INCLUSION/SEND POLICY

This Aldborough Primary Policy applies to all stakeholders.

DATE OF GOVERNOR APPROVAL	**Spring 2026**
REVIEW FREQUENCY	**Annually**
REVIEW DUE	**Spring 2027**
STATUTORY REQUIREMENT	**YES**

AMENDMENTS

Date	Summary of Amendment/s
January 2022	Standardised terminology, updated APDR, updated named individual
January 2023	Update to Inclusion principles Update to planning arrangements Removal of Covid 19 additions
February 2024	Update to named SENCo and SEND governor. Update role change from TA to LSA.
February 2026	Update to name of SEND governor

Introduction

Our SEND policy sets out how the school will support and make provision for pupils with special educational needs and disabilities (SEND). It explains the roles and responsibilities of everyone involved in providing for pupils with SEND. It informs parents, teachers, support staff and governors about what inclusion looks like at Aldborough Primary School.

This policy replaces the Special Educational Needs Policy, the Gifted and Talented Policy, guidance for Looked after Children, guidance for pupil premium pupils, guidance for pupils with English as an additional language and school guidance on identifying pupils who may not have a special need but who nonetheless are not learning at a rate commensurate with standards at the end of primary school.

At the heart of this policy is equality and suitability of access to the education offered. We recognise that some children may have barriers to their learning based on prior experiences, genetics or environmental circumstances. We also recognise that some children are able and talented. All such children may be viewed as **vulnerable learners** and without the protection of this policy it could be that they are seen to need exclusive provision as opposed to inclusive provision.

Our school vision is to energise everyone to take responsibility for their learning and to inspire each other to be the best that we can be. This is underpinned by our core values:

- Individuality
- Respect for each other
- Pride in our school
- Community and Collaboration

Policy Aims

- To ensure our approach to Inclusion is shared and understood.
- To ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for our vulnerable learners.
- To work in a cooperative and productive partnership with the Aylsham Cluster Trust and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To work in cooperation with families to meet the needs of all learners at Aldborough.
- To promote children's self-esteem and emotional well-being.
- To support vulnerable learners in maintaining relationships based on respect for themselves and others.

Inclusion Principles

- We respect the right of all children in our school, irrespective of differences, to access the learning that is necessary for their self-fulfilment and eventual development into active and responsible adults. This holistic ethos ensures vulnerability to learning does not overshadow the development of the well-rounded individual.
- As such, we recognise that achievement is not purely limited to academic success in core and foundation subjects, but also in personal and social development.
- We endeavour to achieve maximum inclusion of all children focussing on individual progress as the main indicator of success.

- We believe assessment of need and carefully considered support are essential ingredients of success.
- We strive to make a clear distinction between underachievement and a special educational need. For example, some children 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 support and interventions are put in place to help these children catch up.
- We recognise the learning trajectory for some children is different to that of the expected age-related trajectory needed to keep in line with National standards. Whilst the specific needs are being/awaiting assessment and identification, the widening gap means that SEND provision must be planned for through the graduated approach. We will make every effort to provide support to narrow the gap and assist with identification.
- We know some children will have a special educational need that **may** lead to lower-attainment (though not necessarily to under-achievement) personally, socially or academically. It is our responsibility to ensure that children with special educational needs have the maximum opportunity to achieve and attain in line with or above their peers and / or to the best of their ability.
- We recognise a 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.
- We do not consider English as an Additional Language (EAL) as a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for learners.
- Aldborough believes in a holistic approach to very able/talented pupils. Individual learning opportunities are provided to stretch and support these pupils to achieve their best as part of our provision for learners.
- We strive to collaborate with our community, creating successful partnerships with families.
- We recognise the importance of working with families and will provide support and advice to assist families to support our work with vulnerable learners.
- We endeavour to provide inclusive support (which may be out of class support) through the creative use of funds from the school's devolved budget, including additional teaching support and/or Education Support Staff. Aldborough believes in vulnerable children having the support of teachers as well as support staff.
- If a child's need is such that it takes away the right of others to learn, we will endeavour to work with the family, other schools and the authority towards a positive outcome for the child.
- Admission to Aldborough is dealt with by the LA and therefore vulnerable learners (for whom this policy is aimed at) will be admitted under the same criteria as any other child applying for a school place. Advice will be sought if the resources to address the need are considered to be at the detriment of other children.
- We believe a growing independence and individual progress is key for all children.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENDCo, Mrs Rebecca Gale will:

- Work with the SEND Governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- As the Designated Teacher for Looked After Children (LAC & Post-LAC), carry out duties to promote their educational attainment including supporting decisions regarding funding.
- Ensure the school keeps the records of all pupils with SEND up to date.

The Head Teacher, Mrs Helen Bearman, will:

- Take overall responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions (with governors) and operational decisions which will maximise their opportunity to learn;
- Seek specialist advice and expertise in relation to assessment and support of individual pupils. This will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school;

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The SEND governor, Mrs Victoria Dorras, will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Work with the Head Teacher/SENDCo to determine the strategic development of the SEND policy and provision in the school.

Class Teachers are responsible for:

- Provision of quality first teaching, with adapted teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge;
- Effective deployment of resources – including learning support assistant support - to maximise outcomes for all groups of vulnerable learners;
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Liaising with the SENDCo to identify which pupils require additional support because of a special educational need. Some of these pupils may require advice/support from outside professionals and therefore, a support plan to address a special educational need should be set up in consultation with the pupil and their family;
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision in consultation with the pupil and their family;
- The progress and development of every pupil in their class, including vulnerable learners;
- Keeping accurate records of support and intervention along with general assessments and achievements to enable future assessment of need to be accurate and evidence-based.
- Ensuring they follow this SEND policy.

SEND Information report

The report will include:

- Information about the proportion or percentage of pupils within our school in each of the four broad categories of need (Cognition and learning, Communication and interaction, Social, emotional, mental health, Physical and/or sensory) and will make clear that pupils may also have secondary needs that are not represented in this data. It will not be possible to personally identify any pupils from the data in the report and where possible data is represented visually;
- hyperlinks or signposting to the school's SEND policy, the school's accessibility plan, the school's safeguarding policy and procedures, the school's behaviour policy, the school's complaints procedure statement, information about how the school supports pupils with medical conditions, Information about the setting's admission arrangements and equality information and objectives;
- information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including how the school evaluates the effectiveness of its provision for such pupils, a hyperlink or signposting to the provision map, an explanation of how progress in different areas is measured and assessed using initial assessment, how often pupils are assessed, how

assessment feeds into pupil reports and pupil progress review meetings, how interventions are used to help pupils who need additional support to make progress, how outcomes are evaluated and impact is measured;

- the school's arrangements for assessing and reviewing the progress of pupils with special educational needs including an explanation of SEN Support (the graduated approach – assess, plan, do, review),an explanation of when it would be appropriate to request an EHC needs assessment and information about how pupils with SEND and their families are involved in the review of SEN Support and EHC Plans;
- information about the school's approach to teaching pupils with special educational needs, including how lessons are planned, structured, delivered and adapted, how instructions are given and adapted, how understanding is checked, how pupils are grouped, how engagement with learning is supported, and how lesson/activity transitions are supported;
- information about how the school adapts the curriculum and learning environment for pupils with special educational needs including how written information is made more accessible, how the curriculum is adapted, how technology is used to help make the curriculum more accessible, how the curriculum is adapted or made available to pupils who have ongoing medical or health needs, and how the physical environment is adapted to meet the needs of pupils with SEND;
- examples of interventions used to support cognition and learning, interventions used to support communication and interaction, interventions used to support social, emotional and mental health, interventions used to support physical and/or sensory needs and interventions used to support special educational needs (SEN) with English as an additional language (EAL);
- information about how pupils with SEND are enabled to engage in all activities including support, therapies, specialist equipment and the physical environment;
- information about the support that is available for improving the emotional, mental and social development of pupils with special educational needs, including the ethos and culture of the setting, how pastoral care is organised and what is offered, whole school approaches and/or interventions for developing emotional literacy, teaching and practice of relaxation techniques and access to expert advice and support;
- the name and contact details of the SEND Co-ordinator;
- 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 including information about the qualifications held by the SEND Co-ordinator, the specialist SEND training undertaken by teachers and teaching assistants recent or upcoming whole school training on any area(s) of SEND and people commissioned to provide specialist expertise within the school;
- information about how SEND funding in the last academic year has been used (e.g. costed provision map) and how SEND funding in the current academic year is being spent;
- the arrangements for consulting and involving parents of children with special educational needs including how parent carers can communicate with the SEND Co-ordinator/teachers on a day-to-day basis, how parent carers of children with SEND are supported to give their views and participate, how parent carers views are used to inform the review and development of the school offer and policies;
- the arrangements for consulting young people with SEN about, and involving them in, their education, including how pupils with SEND are supported to participate, understand and give their views;
- arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school;

- information about what parent carers should do if they are not happy with the provision made available to their child and how to make a formal complaint to the school;
- how the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils;
- the contact details of support services for the parents of pupils with special educational needs, including information about the Norfolk SEND Information, Advice and Support Service (IASS);
- the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education;
- Information on where the local authority's local offer is published including signposting or hyperlink.

The SEN Information Report will be friendly, helpful, accessible and dated.

Early Identification of Children's Needs

The Class Teacher, support staff, Head Teacher, SENDCo and parents all have a part to play in the early identification of children in need of differentiated and/or additional learning strategies. It is the teacher's responsibility to identify next steps and to plan for learning opportunities to give the best possible outcomes for all children. This will include monitoring/tracking individual children's 'progress' over time (academic, physical, social or emotional). Where there is a growing concern that despite support, outcomes are not improving, teachers must investigate further.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The following may support this process:

- Class-based formative and summative assessment;
- The analysis of data including entry profiles, Foundation Stage Profile scores, EAL Language assessments, reading ages, other whole-school pupil progress data;
- Meeting and following up parental concerns/information;
- Liaison with feeder nurseries/schools on transfer;
- Undertaking, when necessary, a more in depth individual assessment - this may include observations, use of 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;
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHCP).

Consulting and involving pupils and parents/carers

Early discussions with the pupils and their parents/carers will take place when identifying whether a pupil requires special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

We will notify parents when it is decided that a pupil will receive SEND support.

Provision for Vulnerable Learners

Nationally, provision for some pupils may be offered up to the age of 25. It is therefore important if the SEND need is great, that this policy is read within the wider context of the School's Local Offer and also that of Norfolk County Council, (see school website for links).

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND with adaptations made to ensure that all pupils' needs are met. All learners are to have appropriately differentiated access to quality first teaching (see DDA compliance and Single Equality Policy).

The following adaptations may be made:

- Adapting the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

All learners are to have appropriately adapted access to quality first teaching (see DDA compliance and Single Equality Policy). Some vulnerable learners will have access to provision over and above the normal differentiation of class teaching.

- 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-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.

- The Class Teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs drawing:

  - on the teacher's assessment and experience with the pupil;
  - their previous progress and attainment and behaviour;
  - other teachers' assessments, where relevant;
  - their individual development in comparison to their peers and national data;
  - the views and experiences of parents/carers;
  - the pupil's own views;
  - advice from external support services, where relevant.

  - Once the pupil's needs are established, learning plans will be drawn up by the class teacher. These will be shared and discussed with the pupil's parents, the pupil and the SENDCo. See Appendix 1.
  - All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.
  - Intervention for pupils with SEND needs will be identified and tracked at classroom level. Records need to be coherent enough to be able to review progress and to share this orally with parents/carers.
  - The SENDCo will also have continuous records as a result of Termly pupil progress meetings with classroom staff.
  - Where a pupil is in receipt of an Education Health and Care Plan, recording outcomes of provision for the objectives stated on the plan is a necessary requirement for statutory reviews. An IEP may be the best form of record. **See Appendix 2 EHCP**

Our belief is that all provision should children enable children to make independent progress. This may or may not enable them to attain the expected standard but the intention is always to narrow the gap.

Monitoring and Evaluation for Vulnerable Learners

The class teacher, Support Staff, Head Teacher, SENDCo, SEND governor, parents and the vulnerable learner all have a part to play re Monitoring and Evaluating the **effectiveness** of provision.

The following may be useful:

- Class-based formative and summative assessment
- Outcomes recorded at Pupil Progress Meetings between the **Classroom Staff** and the SENDCo.
- Ongoing assessment of progress made by teachers or support staff leading intervention groups.
- Work sampling - books of vulnerable learners are retained.
- Pupil interviews to discuss their wishes and feelings.
- Repeated classroom observations by the HT/SENDCo, class teachers and/or external agencies.
- Gathered information from parents/carers
- The analysis of data including Foundation Stage Profile scores, EAL Language assessments, reading ages, other whole-school pupil progress data.(NB it is not always possible to monitor quantitatively using the whole school system (Pupil Asset).

- Review Meetings eg for an Education Health and Care Plan or Personal Education Plan (PEP)
- Attendance records and liaison with Attendance Officer

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers by:

- 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
- 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
- working effectively with all other agencies supporting children and their parents
- agreeing areas for development for those not making expected progress and involving parents in monitoring progress
- 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.
- providing all information in an accessible way, including, where necessary, 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 evaluating their progress. We endeavour to fully involve all pupils by encouraging them to:

- tell us their views about their learning;
- identify what might make learning easier for them;
- recognise their success;
- consider what they would like to get better at.

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next school. Pupils with Education Health and Care Plans will have transition arrangements discussed at plan review meetings convened by the plan coordinator in the year BEFORE transition I.e.Yr5.
- Pupils and parents will be encouraged to consider all options for the next stage 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.

Inclusion of pupils with English as an Additional Language (EAL)

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.

Definition: A pupil who has 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 of 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.

Aldborough believes language acquisition for learners with EAL is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum. Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Additional support will be given to improve acquisition of English.

The following provision can be expected:

- Initial assessment of EAL
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language.
- 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. This may mean the child will be working with children of average ability in the first instance.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching and teaching assistant support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Gaps in the curriculum will be addressed at the time of teaching as part of differentiation. 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.
- Provision and Progress of EAL pupils will be recorded and monitored for effectiveness as part of teacher records and in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.
- The routine and prolonged withdrawal from mainstream of children with (EAL) is not recognised as good practice and will not feature in our school.
- **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. Where parents do not speak English, we endeavour to communicate effectively.

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;
- There are commonly understood reasons (Social Exclusion Unit Reports) 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
    - Early neglect/unmet needs, emotional, mental, physical
    - Attachment issues

- Separation and loss
- Trauma

This school will fulfil its statutory obligations to have a designated teacher for looked after children. Currently it is the SENCO. She takes responsibility for:

- Monitoring the progress of children, to ensure that they have the best life chances possible;
- Ensuring that children have access to the appropriate network of support both in and out of school;
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months;
- Ensuring information is transferred between agencies and individuals at appropriate times;
- Preparing a report on the child's educational progress which will contribute towards the statutory review, (chaired by the Independent Reviewing Officer);
- Discussing feedback from the statutory review 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 with parents and acknowledging the progress they are making;
- Delegating the task of using LAC funding to the class teacher for resources that may support the progress and development of the child.

Our school will work closely with the county's Virtual School (VS) for Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are Very Able and/or Talented

Our school recognises the term 'very able' in relation to children who have very well-developed learning skills and a broad range of achievement at a very high level. 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.

Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able child may be identified in our relatively small school via both children and adults in the school but we may only really identify very able children once they are in KS2. A talent may be more readily identified early in a child's schooling.

Within the school day very able and talented children will access differentiated activities to enable them to make progress and succeed. Success will be celebrated. Breadth as well as depth will be planned for. With mixed age classes it is easier to accommodate very able and talented children.

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, musical, performance art and some specialist teaching and partnership projects with primary and the secondary schools in our cluster.

The school will work with any children who, whilst showing a talent or very able, may not have such well-developed social and emotional attributes.eg through social stories etc.

Complaints

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

Appendix 1

Our approach to separate planning

We recognise Individual Educational Plans (IEPs) are no longer prescribed in the SEND Code of Practice 2014, replaced by an 'Assess Plan Do Review' process that forms the graduated approach. This process will be recorded in a Learning Plan, which 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;
- be accessible via Public Server;
- be based on informed assessment and may include the input of outside agencies;
- 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.
- involve discussion, wherever possible, with parents/carers and pupil.
- be reviewed termly.

The APDR Plans are **essential evidence** of the cycles of intervention accessed when applying for an EHCP. For some pupils having a Learning Plan is a sensible approach to logging the journey to a possible EHCP. Having a PUPIL PROFILE front sheet would be useful too.

Appendix 2

Statement of Special Educational Needs or Education Health and Care Plan

- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.
- Pupils with an Education Health and Care Plan will have an Annual Review of their statement/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.

Appendix 3

SENDCo Qualification

- In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs & Disabilities Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment.
- Mrs Rebecca Gale was appointed as SENDCo in September 2022 (temp) and this position was made permanent in July 2023. Mrs Gale completed her SENDCo Award in October 2024

Appendix 4

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the local authority for additional Funding.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Historic Policy changes:

Review Date	Changes Made
April 2016	Created and agreed with DHT
September 2016	Changes in organisation of text and incorporation of the new arrangements re SEND Co for 2016 2017
Summer 2017	Removed 'repeated' phrases identified by SEN Gov.
March 2019	Removal of SENDCO Assistant
November 2020	Equality Impact Assessment Completed; Remote Learning Policy links included