

# 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)*



**George Eliot**  
Primary School

<b>Created:</b>	<b><u>October 2014</u></b>
<b>Date ratified by Governing Body:</b>	<b><u>1 December 2014</u></b>
<b>Signed:</b>	<b><u>Chair of Governors</u></b>
<b>Review due:</b>	<b><u>October 2015</u></b>

## **Inclusion Statement**

At George Eliot Primary School we seek to achieve maximum inclusion of all our children (including vulnerable learners) whilst meeting their individual needs. We require teachers to deliver differentiated learning opportunities for all children within the school and to provide materials appropriate to their interests and abilities. Special Educational Needs may be an explanation for delayed or slower progress, it is not an excuse, and we make every effort to *narrow the gap* in attainment between vulnerable learners and their peers. And, although EAL (English as an Additional Language) is not deemed 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.

Across the school, we focus on individual progress as the main indicator of success. We strive to make clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs. Some pupils may be underachieving but will not necessarily have a special educational need so it is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils ‘catch up’. Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). Again, it is our responsibility to ensure that these pupils have the maximum opportunity to achieve well and *make progress in line with their peers*. The 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.

## **Aims and Objectives of the Policy**

The aims of our inclusion policy and practice are:

- To provide curriculum access for all;
- To secure high levels of achievement for all;
- To meet individual needs through an appropriate range of provision;
- To attain high levels of satisfaction and participation from pupils, parents/carers;
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and the choice of intervention leads to good learning outcomes;
- To ensure a high level of staff expertise to meet pupil need, through targeted continuing professional development;
- To work in cooperative 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 overall responsibility for the ongoing implementation of the Inclusion Policy. The SENCo and the Inclusion Manager are responsible for reporting regularly to the Headteacher and the governor with responsibility for SEN, on the ongoing effectiveness of the policy.

The Literacy Leader has responsibility for Ethnic Minority Achievement (EMA) and has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff in school have a responsibility for maximising the achievement and opportunities for all 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 REPORT**

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

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 success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Autistic Spectrum Disorders;
- Learning Difficulties;
- Hearing Impairment;
- Speech, Language and Communication Difficulties;
- Social and Emotional Needs.

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 High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately taught elsewhere. However, we do not rule this out and make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

#### **SEN INFORMATION REPORT**

- **Identification of Individual Pupil 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.**

At George Eliot Primary School, pupils with special educational needs are identified in a holistic way. Firstly, all documentation and information from receiving schools and Early Years Providers is scrutinised for evidence of any pre-existing special educational needs, for example, SLCN (Speech, Language and Communication Needs). This information is shared with the SENCo and the class teacher to ensure that appropriate provision is put in place when the child is admitted. For example, pupils who have been receiving Speech and Language Therapy in the community are transferred to the Speech & Language Therapist, Kate Riley, who works with the school. Once pupils are attending the school the identification of their needs falls into two broad categories; Cognition and Learning and other needs. However, we are constantly mindful that children's needs can be complex and cover more than one of the four areas of need identified in the Code of Practice:

### **Cognition Learning**

- Characterised by difficulties in learning, meaning that some children learn at a slower rate than others;
- Finding learning significantly more difficult than other children of their age;
- Specific difficulties such as Dyslexia.

### **Communication and Interaction**

- Characterised by difficulties in understanding the language that other people have used when speaking to them (receptive language);
- Difficulties in using appropriate language to communication with others (expressive language);
- Autistic Spectrum Disorders.

### **Social, Emotional and Mental Health Difficulties**

- Characterised by children whose special educational needs may have had an impact on their behaviour and/or well-being in school.

### **Sensory and/or Physical Needs**

- Includes pupils who are visually impaired (VI) or hearing impaired (HI).

**Identification of Children Whose Needs are primarily to do with Cognition and Learning.**

The identification of children who are having difficulty with their learning is done in the first instance by class teachers. All children have access to quality first teaching which is differentiated to meet the needs of all learners. This is known as **Wave 1**. Wave 1 is everybody's responsibility (1.24 p13 /6.16 p94, revised SEN Code of Practice). The SENCO may strategically support colleagues, but the fundamental responsibility (including the effective deployment of support staff) rests with class teachers. As the revised QTS standards implies: 'Every teacher is a teacher of SEN'. Children's needs should be identified and met as early as possible through:

- The analysis of data, including Target-Tracker;
- The classroom-based assessment and monitoring arrangements (cycle of planning, action and review);
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs (it may include a bilingual assessment where English is not the first language);
- Following up parent/carer concerns;
- Tracking individual children's progress over time;
- Liaison with feeder nurseries on transfer;
- Information from previous schools.

If a child's learning needs cannot be met through quality-first-teaching they may require an intervention at **Wave 2**. Wave 2 interventions are directed by the Deputy Headteacher, Children are usually identified for a Wave 2 intervention at a progress meeting, but this can be done in consultation between the Deputy Headteacher and the SENCo. Children receiving a Wave 2 intervention (for example a Catch-Up programme) are not necessarily SEN and will not appear on the SEN register. However, there is a degree of overlap and sometimes a pupil with special needs will benefit from a Wave 2 intervention. Progress with the Wave 2 intervention is monitored by the class teacher and overseen by the Deputy Headteacher and, if after a term a pupil has not made expected progress, then a Wave 3 intervention can be considered.

**Wave 3** interventions are specific, targeted support for pupils with special educational needs whose learning needs have not been met at Wave 1 or 2. This will include pupils with a Statement of Special Educational Needs and those with an Education Health Care Plan. 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 at Wave 1 or Catch-Up interventions at Wave 2.

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 their progress will be closely monitored).

Interventions for pupils on the SEN list will be identified and tracked by the SENCo, in conjunction with the senior leadership team.

It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This will be particularly relevant where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority.

IEPs (Individual Education Plans) are no longer prescribed in the SEN Code of Practice 2014. At George Eliot these have been replaced by Additional School Support Plans. Any child in receipt of a Wave 3 intervention will have an Additional School Support Plan. Like the former IEP these plans will be agreed with the pupil and parents/carers and reviewed termly. The Additional School Support Plan details the whole package of SEN support that is available for any pupil on the SEN register. This includes differentiation at Wave 1 as well as all interventions (at Waves 2 and 3) and any additional support from, for example, the Speech & Language Therapist.

Additional School Support Plans will be time limited. They are designed to record, track and monitor the effectiveness of SEN provisions for individual children. They are intended to make it easier for staff to assess the impact of the interventions that have been put in place and give regular (termly) opportunities to change, increase or otherwise alter the provision to ensure that children have the right level of support to make the expected levels of progress.

Any pupil who enters the school with pre-existing learning needs can be 'fast tracked' to a Wave 2 or Wave 3 intervention as appropriate and depending on the information obtained from the previous school, together with the results of baseline assessments at George Eliot.

### **Identification of Children Whose Needs are Primary NOT Related to Cognition and Learning.**

Not all Special Educational needs are to do with learning (see above), although many of them can impact on a child's ability to learn. However, some needs may not immediately manifest as a learning difficulty. For example, a child on the autistic spectrum may work well in the structured environment of the classroom but become anxious at break or lunchtimes. It is very important that although the behaviour policy needs to be strictly adhered to, all children's behaviour should be seen in context and reasons should always be sought for any unusual or unexplained behaviour because this could be indicative of an unidentified special educational need, for example, autism, speech & language difficulties or a hearing impairment. If staff are concerned that a child may have an additional need that is not primarily to do with their learning, this should be discussed in the first

instance with the phase leader.

The SENCo can be asked to do an observation of the pupil and may offer advice for strategies to use in class (at this stage this would still be considered as Wave 1). Parents/carers will be consulted about the concerns and their perspective sought. If the problem appears to be social or emotional in origin a referral can be made to the Inclusion Manager for an intervention such as support from a Learning Mentor, counselling or Art Therapy.

If the concerns persist then a formal referral should be made to the SENCo (see Appendix 2). The SENCo will assess what has already been done, meet with parents/carers and decide which course of action to take. This could include any of the following (this list is not exhaustive):

- Referral to the Educational Psychologist for assessment and advice;
- Referral to the Speech & Language Therapist for assessment;
- Referral to the ASD Outreach Team;
- Referral for Occupational Therapy;
- Referral to the Hearing Impaired or Visually Impaired Outreach Service;
- In consultation with the inclusion Manager a referral to Family Therapy or an outside agency such as the Marlborough.

Once a package of support is in place the child will have an Additional School Support Plan. 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.

### **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;
- Small-group withdrawal support (limited and carefully monitored to ensure curriculum entitlement is not compromised);
- Individual class support/individual withdrawal;
- Bilingual support/access to materials in translation;
- Further differentiation of resources, including the use of IT;
- Homework club;
- Breakfast club;
- Additional School Support Plan reviews;

- Individual or group nurturing sessions.

## **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 senior leaders;
- Ongoing assessment of progress made by intervention groups;
- Work sampling on a termly basis;
- Scrutiny of planning;
- Informal feedback from all staff;
- Pupil interviews when writing Additional School Support Plans;
- Pupil progress tracking using assessment data (whole-school processes);
- Attendance records and liaison with Education Welfare Service;
- Regular meetings about pupils' progress between the SENCo, Inclusion Manager and the Headteacher;
- Headteacher's report to parents/carers and governors;
- Reports from observations and/or assessments conducted by external agencies.

## **Statement of Special Educational Needs or Education Health and Care Plans**

Pupils with a Statement of Special Educational Needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and in addition to this, will have an Annual Review of their statement/plan.

George Eliot Primary School will comply with all local arrangements and procedures when applying for High Needs Block Funding and an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local authority policy and guidance.

## **Roles and Responsibilities**

### ***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 this policy to the SENCo, Inclusion Manager and designated teachers for EAL and EMA.
- 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;
- maintenance and analysis of a whole-school provision map for vulnerable learners;
- pupil progress meetings;
- regular meetings with the SENCo, Inclusion Manager and designated teachers for EAL and EMA;
- discussions and consultations with pupils and parents/carers.

### ***Special Educational Needs Coordinator (SENCo)***

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:

- Identifying on the whole school provision map for vulnerable learners 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 High Needs funding and those with statements of Special Educational Need or Education Health Care Plans;
- Co-ordinating provision for children with special educational needs;
- Liaising with and advising teachers;
- In conjunction with the Assistant Headteacher, Jenny Butler, managing other classroom staff involved in supporting vulnerable learners;
- Overseeing the records on all children with Special Educational Needs;
- Contributing to the in-service training of staff;
- Implementing a programme of Annual Reviews for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review;
- In conjunction with the Headteacher carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan 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 pupils on the vulnerable learners' provision map;
- Monitoring the school's system for ensuring that Additional School Support Plans are written, implemented, monitored and evaluated for impact;
- Evaluating regularly the impact and effectiveness of all additional interventions pupils with special educational needs;
- Liaising with each teacher to review and revise learning objectives SEN pupils in their classes;
- Liaising and consulting sensitively with parents/carers 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 him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school);
- Liaising closely with a range of outside agencies to support vulnerable learners.

### ***Ethnic Minority Achievement/EAL Coordinator***

The EMA/EAL co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's vulnerable pupils' provision map;
- In collaboration with the SENCo, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds;
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background;
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice;
- Managing other classroom staff involved in supporting ethnic/linguistic minorities;
- Overseeing the initial and on-going assessment records on all children with EAL;
- Liaising with parents/carers of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress;
- Liaising with class teachers 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/carers have equality of access to essential information;
- Attending EMA Co-ordinator network meetings and training as appropriate;
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities;
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners.

## ***Class Teacher***

Liaising with the Deputy Headteacher/Inclusion Manager/SENCo to agree:

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have Wave 2 interventions
- which pupils require additional support because of a special educational need and need a Wave 3 intervention.

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

- Providing differentiated teaching and learning opportunities and scaffolding work, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge;
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum;
- 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);
- Termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need;
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND (Special Educational Needs and Disability) 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 serving a diverse multi-cultural community we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the

same learning experience, rather than withdrawing pupils and providing an entirely different activity.

Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents/carers is required for the activity to run. This is in compliance with the Equality Act 2010.

All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive. Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our 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**

There is a School Council with a boy and girl representative from each class in Year 2 to Year 6. They meet on a regular basis to discuss topics raised by their classmates. The council is led by a member of the leadership team. Peer Mediators are appointed through the Inclusion Team to be a visible presence in the playground to help children resolve differences. They wear a special tabard. At times, they greet the parents/carers at the school gate. The school has an established values system embedded through UNICEF's "Rights Respecting Schools". This system, together with our Behaviour and Anti Bullying policies successfully guides the school's work on behaviour management.

#### **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.**

In accordance with Section 6 of the SEN Code of Practice 2014 the school will ensure that the SENCo role is carried out by a properly qualified and experienced teacher. The SENCO, EMA Coordinator and Designated Teacher for LAC will regularly attend local network meetings

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).

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

#### **SEN INFORMATION REPORT**

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

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

#### **SEN INFORMATION REPORT**

- **Arrangements for consulting parents/carers 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/carers ;
- 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;
- Fully involving parents/carers in the writing, implementation and reviewing of Additional School Support Plans;
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents/carers in the drawing-up and monitoring progress against these targets;
- Keeping parents and carers informed and giving support during assessment and any related decision-making process;
- Making parents and carers aware of the Parent/Carer Partnership services available as part of the Local Offer;
- Providing all information in an accessible way, including, where necessary, translated information for parents/carers 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 assessment for learning strategies. 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;
- 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 and set new targets.

For some pupils with special educational needs we monitor their success at achieving the targets through involvement (as appropriate) with the writing and reviewing of their Additional School Support Plan

<h3><b>SEN INFORMATION REPORT</b></h3> <ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>
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George Eliot Primary School will continue to work with agencies already known to us and 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 all other agencies. Although we are a Westminster school the majority of our parents/carers and pupils live in Camden. We therefore acknowledge the need to access agencies from both Camden and Westminster including:

- CAMHS (Child and Adult Mental Health Service);
- Educational Psychology Service;
- Speech & Language Therapy;
- The Marlborough Centre;
- Local NHS services;
- School Nurse;
- Education Welfare Service;
- Autistic Spectrum Disorder Outreach Service;
- Hearing Impairment Outreach Service;
- Social Services;

In accordance with the SEND Code of practice 2014 we will continue to invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies. We have a clear point of contact within the school who coordinates the support from outside agencies for each pupil. Most often this is the Inclusion Manager or the SENCo.

#### **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 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 and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and mentoring where appropriate. Pupils will be included in all 'class transition days' to the next phase but may also be offered additional transition visits and staff will support in this as required.

Pupils and parents/carers will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Parents/carers will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

### **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 separate Admissions Policy).

#### **SEN INFORMATION REPORT**

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

### **Complaints**

If there are any complaints relating to the provision for children with 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 Headteacher. 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 (see Complaints Policy)

#### **SEN INFORMATION REPORT**

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

#### **Links with Other Services**

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

#### **SEN INFORMATION REPORT**

- **Information on where the local authority's local offer is published.**  
<https://www.westminster.gov.uk/local-offer>