professionals (the precise order for this will vary from pupil to pupil).
- Where the child has an EHCP, targets will be in line with the outcomes within section E.

Stage 3 Education Health and Care Plan (EHCP)

Pupils with an Education Health and Care Plan (EHCP) will have access to all arrangements for pupils on the SEND register (above) and, in addition to this, they will have an annual review of their plan, which will involve; parents, teaching staff, SENDCO, the child (where appropriate), all professionals involved in supporting the child, a representative from the local authority (when possible) and any relevant professionals from health or social care. In the event that these professionals are unable to attend, a report of progress will be requested and shared, prior to the annual review.

Our school will comply with all local arrangements and procedures when applying for:

- A Request for Statutory Assessment (leading to an EHCP).
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process.

Roles and Responsibilities

Head teacher

The Head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Head teacher and the governing body will delegate the implementation of this policy to the 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 and Disability Coordinator (SENDCO)

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

- Maintenance and analysis of whole-school provision map for vulnerable learners.
- 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.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an EHCP.
- Carrying out referral procedures to the Local Authority to request additional agency support and/or an Education Health and Care Plan when it is suspected, based on strong evidence arising from previous intervention (additional SEN support), that a pupil may have a special educational need which will require significant, multi-agency support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- Monitoring the school's system for ensuring that Individual Support Plans are updated and shared regularly.
- Evaluating the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Liaising and consulting sensitively with parents and families of pupils with SEND, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENDCO network meetings and training as appropriate.
- Liaising with the school's SEN Governor, 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.

Ethnic Minority Achievement Co-ordinator / English and an Additional Language Co-ordinator

The EMA/EAL Co-ordinator 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.
- 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 ongoing assessment records on all children with EAL.
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress.
- Regularly evaluating the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- Overseeing the smooth transition arrangements and transfer of information for Year 6 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 interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information.
- Attending EMA/EAL co-ordinator network meetings and training as appropriate.
- Liaising with the Inclusion governor, keeping them informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic and linguistic minority learners.

Class teacher

The Class teacher will secure good provision and good outcomes for all learners through the use of High-Quality, adaptive teaching.

Liaising with the SENDCO/EAL Co-ordinator:

- to agree and provide appropriate, adaptive, well planned learning opportunities for all vulnerable children.
- to agree effective interventions for those identified with a SEND and/or EAL where necessary.
- to agree individual targets for those identified with SEND and/or EAL where necessary.
- ensure effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Securing good provision and good outcomes for all groups of vulnerable learners by:

- Providing adaptive teaching and learning opportunities, including differentiated/scaffolded work for EAL and vulnerable pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets.
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners
- Providing high quality teaching, in line with the needs of the pupils.
- Monitoring and working closely all pupils, including those with significant SEND and other supporting adults.
- Leading the day-to-day deployment of supporting adults within the classroom.

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 usual processes for tracking the progress of all pupils on Insight.
- Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil).
- At least termly evaluation of whether pupils with ISPs 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 as prescribed in the SEND Code of Practice (September 2014).

SEND INFORMATION REPORT

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

- 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 and that all children can access the curriculum.
- Where appropriate, 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 ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra- curricular activities). This is in compliance 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 adapting the curriculum for vulnerable learners. When subject leads 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.
- Teachers and leaders know to access West Northamptonshire's SEND ranges and adaptive teaching toolkit documents to support with adaptation and high quality teaching.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum and to develop independence.

SEND INFORMATION REPORT

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

The name and contact details of the Family Support Worker and Early Help Co-ordinator;

Chloe Kingston – 01604 406486 c.kingston@standrewsceva.uk

The name and contact details of the Well-being Mentor;

Rosie Spikings – 01604 406486 r.spikings@standrewsceva.uk

All pupils, including those with special educational needs, have access to a wide range of pastoral care arrangements, including: access to the Well-being Mentor and programmes such as Protective behaviours, bereavement support, Time to Talk, Drawing and Talking, Meet and Greet, Zones of Regulation.

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.

- In accordance with Section 6 of the SEND Code of Practice (2015) our Special Educational Needs Coordinator is a qualified teacher (BA Primary Educations HONS) and has received the statutory SEND Co-ordination accreditation (NASENDCO award).
- The SENDCO, EAL Co-ordinator and Designated Teacher for Looked After Children attends local network meetings.
- All staff are 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. Specific training needs are identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils is 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 are 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. Our school will, when possible, 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.

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

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 and inviting them into school regularly.
- 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.
- 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

We encourage all pupils to be involved in making decisions and exercising choice when it comes to their education. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning through the 'pupil voice'. This can be supported by an adult they trust in school, giving them the confidence to share their thoughts.
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so they know what their targets are and why they have them
- Self-review their progress and set new targets
- For some pupils with special needs, monitor their success at achieving the targets on their Individual Support Plans

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 and young people's special educational needs and supporting their families.

- Our school will identify sources of support as they develop and evolve through the Local Offer, as 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, but not limited to:
 - EHA team
 - CAMHS
 - Educational Psychology Service
 - Information Advice Support Service (IASS)
 - Sensory Impairment team
 - Local NHS services
 - Targeted Prevention Team
 - Education Entitlement Service
 - Early Years SEN Support Team
 - Inclusion and Intervention Support Team
 - Specialist teaching team
 - Multi-agency safeguarding hub
 - Service six
 - Strengthening families
 - Speech and language therapy team
 - NHS and school nursing
 - Occupational Therapists
- 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.
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCO or FSW.

SEND INFORMATION REPORT

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)

- We ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education. This is supported by discussions with the previous settings, home visits and discussions with parents/ other agencies.
- We 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 EHCPs. Pupils with Education Health and Care Plans will have next phase annual review meetings early to allow plans to be adapted and appropriate schools to be named.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and wellbeing. 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.

Admissions Arrangements

No pupil will be refused admission, through the usual admissions process, to our school on the basis of their 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 Local Authority Admissions Policy) Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. EHCP admissions are managed through the EHCP team and consultation is held between the local authority and the schools to ensure an appropriate setting is secured.

Pupils will only be offered a space within our Echo SEND Unit if this has been agreed in consultation between the EHCP placement panel and the school. Pupils currently in attendance at our school are not, in any way, at an advantage to secure a place for this unit provision. Further details on unit admissions will be found within the Unit policy from September 2026.

SEND INFORMATION REPORT

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

Complaints

Any concerns relating to the provision for children with SEND or EAL will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by the Head teacher. The governor with specific responsibility for SEND 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 SEND.

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

Links with Other Services

Local Offer

<https://www.westnorthants.gov.uk/local-offer>

Information Advice Support Service (IASS): Contact Number: 01604 636111

www.iassnorthants.co.uk

Educational Psychology Service: Contact Number: 01604630082

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

Attendance and behaviour Support Team: Contact number: 0300 1261000

https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/default.aspx#_ga=2.4328880.2085392723.1665392225-109627114.1594631247

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

<https://www.westnorthants.gov.uk/virtual-school>

Primary Behaviour Outreach Support (Maplefields Team):

Contact Numbers: Maplefields 01536 409040

www.maplefields-td.org.uk/index.php/contactus

West Northants SEND Support Service:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/179-send-support-service-sss-wnc>

Child and Young People Mental Health Services

<https://www.nhft.nhs.uk/cypmentalhealth/>

Education Inclusion Partnership Team

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

SEND INFORMATION REPORT

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

www.northamptonshire.gov.uk/localoffer

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, who uses another language on a regular basis inside or outside of school, or who are exposed to another language in the home. EAL pupils are not considered to have a Special Educational Need and are often 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 expectations 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.

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 adaptation of the school curriculum.

Admissions

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

Provision

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

The following provision can be expected:

- Initial assessment of EAL using 'EAL star', alongside teachers assessment of classroom participation and understanding.
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language.
- Work in class will be adapted for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Adapted homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, the use of visuals and symbols, peer group support; pre-teaching of key concepts and vocabulary.

- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum and need to fill any gaps to support joining our current curriculum. This is particularly prevalent if a child joins us, having not yet started formal education.
- Teachers will work closely with parents to support children with EAL and if necessary, support children to catch up with missed education.
- The class teacher / EAL Co-ordinator will monitor the progress of EAL children and ensure the correct provision is in place to support the child. 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. We support parents requests to provide a translator or advocate for school events and meetings.

Inclusion of pupils who are looked after in local authority care (LAC)

Our school recognises that:

Children who are looked after by 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 placements moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are understood reasons why children who are looked after in local authority care often fail to make expected progress at school. "Children who are or have been in care are one of the lowest performing groups in terms of educational outcomes" (The Educational progress of LAC in England, 2015). Some of those reasons are:

- 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.
- Histories of trauma and/or neglect.

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 start of this 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 using a team-around-the-child model.
- Arranging Personal Education Plan (PEP) has been arranged with school staff, carers, social care and the virtual school and that it is reviewed each term.

- Ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals.
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the child’s social worker to ensure that there is effective communication at all times.
- Celebrating the child’s successes and acknowledge the progress they are making.

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

Inclusion of pupils who are very able 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, skilled, dexterity
- Visual/performing abilities - dance, movement, drama
- Mechanical ingenuity - construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership - organiser, outstanding team leader, sound judgements
- Social awareness - sensitivity, empathy,
- Creativity - artistic, musical, linguistic

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

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.

Teachers allow children to continue to made the progress they are able to, even when it exceeds the age related expectation. Focusing on depth of understanding also allows for children to build of the foundations they have and gain further knowledge when they are ready.

Based on DFE guidelines, we monitor the children closely in the EYFS, KS1 and KS2

Identification

Before identifying any child ‘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 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
- Specialist teacher identification
- Parental nomination
- Peer nomination
- Self-nomination

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 greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate.

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.

The progress of very able and talented pupils is reviewed regularly as part of our pupil progress meetings.

From Y1 to Y6 we set targets for English and Maths at an appropriate level. We teach the children in our classes with appropriate adaptation.

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 a range of activities.

This policy will be reviewed annually by the governing body

Reviewed: April 2026

Next Review Date: May 2027