

ST. ANDREW'S C.E. PRIMARY SCHOOL
Inclusion and SEND Policy



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

Inclusion Manager: Jane Bolton (NASENCO award)

SLT member

St. Andrew's CE Primary School

116 Churchbury Land

Enfield, EN1 3UL

Tel: 0208 363 5003

St. Andrew's is a CE Voluntary Aided 2 form entry primary school, set in the London Borough of Enfield. Every teacher is a teacher of every child, including those with SEN.

This policy was consulted on with the governing body and is available on the school website

Legislative Compliance

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

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

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

ST. ANDREW'S C.E. PRIMARY SCHOOL
Inclusion and SEND Policy



Definition of SEN

Section 312 of the 1996 Education Act defines Special Education Needs as follows: - Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. Children have a learning difficulty if they:

1. (a) have a significantly greater difficulty in learning than the majority of children of the same age.
2. (b) have a disability, which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
3. (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for the child

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.

Special educational provision means:

1. (a) for a child over two, educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age in schools maintained by the LEA special schools, in the area.
2. (b) for a child under two, educational provision of any kind.

Our School's Vision and Values

- The school's vision statement is: 'With God's love, we live, learn and grow together'
- Our school aims to care for and promote everyone to encourage them to thrive and grow in a safe, caring and encouraging environment.
- Our school values are: Love, Courage and Friendship

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.



- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and 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 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). 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, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- *To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.*
- *To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).*

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the **Inclusion Manager**.

The **Inclusion Manager** is responsible for reporting regularly to the head teacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role is included within the Inclusion Manager’s role).

The Designated Teacher for Children Looked After 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 of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. *Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.*

Identifying Special Educational Needs

The SEN Code of Practice 2014 identifies four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social/Emotional and Mental Health Difficulties
- Sensory and or Physical Needs

As a school, we plan for the range of needs of our pupils. The purpose of identification is to work out what action our school needs to take, not to fit a pupil into a category. We aim to consider the needs of the whole child, which will include not just the SEN needs of the pupil.

Some needs may not be defined as SEN but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

SEN Code of Practice 2014

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners are to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum, which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map, which outlines and monitors all additional interventions across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision



- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LA, external agencies and Ofsted about resource deployment

Identification and Assessment at Stage 1

Children's needs should be identified by the Class Teacher and supported by the Inclusion Manager. These needs should be met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review – 3 pupil progress meetings a year)
- Following up parental concerns
- Tracking individual children's progress over time,
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- 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.
- Involving an external agency where it is suspected that a special educational need is significant.

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 time (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,
- Class buddies
- IEP tutorials
- Small group interventions



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 Inclusion Manager and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher interviews with the Inclusion Manager
- Informal feedback from all staff.
- Pupil interviews when setting new IEP targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- Attendance records and liaison with Education Welfare Officer.
- Regular meetings about pupils' progress between the Inclusion Manager and the head teacher

Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a 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 may particularly be the case 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, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- 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.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

ST. ANDREW'S C.E. PRIMARY SCHOOL

Inclusion and SEND Policy



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

All children with current Statements or EHCP will have an IEP. Other children with SEN may also have an IEP.

The IEP will include information about

- The child's strengths and interests
- The areas in which the child has difficulties
- Short term targets for the child
- Provision and strategies to be used
- When the plan should be reviewed
- Outcomes

The IEP should be updated at least twice a year and in discussions with the parents at consultation evenings.

Annual Review of an Education Health Care Plan (EHCP)

All EHCPs must be reviewed at least annually. The Inclusion Manager will invite parents and any other professionals involved, to a meeting where they will consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the statement of EHCP. If appropriate the child will be present. The annual review will focus on what the child has achieved as well as any difficulties.

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 body will delegate the day to day implementation of this policy to the Inclusion Manager
- 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 Inclusion Manager
 - Discussions and consultations with pupils and parents

Inclusion Manager

In line with the recommendations in the SEN Code of Practice 2014, the Inclusion Manager 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

ST. ANDREW'S C.E. PRIMARY SCHOOL

Inclusion and SEND Policy



- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the school's devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Contributing to the in-service training of staff
- Ensuring all staff recognise that SEND children are more vulnerable to safeguarding issues
- Implementing a programme of Annual Review 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
- 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 Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans)
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and Inclusion Manager to ensure that these meetings occur).
- 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 Inclusion Manager 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.

The Governing Body

The Governing Body must:

- Do their best to secure that the necessary provision is made for any pupil who has special educational needs.
- Monitor the implementation of the special educational needs policy.



- Have regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs

The designated governor is Cllr. Michael Rye.

The designated teacher with specific safeguarding responsibility is Mrs Jane Bolton

The member of staff responsible for managing LAC is Mrs Jane Bolton

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs Jane Bolton

Role of SEN Teaching Assistant

- To work alongside the Inclusion Manager
- To support children in class, small groups and sometimes on a one to one basis depending upon the needs of the individual child
- To implement interventions
- To maintain and update SEN records
- To monitor the progress of SEN pupils

Line Manager: Mrs Jane Bolton

Inclusion Manager's responsibilities for Ethnic Minority Achievement

The Inclusion Manager will oversee the day-to-day operation of this policy in the following ways:

- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- Maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- Working collaboratively with teachers to plan for and teach children with EAL as part of quality first teaching
- Managing other classroom staff involved in supporting ethnic/linguistic minorities
- Overseeing the initial and on-going assessment records of all children with EAL
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- In collaboration with the Inclusion Manager, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- In collaboration with the Inclusion Manger, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.



- Contributing to the in-service training of staff
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- Attending EMA Co-ordinator network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies for ethnic & linguistic minority learners

Class teacher responsibilities

Liaising with the Inclusion Manager to agree:

- Which pupils in the class are vulnerable learners
- Which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.
- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/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 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 offer and strategies". (SEN Code of Practice 2014)
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners
- Managing the classroom environment to promote optimum learning opportunities
- Valuing all children and helping them to develop self-esteem
- Maintaining and passing on all records

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
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)

ST. ANDREW'S C.E. PRIMARY SCHOOL

Inclusion and SEND Policy



- At least half 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 as prescribed in the SEND Code of Practice (September 2014)
- Termly meeting with the designated SEN/EAL governor

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school:

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning 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 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.

Expertise, staffing and training in relation to pupils with SEN

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Inclusion Manager will be a qualified teacher working at our school and will have statutory accreditation. If a new Inclusion Manager is appointed, he/she will gain statutory accreditation within three years of appointment.
- The Inclusion Manager, who is also the EMA Coordinator and Designated Teacher for CLA 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 process.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.



Allocation of Resources

The entire school budget is used to support and increase inclusion and the money allocated to SEN is used for provision that is additional to, or otherwise different from, the educational provision made generally for children of their age.

Partnership with Parents/Carers

Parents are encouraged to:

- Communicate regularly with school staff and alert them to any concerns they have about their child's learning or provision
- Attend review meetings and inform the class teacher of any problems that occur between meetings
- Provide the class teacher and the Inclusion Manager with all relevant information about issues that may be affecting their child's progress

Involvement of Pupils

The child should:

- Be offered all possible support to achieve their targets, through differentiation of the curriculum and the provision of appropriate resources and teaching strategies to cater for individual needs
- Be aware and involved in the setting of the targets on the Individual Education Plan (IEP) and be encouraged to see it as a positive procedure
- Receive feedback after each meeting if appropriate, including ways in which they will receive support and how they can best work towards meeting their IEP targets
- Have the benefit of extra teaching support from either a teacher or a teaching assistant when available

Working with other professionals

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 to the emerging need and work closely with other agencies including :

- CAMHS
- Educational Psychology Service
- Enfield Parent Partnership Service
- Local NHS services
- Education Service

ST. ANDREW'S C.E. PRIMARY SCHOOL

Inclusion and SEND Policy



- Speech and Language Service
- Child Development Team
- Change and Challenge Team
- Educational Welfare Officer
- Occupational Therapist
- Local Authority SEN department
- DAZU
- PAARS
- Parent Support Adviser
- Our Voice

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with 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.

Admission Arrangements

- Pupils with special educational needs will be admitted to the school in accordance with the requirements of the 1996 Education Act and the Governing Body's admissions criteria.
- The school aims to make the school accessible to children with any special educational need and will make any reasonable modifications it can to the building or the curriculum. Ways of making the school more accessible are reviewed regularly through the Accessibility Plan.
- When a pupil with SEN transfers to another school, records and any specific learning programmes are sent to the receiving school. Informal discussions also take place between Year 6 teachers, Inclusion Manager and a teacher from the receiving school.

Complaints

We strive to deal with any problems in co-operation with parents. If an occasion does arise where the school is unable to resolve the complaint, there is a Formal Complaints Procedure which can be followed, details of which are available from the school website`.

Inclusion of Pupils with English as an Additional Language

Definition: A pupil who has English as an Additional Language is a pupil whose first language is not English, 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 with more than one language.



Ethos

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

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in 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.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English.

When a new pupil arrives at St Andrew's, we use an initial assessment of EAL using the 'A Language in Common' document to record the stage of language acquisition where it is below English NC Level 2. This assessment helps us plan for the new pupil and to meet their needs.

Parental Support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible.

Inclusion of Pupils who are Looked After

Our school recognises that:

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

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. Our designated teacher is Mrs Jane Bolton. The responsibilities of our designated teacher include:

ST. ANDREW'S C.E. PRIMARY SCHOOL
Inclusion and SEND Policy



- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that children who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making.

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

Bullying Please see our separate policy and details on our school website.

Accessibility Please see our Accessibility Policy for further information.

Reviewed: Autumn 2020

Approved by: Curriculum Committee

Next Review Due: Autumn 2021

Monitored by: Headteacher

With God's love, we live, learn and grow together