

Inclusion Policy



MISSION STATEMENT

To create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential as human beings. We learn by making mistakes.

Document Information	
Policy Number	
Created by	G Arnold
Responsibility	Governors
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Next Review	April 2017
Date Ratified by Governors	
Signature - Head	
Signature - Chair of Governors	

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for 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 "under-achievement" and special educational needs. Some pupils in our school may be under-achieving but will not necessarily have a special educational need. It is our responsibility to recognise this and ensure that appropriate interventions are put in place. Other pupils **will** have special educational needs and this may lead to lower attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes which address the root causes of any learning difficulty are essential ingredients of success for these pupils. These will initially be provided through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of Inclusion policy and practice in this school are:

- to provide curriculum access for all
- to secure high levels of achievement for all
- to meet individual needs through a wide range of provision
- to attain high levels of satisfaction and participation from pupils, parents and carers
- to carefully map provision for all vulnerable learners to ensure that deployment of staff, resource allocation and choice of intervention is leading to good learning outcomes.
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- to work in co-operative and productive partnership with the Local Authority and other outside 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 headteacher and the governing body have delegated the responsibility for the on-going implementation of this Inclusion Policy to the Special Educational Needs Co-ordinator (SENCo).

The name of the SENCo is Mrs G. Arnold. Contact 01604 761456

The SENCo is responsible for reporting regularly to the head teacher and the governor with responsibility for SEN on the on-going effectiveness of this Inclusion Policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of pupils who have EAL and the achievement of vulnerable ethnic minority groups.

The name of the EAL Co-ordinator is Mr S. Casey. Contact 01604 761456

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

**The Designated Teacher for Looked after Children is Mrs S. Smith.
Contact 01604 761456**

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

SEN Information

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had considerable success in providing for a wide range of different needs where budget, resources and availability of expertise have allowed. In admitting pupils with special educational needs 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 SEN budget. Thereafter we are aware of the process of applying for additional funding if the pupil’s needs make that a necessity. As a mainstream school it would clearly be difficult for us to make provision for pupils whose needs are significant, severe or profound although we would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

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 but in particular those not making expected progress and for some pupils identified as having special educational needs, involving parents in the monitoring of 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 information in an accessible way including, where possible, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to share in individual target setting across the curriculum so that they know what their targets are and why they have them. They are able to review their progress and help set new targets. Some pupils with SEN can help monitor their success through their Individual Education Plan.

Management of Inclusion within School

The headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Co-ordinator (SENCo). The SENCo is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this Inclusion Policy. The Ethnic Minority Achievement (EMA) Co-ordinator has responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

Headteacher

- the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the headteacher and the governing body will delegate the day-to-day implementation of the Inclusion Policy to the SENCo and EMA Co-ordinator
- the headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - review and analysis of a whole-school provision map for vulnerable learners
 - pupil progress meetings with individual teachers or the SENCo
 - regular meetings with the SENCo/EMA Co-ordinator
 - discussions with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the Code of Practice 2014, the SENCo will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of the whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs

- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- over-seeing the records on all children with SEN.
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of SEN and complying with requests from an EHC Plan Co-ordinator to participate in reviews
- carrying out referral procedures to the Local Authority to request multi-professional involvement when it is suspected, on strong evidence arising from previous intervention, that a pupil may have a special educational need which will require significant support
- over-seeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- monitoring the school system of IEPs
- evaluating the impact and effectiveness of all additional interventions for vulnerable learners (including those with special educational needs).
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views
- attending Inclusion Network meetings and training as appropriate.
- liaising with the Governor for Inclusion
- liaising closely with the Educational Entitlement Service where appropriate and with the Virtual School for Looked After Children.

Ethnic Minority Achievement Coordinator

The EMA 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
- in collaboration with the SENCo, review and analysis of whole-school provision 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
- meeting termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- in collaboration with the SENCo, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SENCo, overseeing the smooth running of 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 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 EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies for ethnic & linguistic minority learners

Class teacher

The class teacher will liaise with the SENCo/EMA co-ordinator 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 require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and an IEP to address a special educational need (this would include pupils with a Statement or EHC Plan)

The class teacher will ensure good provision and outcomes for all groups of learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils
- ensuring 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 differentiated curriculum on offer. (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Admission Arrangements

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

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCo/EMA Co-ordinator, then if unresolved, by the head teacher. The governor with specific responsibility for SEN/Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

Staged arrangements for supporting vulnerable learners (including pupils with special educational needs)

In agreeing these 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”

SEN Code of Practice (2014:Paragraph 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 SEN Review 2010

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

SEN Code of Practice 2014

Stage 1 Well-differentiated quality first teaching

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to additional interventions. These will probably be pupils who are under-achieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- plan strategically to meet 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, LA, external agencies and Ofsted about resources
- 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

Children's needs should be identified and met as early as possible through :

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages or other whole-school pupil progress data
- class-based assessment and monitoring arrangements.
- following up parental concerns
- tracking individual children's progress over time, including progress in EAL
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining an SEN list. This list is updated termly through meetings between the teachers and SENCo.
- undertaking when necessary a more in-depth individual assessment. It may include a bilingual assessment where English is not the first language.
- involving an external agency where it is felt to be appropriate

Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support but will be on the school's provision map
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a small number of pupils on the SEN list will require additional funding 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, with particular regard to the success criteria and SEN descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe or sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of additional funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan (IEP) is required.

Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- IEPs 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 a working document which can be constantly refined and amended.
- IEPs 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.
- IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of the targets where appropriate.
- IEPs will be based on informed assessment and will include the input of outside agencies.
- Our IEPs have been devised so that they are manageable and easily monitored and will be evaluated and reviewed regularly.
- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCo
- IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- IEPs will specify how often the target(s) will be covered
- IEPs 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.
- Targets for an IEP will be arrived at through :
 - discussion between teacher and SENCo
 - discussion, wherever possible, with parents/carers and pupil
 - discussion with another professional

Stage 3 Statement of Special Educational Needs / Education, Health and Care Plan

- Pupils with a statement of SEN (pre September 2014) or Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list in addition to an Annual Review of their statement/EHC plan.
- Our school will comply with all local arrangements and procedures when applying for additional funding or an Education Health and Care Plan.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- additional interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources

Monitoring and Evaluation

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

- classroom observation by the SENCo, EMA co-ordinator and senior leaders.
- on-going assessment of progress made by intervention groups

- review meetings between teachers and the SENCo/EMA co-ordinator
- informal feedback from all staff.
- pupil progress tracking using assessment data whole-school processes
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- attendance records
- regular meetings about pupils' progress between the SENCo/EMA co-ordinator and the headteacher
- headteacher's report to parents and governors

Inclusion of pupils with English as an Additional Language

Definition

A pupil with English as an Additional Language is a pupil whose first language is not English and who uses that language on a regular basis inside or outside school. EAL pupils are not considered to have a special educational need but are seen to benefit from the ability to live and learn in more than one language.

Ethos

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

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. When possible, additional support will be given to improve their acquisition of English.

The following provision may be expected:

- a mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in sets and groups which match their academic ability. Pupils will not be placed with SEN pupils unless SEN is indicated.
- work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated 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 teaching support on a 1:1 or small group basis, peer group support and pre-teaching of key concepts and vocabulary.
- where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- progress of EAL pupils will be monitored against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or

SENCo. Provision will be recorded and monitored for effectiveness using the school's provision map. The pupil will not be placed on the SEN 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 wherever possible.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that

- Children who are looked after in Local Authority Care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003] why children who are looked after in Local Authority Care often fail to make expected progress at school :

- placement instability
- unsatisfactory educational experiences of many carers
- too much time out of school
- insufficient help if they fall behind
- unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for Looked After Children. The responsibilities of the designated teacher include

- monitoring the progress of children who are 'looked after' to ensure they have access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review.
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers, carers and 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 the progress they are making.

Our school will work closely with The Virtual School (VS) for Children to promote the educational needs of Looked After Children and monitor admissions, PEPs, attendance & exclusions.

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

Depending on 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
- evaluation of the effectiveness of interventions on the provision map
- evaluation of whether pupils in receipt of additional funding and/or EHC Plans are meeting their individual targets
- annual review of Statements/EHC Plans as prescribed in the SEND Code of Practice (September 2014)

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 experiences
- our deployment of additional staffing and resources (funded from our devolved additional needs budget through the Local Offer) ensures that all curriculum experiences are available to all pupils in the school, in compliance with the Equality Act 2010
- all planning, teaching and learning seeks to address the needs of all pupils in the class, closely monitored by senior leaders and subject co-ordinators
- specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school
- all staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruitment policy and best practice
- when specialist equipment or a higher level of staffing support is required to support a pupil with SEN our school will fund this up to £6000 per annum for each individual pupil. Thereafter the school will apply to the Local Authority for High Needs Block Funding

In accordance with Section 6 of the SEN Code of Practice 2014, if a new SENCo is appointed, he/she will be a qualified teacher and will have statutory accreditation or gain it within three years of appointment to the post.

Pastoral care Arrangements

Our school has a Family Support Worker who has been appointed to work with and support pupils and their families, helping them to resolve specific concerns or difficulties. The role of the Family Support worker is to:

- help children to remove individual barriers to learning, enabling them to achieve their goals and reach their potential at school
- help children and families to become more organised and better at time management
- support parents in order to achieve 100% pupil attendance
- help pupils and families access information about their interests, both academic and social
- enable parents to feel confident to approach the school with any concerns or difficulties promote family involvement within the school

Our Family support worker is Mrs Furniss. Contact 01604 761456

Links with Other Services

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care. We seek to respond quickly to emerging need and work closely with other agencies including:

EHA team
CAMHS
Educational Psychology Service
Information, Advice and Support Services
NCC Sensory Impairment team
Local NHS services
Educational Inclusion Partnerships
Multi-agency safeguarding hub (MASH)
LA Race Equality Team

In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with SEN in our school. For pupils with EHC Plans we comply fully with requests from independent facilitators to provide information and co-operate fully with other agencies.

We are happy to liaise with voluntary bodies when the special educational needs of a pupil are very specific.

Transition Arrangements

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education. Pupils with Statements or EHC Plans will have next phase destinations and transition arrangements discussed at annual review meetings. 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 that information is accessible and comprehensive.

All vulnerable pupils will be offered additional familiarisation visits and support in their transition to the next phase.

Additional Contact Information

Educational Psychology Service: 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Educational Inclusion Partnerships: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Information Advice and Support Service: 01604 636111

<http://www.iassnorthants.co.uk>

Multi-agency Safeguarding Hub (MASH) 0300 126 1000

MASH@northamptonshire.gcsx.gov.uk

Virtual School for Looked After Children: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support: Kings Meadow 01604 773730
Maplefields 01536 409040

Information on the local authority's Local Offer is published on:

<http://www.northamptonshire.gov.uk/localoffer>