

Mawsley Community Primary School



SEND/INCLUSION POLICY

Incorporating Special Educational Needs Information Report

in compliance with
Statutory Instrument : Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

Policy Ownership	FGB
Statutory Requirement	Yes
Adopted by Full Governing Board	15 th September 2026
Formal Review	Term 1 2027-28

INCLUSION POLICY FOR MAWSLEY C.P PRIMARY SCHOOL

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as active guidance for staff, parents or carers, and children, and must be read in conjunction with Mawsley C.P Primary School's Accessibility Plan and with reference to the following statutory frameworks:

- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)
- The Children and Families Act 2014 (Section 21)
- The Equality Act 2010 (incorporating the Public Sector Equality Duty)
- Current Ofsted Education Inspection Framework (EIF)

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide adapted, high-quality learning opportunities for all children within the school and provide materials appropriate to children's interests and academic abilities. This ensures that all children have full, equitable access to the school curriculum.
- Special Educational Needs or Disabilities (SEND) might be an explanation for delayed or slower progress, but it is never an excuse. We make every effort to diminish the gap in attainment between vulnerable groups of learners and their peers.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Adapted work and individual language opportunities are provided for children learning EAL as part of our core provision for vulnerable learners.
- We focus on individual progress as the primary indicator of success.
- We strive to make a clear distinction between "underachievement"—often caused by a poor early experience of learning—and genuine special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate catch-up interventions are available to help these pupils progress.
 - Other pupils will genuinely have special educational needs, and this may lead to lower attainment (though not necessarily to underachievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes addressing the root causes of learning difficulties are essential ingredients of success. These will be provided, initially, through additional support funded from the school's devolved SEND budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice at Mawsley C.P Primary School are:

- To provide robust curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of targeted 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 staffing deployment, resource allocation, and choice of intervention lead to strong learning outcomes.
- To ensure a high level of staff expertise to meet pupil needs through well-targeted Continuous Professional Development (CPD).
- To work in a cooperative and productive partnership with the Local Authority and outside specialist agencies, ensuring a multi-professional approach.
- To promote children's self-esteem and emotional well-being, helping them form and maintain worthwhile relationships based on respect for themselves and others.

Delegation of Responsibility

- The Headteacher and the Governing Board have delegated responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).
- The SENCO reports regularly to the Headteacher and the Designated SEND Governor on the ongoing effectiveness of our inclusion provision.
- The Designated Teacher for Children Looked After (CLA) has strategic responsibility for the inclusion of children who are adopted or in local authority care.
- All staff in school have a legal responsibility for maximizing the achievement and opportunity of vulnerable learners—specifically, all teachers are teachers of pupils with special educational needs and EAL.

The name and contact details of the SEN co-ordinator.

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The name and contact details of the Designated Teacher for LAC

Andrea Cox

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SEN INFORMATION REPORT

- **The kinds of Special Educational Needs which are provided for in our school:**

As an inclusive school, we do not seek to closely restrict the special educational needs for which we make provision. We support a wide range of needs when budget, resources, and availability of expertise allow, spanning the four broad statutory areas:

1. **Communication and interaction:** For example, autistic spectrum disorder, speech, language, and communication difficulties.
2. **Cognition and learning:** For example, dyslexia, dyspraxia, and moderate learning difficulties.
3. **Social, emotional and mental health difficulties (SEMH):** For example, attention deficit hyperactivity disorder (ADHD) and emotional/anxiety barriers.
4. **Sensory and/or physical needs:** For example, visual impairments, hearing impairments, processing difficulties, and cerebral palsy.

In enrolling pupils with special educational needs, we conduct informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. It is our responsibility to make initial provision for a pupil through the school's devolved SEND budget. Thereafter, we utilize the process of applying for local Early Help Locality Funding (EHLF) if the pupil's and the school's needs make top-up funding a necessity. Within our mainstream site, we evaluate the needs of each pupil individually through constructive conversations with external agencies to ensure our environment can safely and robustly support them.

SEN INFORMATION REPORT

- Our school's policies for identifying children and young people with SEN 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 SEN
- How adaptations are made to the curriculum and learning environment of children and young people with SEN
- How our school evaluates the effectiveness of its provision for children and young people with SEN.

Staged Arrangements: Principles and Definitions

In agreeing our staged arrangements, the school operates in full alignment with the statutory **SEND Code of Practice (2015)** and current inspection framework expectations. Our provision is guided by the following core principles and definitions:

- **Quality-First Teaching and Special Provision:**
"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, Paragraph 6.37)
- **Targeted Intervention vs. Curriculum Access:**
Effective SEND provision is not simply about providing 'more' hours of core subjects like literacy or maths. Instead, our targeted interventions are designed to explicitly address a pupil's underlying learning, communication, or sensory needs, directly removing barriers to facilitate meaningful access to the wider school curriculum.
- **Holistic Progress over Administrative Compliance:**
We reject a 'tick-box' approach to monitoring. Defining achievement purely by the quantity of isolated short-term targets met rarely ensures rigorous evaluation of a pupil's genuine progress. True impact is achieved when ambitious, personalised goals are embedded directly into a high-quality, adapted curriculum, underpinned by our robust whole-school policy on assessment.

STAGE 1: Universal Quality-First Teaching and Universal Targeted Support

Definition: Well-differentiated, quality-first teaching, including, where appropriate, the use of short-term, small-group interventions. All vulnerable learners or those matching monitored profiles will be issued with a One-Page Profile outlining needs and universal classroom strategies. Where appropriate, pupils making targeted catch-up progress will be included on a Class Achievement Plan (CAP) and tracked via whole-school progress documentation.

- Universal Access: All learners will have access to high-quality, adapted, and quality-first teaching.
- Targeted Differentiation: Some vulnerable learners will have access to carefully adapted activities or approaches directly related to the school curriculum. This represents standard good practice in making teaching and learning accessible to pupils learning at different rates. These are typically pupils who are currently underachieving and need to make accelerated progress, but they are not automatically identified as having a Special Educational Need (SEN). This is considered a differentiation of the usual school curriculum—not a specialist intervention for pupils on the SEND Register.
- One-Page Profiles: All identified vulnerable learners will have a One-Page Profile to outline their main strengths, areas of difficulty, and the reasonable adjustments required to aid them in learning effectively.
- Provision Mapping: Some vulnerable learners will be included on a Class Achievement Plan (CAP) and/or a detailed whole-school provision map, which outlines and monitors additional interventions across the school. This provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need and recognise gaps in provision.
 - Highlight repetitive or ineffective use of resources.
 - Cost provision effectively and demonstrate accountability for financial efficiency.
 - Demonstrate to all staff how support is deployed.
 - Inform parents, the Local Authority (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 at Stage 1

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

- The analysis of rigorous data including entry profiles, baseline assessments, Early Years Foundation Stage (EYFS) profiles, and ongoing whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements using the universal cycle of the Graduated Approach (Assess, Plan, Do, Review).
- Proactively following up on parental/carers concerns.
- Tracking individual children's progress over time to identify flatlining or regressions.
- Close liaison with feeder nurseries and early years providers during transition.
- Information and files shared by previous schools.
- Information or diagnostic screening from universal health or early help services.
- Maintaining a regular monitor/vulnerability map for all learners receiving universal targeted adjustments (distinct from the statutory SEND Register).
- Undertaking, when necessary, more in-depth individual screening assessments—using commercially available assessments carefully chosen to deliver appropriate, useful info on a pupil's cognitive, communication, or sensory profile. This includes bilingual or first-language assessments where English is an Additional Language (EAL).
- Monitoring closely to identify if a lack of progress indicates a potential underlying special educational need that requires escalation to Stage 2 (SEND Support).

Curriculum Access and Provision for Vulnerable Learners

Where children are underachieving, the school provides universal support in a variety of ways, using a combination of these approaches to address targets identified for individual pupils:

- Teachers adapt and differentiate work natively as part of quality-first teaching.
- Small-group targeted withdrawal time or catch-up intervention.
- Explicit in-class scaffolded support or targeted individual withdrawal.
- Bilingual support and access to dual-language materials or translation software where

appropriate.

- Further bespoke differentiation of learning resources and environments.
- Structured peer-support networks, study buddies, or cross-age tutors.
- Accessible technology and assistive tools.

(Note: In exceptional circumstances, where it is formally agreed between parents/carers, the Headteacher, and relevant authorities that a temporary, legally-compliant flexi-schooling arrangement is in a child's absolute best interest, this will be bound by a strict, regularly reviewed agreement.)

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our universal provision for vulnerable learners is carried out via:

- Focused classroom observations and learning walks by the SENCO, Phase Leaders, or Senior Leadership Team (SLT).
- Ongoing baseline and exit assessments of progress made within short-term intervention groups.
- Regular work sampling and book scrutiny.
- Strategic scrutiny of medium-term and weekly lesson planning.
- Dedicated teacher consultations with the SENCO during Pupil Progress Meetings.
- Ongoing feedback from classroom teachers and support staff.
- Pupil interviews and student-voice sessions when setting or reviewing individual CAP or target profiles.
- Comprehensive pupil progress tracking using standardized school assessment data.
- Rigorous monitoring of CAPs and learning targets, evaluating their direct impact on pupils' daily classroom independence.
- Attendance records monitoring in liaison with local inclusion, attendance, or welfare teams.
- Regular strategic data meetings between the SENCO, Headteacher, and tracking leaders.
- Regular progress and provision updates delivered to parents/carers and the Governing Body.

STAGE 2: Additional SEND Support

Definition: Pupils are placed on the school's statutory SEND Register and offered additional SEND Support when their needs require interventions and adaptations that are "additional to" or "different from" the universally available, well-differentiated curriculum offer. These pupils meet the threshold of having a Special Educational Need or Disability as defined by the SEND Code of Practice (2015).

- **Strict Identification Thresholds:** Under-achieving pupils and pupils with English as an Additional Language (EAL) who do not have an underlying special educational need will not be placed on the SEND Register. Their needs will continue to be monitored and met via Stage 1 universal targeted systems.
- **Flexible Provision Tracking:** All interventions, provisions, and progress measures for pupils receiving SEND Support are systematically tracked. While all pupils at this stage are recorded on the school's centralised Provision Map or a Class Achievement Plan (CAP), not all pupils will require an individual IEP. Individual IEPs are reserved for pupils with more complex, multi-layered needs where highly specific, personalised targets must be monitored.
- **Early Help Locality Funding (EHLF):** A small number of pupils on the SEND Register may require additional funding (EHLF) to ensure their complex needs are met. This is typically required when external specialist agencies are heavily involved in assessment or provision design. Where the school can evidence that more than £6,000 above the Age Weighted Pupil Unit (AWPU) has been, or will need to be, allocated to a single pupil within one financial year, a formal application for top-up funding will be submitted to the Local Authority (LA), strictly aligning with the criteria published in the Local Offer.
- **Statutory Assessment Context:** Where a pupil presents with significant, severe, and sustained needs that cannot be fully met within the school's devolved SEND budget, the school will initiate a multi-disciplinary statutory assessment process alongside health and social care to consider the necessity of an Education, Health and Care Plan (EHCP).

Our Approach to Individual Education Plans (IEPs)

Where it is determined that a pupil at Stage 2 requires an IEP, the school utilises this format as a highly effective vehicle to deliver the statutory Assess, Plan, Do, Review (Graduated Approach) cycle required by the SEND Code of Practice (2015).

- **Focus on Underlying Barriers:** Our IEPs strictly record adjustments that are additional to or different from standard classroom plans. Targets must address the underlying cognitive, communication, physical, or sensory reasons why a pupil is experiencing barriers to learning—they will never simply demand "more literacy" or "more maths".
- **Evidence-Informed & Multidisciplinary:** IEPs are built upon robust, ongoing assessments and directly integrate the expert advice of external specialists and outside agencies.
- **Manageable & Functional:** Our IEPs are designed to be practical, live working documents for classroom teachers and support staff, ensuring they are easily monitored and evaluated during daily practice.
- **Time-Limited Progress:** IEPs are strictly time-bound. At each termly review, clear outcomes are measured, answering the question: "*Where to next?*"
- **Explicit Delivery Measures:** Each IEP specifies the exact frequency, duration, and nature of the targeted provision or intervention required to hit the objective.
- **Child-Centred Outcomes:** Targets explicitly declare what the *learner* will achieve and be able to independently do by the end of the academic cycle, rather than detailing what the teacher or teaching assistant will do.

Co-Production of IEP Targets and Review Cycles

Specific outcomes and targets within an IEP are co-produced and finalised through the universal Graduated Approach involving:

1. Collaborative discussion between the Class/Subject Teacher and the SENCO.
2. Structured consultation and co-production conversations with parents/carers and, where appropriate, the pupil.
3. Direct integration of professional recommendations from external services (e.g., Educational Psychology, Speech and Language Therapy).

4. Explicit referencing of the statutory provisions and outcomes set out if the child holds an EHCP.

All active IEPs are formally reviewed at least termly by class teachers in close consultation with the SENCO, with progress data shared.

STAGE 3: Education, Health and Care Plan (EHCP)

Definition: Stage 3 applies to pupils who hold a statutory Education, Health and Care Plan (EHCP). These pupils present with complex, severe, and long-term needs that require specialised, multi-agency provision coordinated by the Local Authority (LA).

- Access to School Provisions: Pupils with an EHCP maintain full access to all environmental adaptations, differentiated universal teaching, and targeted school tracking systems available at Stage 1 and Stage 2.
- Proactive Operational Compliance: Our school complies strictly with all statutory local arrangements, frameworks, and application guidelines when requesting:
 - Early Help Locality Funding (EHLF)
 - A Statutory Education, Health and Care Needs Assessment (Request for Statutory Assessment)The school ensures that all prerequisites for an application have been thoroughly met through ambitious, proactive, and well-evidenced Stage 2 SEND Support, showing effective deployment of our devolved school SEND budget.
- Implementation of Provision: Once an EHCP is finalised, the SENCO collaborates directly with classroom teachers and support staff to ensure all provisions specified within Section F of the EHCP are fully implemented. If the school determines that an Individual Education Plan (IEP) remains the most practical tool to break down these statutory long-term outcomes into manageable steps, an IEP will continue to be used alongside the plan.

Statutory Annual Reviews

In addition to standard termly progress monitoring, every pupil with an EHCP is legally entitled to a formal Annual Review of their plan.

- Framework Alignment: Our statutory review procedures fully comply with the legal mandates and timescales set out in Chapter 9 of the SEND Code of Practice (2015) and local authority policy and guidance.
- Timescale & Notice Integrity: The school adheres strictly to mandated legal timelines, providing a minimum of two weeks' notice to all invitees—including parents/carers, health care professionals, social care teams, and LA caseworkers. All progress data and compiled reports are distributed to attendees prior to the meeting.
- The Report Process: Following the review meeting, the comprehensive Annual Review report is completed and securely submitted to the Local Authority within the statutory 2-week deadline, allowing the LA to make its formal decision within 4 weeks of the meeting.

Roles and Responsibilities

Headteacher

- 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 board will delegate the day-to-day implementation of this policy to the SENCO
- 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 SENCO
 - discussions and consultations with pupils and parents

Special Educational Needs Coordinator

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

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of EHLF and those with EHCPs
- 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 SEN

- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an EHCP. Complying with requests from an EHCP Coordinator to participate in a review
- carrying out referral procedures to the LA to request EHLF and/or an EHCP when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 and those that transfer through their time at Mawsley C.P School pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that IEPs, where it is agreed they will be useful for a pupil with SEN, have a high profile in the classroom and with pupils (see section below on IEPs)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEN).
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate
- liaising with the school's Inclusion Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with SEN (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners

Class teacher

- liaising with the SENCO to agree:
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have SEN.
 - which pupils (also on the provision map) require additional support because of a SEN and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an IEP to address a special educational need (this would include pupils with EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with SEN to work on agreed targets which are "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies. (SENCode of Practice 2014)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

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
 - 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 in receipt of EHLF and/or with EHCPs are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of EHCPs are prescribed in the SEND Code of Practice (September 2014)

SEN 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.
- Where appropriate and legitimate, we endeavour to provide adapted 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, ensures that all curriculum experiences are available to all pupils in the school (such as educational visits and extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in full 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 leaders monitor planning, work, and progress data, and when they or senior leaders carry out classroom learning walks or observations of teaching and learning, 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 classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

SEN INFORMATION REPORT

- **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

- Support for improving emotional, mental, and social development: This includes extra pastoral support arrangements for listening to the views of children and young people with SEND, and targeted measures to prevent bullying.
- The social, emotional, and mental health (SEMH) development of children is rigorously discussed at termly pupil progress meetings and provision map reviews between the SENCO and the class teacher.
- Nominated, trained adults—including a school Emotional Literacy Support Assistant (ELSA)—are deployed to provide targeted intervention when a child requires emotional or pastoral support on a regular basis.
- Teaching Assistants (TAs) regularly check in with their allocated children to formally or informally gather and record their views on school life and well-being.
- The SENCO, school leaders, and class teachers regularly carry out structured pupil interviews and "student voice" sessions specifically with young people with SEND to inform provision.

SEN 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.**

- Expertise and Training of Staff: In accordance with Chapter 6 of the SEND Code of Practice (2015) and updated statutory regulations, our SENCO is a qualified teacher working at our school. If a new SENCO is appointed, they will complete the mandatory National Professional Qualification for Special Educational Needs Co-ordinators (NPQ for SENCOs) within three years of their appointment, unless they already hold the historic NASENCO qualification.
- The SENCO and the Designated Teacher for Children Looked After (CLA) will regularly attend local authority network meetings and professional development forums.
- All staff will receive regular training on how to best support all vulnerable learners and maximise their achievement, as an integrated part of the School Development Plan and our annual schedule of Continuous Professional Development (CPD). Specific training needs for individuals or departments will be systematically identified and met through the appraisal and performance management process.
- Specialist advice and expertise in relation to the assessment and support of individual pupils will be secured, as far as possible, through the local SEND Local Offer pathways, targeted external services, and NHS services.
- All staffing appointments made to support vulnerable learners will be carried out in strict accordance with equal opportunities legislation, employment law, safer recruitment policies, and current best practices.

SEN INFORMATION REPORT

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

- **Securing Equipment and Facilities:** 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 LA for EHLF.
- Specialist equipment and expertise in relation to its use will be purchased, hired, or commissioned by the school from the open market, subject to the usual guarantees, service level agreements, and quality assurance criteria.
- 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.

SEN 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 SEN 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 the 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 SEND, involving parents in the drawing-up and 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 local SENDIASS (Information, Advice and Support Service) available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with EAL.

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 using layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Where appropriate, share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress.
- (For some pupils with special educational needs and disabilities) monitor their success at achieving the targets on their IEP.

Governing Board

- The governing board will approve this policy at each review, ensure it complies with the law, and hold the headteacher to account for its implementation.
- The governing board will appoint a senior board-level (or equivalent) SEND Governor to monitor the effectiveness of this policy in conjunction with the full governing board.

SEN 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 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:
 - Early Help Assessment (EHA) team
 - Child and Adolescent Mental Health Services (CAMHS)
 - Educational Psychology Service (EPS)
 - Northamptonshire Information, Advice and Support Service (IASS / SENDIASS)
 - Northamptonshire Hearing and Vision Specialist Team
 - Local NHS services
 - Targeted Early Help
 - Education and Inclusion Partnership Team (EIPT)
 - Multi-Agency Safeguarding Hub (MASH)
 - SEND Support Service (SSS) / Local Inclusion Teams
- In accordance with the SEND Code of Practice (2015), we invite all relevant agencies to contribute to Annual Review meetings, transition meetings, and specific provision planning meetings involving pupils with SEND in our school. For pupils with EHCPs, 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 to be as familiar as possible with best practice when the special educational needs or disabilities of a pupil are very specific (e.g., autism, visual impairment, etc.).
- 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 SENCO or the Designated Teacher for Children Looked After (CLA), but in some cases, it can be another member of staff who we have identified as a key worker.

SEN INFORMATION REPORT

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

- We will ensure a smooth transition into our school from the previous phase of education 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. For pupils with EHCPs, next-phase destinations and transition arrangements will be discussed at statutory review meetings, convened in collaboration with the local authority EHCP Caseworker.
- An individual transition plan will be produced. Where appropriate, this will be integrated directly into the pupil's IEP, One-Page Profile, or Class Achievement Plan (CAP).
- Support for the pupil in coming to terms with moving on will be carefully planned and will include, where appropriate, familiarisation visits. Pupils will be included in all standard "class transition days" to the next phase, but may also be offered additional, targeted transition visits.
- Pupils and parents/carers will be encouraged to consider all options for the next phase of education. The school will involve outside agencies, as appropriate, to ensure information is comprehensive, easily accessible, and understandable. Accompanied visits to prospective providers may be arranged as appropriate.

Admission Arrangements

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

SEN INFORMATION REPORT

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

Complaints Procedures for SEND and EAL Provision

- 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 the SENCO.
- If the matter remains unresolved, it will be escalated to the Headteacher.
- The SEND Governor may be involved at an appropriate stage if necessary.
- In the case of an unresolved complaint, the issue should be formally escalated through the school's general Governors' Complaints Procedure (please see the separate, standalone *Complaints Policy*).

SEN 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 EHA team and Multi-Agency Safeguarding Hub)

Links with Other Services

Effective working links will also be maintained with:

Information Advice Support Service (SENDIASS Northamptonshire): Contact no: 01604 636111 [SEND Information Advice Support Service | North Northamptonshire Council](#)
(northnorthants.gov.uk)

Virtual School Northamptonshire: Contact No: **01604 365912**

[Virtual School | North Northamptonshire Council \(northnorthants.gov.uk\)](http://northnorthants.gov.uk)

Educational Psychology Service: Contact No: 01604 361416

[Educational Psychology Service | North Northamptonshire Council \(northnorthants.gov.uk\)](http://northnorthants.gov.uk)

Educational Inclusion Partnership (EIP) Team: Contact No: 0300 126 1000

[Support for schools - help with a child's attendance issues | North Northamptonshire Council \(northnorthants.gov.uk\)](http://northnorthants.gov.uk)

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language (EAL) is a pupil whose first language is not English and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have SEND but are recognized 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 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 the mainstream environment 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 high-quality, inclusive strategies, targeted interventions, and the skilled adaptation of the usual school curriculum.

Admissions

No pupil will be refused admission based on 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 their 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 the acquisition of English; this will be provided through universal quality-first teaching and, where appropriate, targeted internal interventions.

The following provision can be expected:

- A first-language/mother-tongue assessment may be applicable where an underlying SEND is suspected or where further diagnostic information needs to be gathered in the pupil's first language.
- Pupils will be provided with tasks that match their cognitive and academic ability. Initially, this may involve scaffolded or linguistically simplified activities until the pupil's academic strengths can be more fully assessed. Pupils will not be placed on the SEND Register unless a distinct special educational need or disability is indicated.
- Work in class will be adapted and scaffolded for the pupils to lessen linguistic difficulties without 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 and translation

facilities, teaching support on a 1:1 or small-group basis, structured peer-group support, and the 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, curriculum adaptations will be made to ensure they access learning at an appropriate, challenging level.
- The progress of EAL pupils will be monitored against school and national progress 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 SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND Register for reasons of EAL alone.

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 about 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 formats.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

- Children who are Looked After (CLA) or 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, developmental trauma, and multiple placement moves. These barriers to learning can affect their educational outcomes and their personal, social, and emotional development.
- There are commonly identified structural and emotional reasons why children who are in local authority care may face barriers to making expected progress at school:
 - Placement instability and disruption.
 - Unsatisfactory or disrupted historical educational experiences.
 - Excessive time spent out of school or during transitions.
 - Insufficient targeted help if they fall behind.
 - Unmet complex needs (emotional, mental, and physical).
- There is a statutory requirement for all schools to have a Designated Teacher (DT) for Children Looked After (CLA) and Previously Looked After Children (PLAC). The responsibilities of our Designated Teacher include:
 - Monitoring the academic and holistic progress of children who are looked after to ensure they have the best life chances possible and complete access to the full range of opportunities in school.
 - Ensuring that children in care have rapid access to the appropriate internal and external networks of support.
 - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed and updated termly (at least every six months) in line with local authority protocols.
 - Ensuring that highly confidential information concerning the education of children in care is securely transferred between relevant agencies and individuals.
 - Preparing a robust report on the child's educational progress to contribute directly towards their statutory LAC Review. (These are usually held at six-monthly intervals, or more frequently if there is an escalating concern).
 - Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer / IRO) with social workers and, where necessary, the carers and a member of the Virtual School team.
 - Liaising directly with the child's allocation social worker to ensure that there is always transparent and effective communication.
 - Celebrating the child's successes and explicitly acknowledging the progress they are making across school life.

Our school works in close partnership with Virtual School Northamptonshire (VSN), which promotes the educational needs of Children in Care and strictly monitors admissions, PEP compliance, attendance, and the minimisation of exclusions.

Inclusion of pupils who are very able and/or talented

Definition

In this section, the term 'More Able' (or High Attainers) refers to pupils who demonstrate a broad range of achievement at a very high level and possess highly developed learning skills across the curriculum. The term 'Talented' refers to pupils who excel in one or more specific fields, such as sport, drama, or music, but who may or may not perform at an advanced academic level across all areas of learning.

Ethos and Aims

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

The overarching aims of our school emphasize teaching and learning that explicitly considers the needs of all children. We maintain an uncompromising commitment to giving all our children every opportunity to achieve the highest possible standards. This policy guides the specific ways in which this enrichment happens for our more able and/or talented children.

Provision

Teachers hold high expectations and plan intentionally to meet the diverse learning needs of all children. We provide every child with the opportunity to show what they know, understand, and can do. Across our curriculum, teachers achieve this by offering open-ended, scaffolded opportunities that allow pupils to stretch their understanding, providing:

- Complex tasks linked to reasoning, mathematical skills, science, or technology that allow children to respond at an advanced level to demonstrate their depth of learning.
- Expression-based tasks linked to structured discussion, performance, music, or art that demonstrate a sophisticated understanding of the key learning intentions.
- Extended written opportunities that allow pupils to demonstrate a high-level command of the subject matter.
- Student-led options (e.g., 'design your own outcome') that empower children to determine their own creative way to synthesize and demonstrate their learning.
- Targeted opportunities for children to progress through their curriculum work at an accelerated, personalised pace where appropriate.

Children encounter a variety of supportive organisational strategies as they move through the school. Each strategy underpins learning for all pupils while ensuring due regard and extension are given to the more able learner.

We teach children in their standard mixed-ability classes or across year-group cohorts utilising highly effective adaptive teaching methods. In exceptional circumstances, individual pupils may temporarily work with cohorts above their chronological age for specific, targeted lessons or subject areas.

A wide range of extra-curricular activities and clubs are offered to our children. These activities provide our more able and/or talented children with rich opportunities to further extend and apply their skills in specialised fields.