



Inclusion Policy

REVIEWED BY HEADTEACHER: Caroline Farmer September 2025

NEXT REVIEW DATE: September 2026

Hall Meadow Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. All of our school policies and procedures reflect this priority.

Respect Responsibility Resilience

INCLUSION

INVOLVEMENT

INTEGRITY

INITIATIVE

INSPIRING

Hall Meadow Primary School **Inclusion Policy**

At Hall Meadow Primary School we recognise that:-

- Each child is an individual with their own particular educational needs.
- All pupils have the right to a broad, balanced and ambitious curriculum, adapted to reflect their needs and regarding continuity and progression.
- Learning experiences should encourage self-motivation and independence and focus on positive achievement.
- The nature of a child's SEND might be long or short term and in one or more areas.
- Our partnership with parents / carers is key to ensuring appropriate and effective SEND provision.
- All teachers/leaders are teachers/leaders of pupils with special educational needs or disability. SEND is therefore a whole school responsibility that requires a whole school approach.

This policy has been written to make clear the roles, responsibilities and actions undertaken to ensure the successful inclusion of pupils with special educational needs and disabilities at Hall Meadow Primary School.

All members of the school community are expected to adopt behaviours which support our inclusive ethos and ensure the best possible progress for all pupils whatever their specific needs.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a continued School Improvement Plan focus.

Definition of Special Educational Needs and Disabilities (SEND).

The SEND Code of Practice provides the following definition:

A child or young person has Special Educational Needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or, has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The purpose of this policy:

To those reading this policy, it is our hope that the information contained within it provides the reader with an understanding of how at Hall Meadow Primary School:

- Pupils are identified with special educational needs and disabilities.
- How the graduated approach to supporting pupils with additional educational needs is used.
- How the needs of all pupils are met and how they are included in every aspect of school life.
- How parents are involved in the planning and assessment for pupils with SEND and/or disabilities.
- How school staff engage in partnership working to ensure the best outcomes for the pupils here.

This policy has been developed in line with the new SEND and Disability Code of Practice 2014.

SEND Information Report

Hall Meadow Primary School sets out its SEND information in the SEND Report. This report is accessible on our school website and is reviewed annually. It is intended to provide parents with the information that they require to make informed decisions about their child's education and as to whether we are the best school for their child.

The SEND information report includes information on the following: -

- The school's policies for identification and assessment.
- How the school evaluates its SEND provision and effectiveness.
- The school's approach to teaching SEND pupils.
- Additional support that is available.
- Information about staff expertise and training and how specialist expertise will be secured
- How the school works with other agencies and meets student's needs.
- Information about where the Local Offer is published.

Identification and Assessment

Hall Meadow Primary School is committed to early identification of special educational need and adopts a graduated response to meeting pupil's special educational needs in line with the 2014 Code of Practice.

Leaders recognise that early identification is key to improving long-term outcomes for pupils. Initial identification is in most cases either due to class teacher or parental / carer concern about a relative lack of progress or observations of social, emotional, behavioural or physical difficulties. Evidence is gathered through the pupil's work, assessment data, classroom observations and through discussions with parents / carers, other professionals and the pupil.

Action is taken if this suggests that the learner is making less than expected progress despite high quality targeted teaching within the classroom.

If this is the case, the pupil's learning profile and needs will be discussed with the SENDCo in order to decide if additional/different provision is required and, if so, what form this provision needs to take.

Support will be put into place immediately to secure better progress for the pupil. The pupil will also be registered on the school's SEND register if the school decides that the pupil requires different/additional support to make good progress and achieve the desired outcomes.

Once on the schools' SEND register an area of need will be identified. These are based on the four areas of the SEND Code of Practice (2014/15).

- Communication and interaction (including Autism Spectrum Disorders and Speech, Language and Communication Needs)
- Cognition and learning
- Social, emotional and mental health difficulties (including Attention Deficit Hyperactivity Disorder)
- Sensory and/or physical (including Hearing impairment, Visual impairment, Dual Sensory Needs, Physical and Medical Needs)

Early Years: Foundation Stage

If a child is not making expected progress in relation to the prime areas of early years development (Personal Social & Emotional, Communication & Language and Physical Development) this will clearly impact on their ability to make good progress in relation to the 4 specific areas (Literacy, Mathematics, Understanding the World & Expressive Arts and Design) through which the prime areas are strengthened and applied.

Where a child appears to be functioning behind age-appropriate expectations, or where a child's progress gives cause for concern, staff will liaise closely with the SENDCo to ensure their holistic needs are met.

Some children can and will be identified as having additional needs within the Early Years Foundation Stage. It may be clear what the child's primary need is; however, for the majority of children it will take time for the primary need to be established through ongoing observation and assessment by all staff involved.

Primary Years

The school recognises that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and

disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Our SEND Offer:

The range of support provided each year is developed in response to the identified needs of the pupils within each cohort and is identified on a provision map.

An analysis of the provision map is provided to The Headteacher 3 times per Year.

As an inclusive school, we do not seek to closely define the special educational needs for which we will make provision under the headings above. 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 a diagnosis or profile of:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Visual Impairment
- Hearing Impairment
- ADHD/ODD
- Attachment Disorder
- Speech, Language and Communication Difficulties
- Down's syndrome
- Learning difficulties
- Epilepsy
- Diabetes
- Sensory Processing Difficulties
- Physical Difficulties
- Hypochondroplasia (Dwarfism).

Admission to Hall Meadow School

No child will be refused admission to school based on their 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. InMAT and Senior Leadership Team understand that initially, it is their responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget.

The additional cost to school of educating a child with SEND is not a barrier to any child's application with us. 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 placed in a special school or a more specialist resourced provision (SRP).

However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies to ensure that the best provision is provided.

Provision Map:

The provision map will show the school's interventions as well as the support of specialists and outside agencies if they are involved. This will give an informed overview of the interventions, as well as the impact and the progress that the pupil has made as a result. The provision map will form part of a progress check every two terms. The SENDCo will use the provision map to analyse the impact that interventions have had on the children.

Hall Meadow Primary School has established and will maintain a culture of high expectations that expects those working with children and young people with SEND or disabilities to include them in all the opportunities available to other children so they can achieve well – even if this requires extra planning and adaptations to be made.

Planning, teaching and the curriculum

Planning at Hall Meadow Primary School focuses on delivering high quality first teaching that is adapted, personalised, and will meet the individual needs of all children with SEND. Special educational provision is underpinned by high quality first teaching and is compromised by anything less.

All pupils have access to a curriculum that will prepare them for adulthood in order to succeed in life. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use internal assessments to identify areas of difficulty. Lessons are planned to address these areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full National Curriculum.

Where attainment lies outside of National Curriculum expectations, the school has recently adapted Assessment for All (AFA) as an assessment tool which will inform a bespoke curriculum to enable identified children to achieve well.

Curriculum Access

It is the criteria of being an effective teacher to adapt work as part of quality first teaching. However, the school has invested in a variety of resources to meet the needs of the children who require something

different to be able to access the curriculum and school life. Details of these can be found in our SEND Information Report.

Where children are underachieving and/or identified as having special educational needs, we provide for these additional needs in a variety of ways and might use a combination of these approaches to address identified needs.

- Individual class support/ individual withdrawal.
- Adapted and scaffolded resources to reduce cognitive overload.
- Teachers provide visual structure in every class in the form of visual timetables and checklists (depending on the needs of the children in the class, these can take the form of individual Now/Next boards or as a class pictorial timetable).
- Individual workspaces/work stations.
- Time out/quiet space in class, which is equipped with sensory resources for regulation purposes.
- Children have access to a sensory room.
- Sensory Pathway marked out in the corridor for regular movement breaks.

Small group withdrawal time is limited and carefully monitored to ensure curriculum entitlement is not compromised.

The school has invested in a variety of resources to meet the needs of the children with special educational needs within the four categories mentioned previously. Details of these can be found in our information report.

Individual Learning Plans (ILP's)

Provision made that is different from, or in addition to, everyday classroom provision is recorded on a ILP. The class teacher writes these in conjunction with the SENDCo and/or other relevant support staff and any other professionals that the child works with.

The focus is the “additional to” and “different from” provision that the child receives in order to access their learning, the school day and their relationships with others. ILP's are shared with parents once they have been developed and again once all professionals have reviewed them.

Individual Learning Plans will include:

- The area of need or needs in relation to the SEN Code of practice 2014
- The level of support (SEN support or EHCP)
- Areas of strength and concern
- Targets to address the areas of concern
- The provision that is been made so that the child can succeed.
- Key staff that might be involved
- ILP's are evaluated at the end of every term and monitored through the term by the SENDCo and class teacher to ensure that the strategies suggested are proving effective for the child.

In addition, the SENDCo will create a Provision Plan based on any advice and recommendations given by external professionals. These are shared with staff and will inform the basis of monitoring throughout each term. This is updated regularly as additional advice is received, and provision needs to be further adapted.

One Page Profiles

One-page profiles are created for children with SEND.

The one-page profile is completed together with the parents, children and staff in school. The document is divided into three sections:

- What do people admire and like about me
- What makes me happy (is important to me)
- How I want to be supported

Graduated approach

Pupils will be offered additional SEN support when it is clear that their needs require intervention, which is “additional to” or “different from” the adapted curriculum offer for all pupils in the school, or 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 SEND, will not be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map).

Where a pupil is identified as having SEND, school takes action to remove barriers to learning and put effective special educational provision in place. The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. For this the cycle of assess, plan, do and review is adopted.

We will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review** as outlined in the SEND Code of Practice by:

Assess: We will ensure that we regularly assess all pupils’ needs so that each pupil’s progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents / carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

Plan: Where SEND support is required the teacher and SENDCo will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will

be done in partnership with the pupil and parents / carers and all staff who work with the pupil will be made aware of the plan. This is known as SEN Support.

Do: The class teacher is responsible for the implementation of the plan and working with the pupil on a daily basis. The teacher will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed each term by the teacher, SENDCo, parent / carer and pupil and where appropriate agencies working with the school to provide advice and recommendations for supporting the child's SEND needs. This will inform the planning of next steps.

Pupils identified as having SEND will be supported appropriately for their need. This may be internally, with school supporting and meeting pupils needs, or if required school will request additional support through Northamptonshire Health Care and further advice from external agencies to ensure pupil progress and that pupils' needs are met.

It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional Early Help Locality Funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This is particularly the case where outside agencies have been involved in assessing the pupil or contributing to their provision.

Our school will comply with all local arrangements and procedures when applying for Early Help Locality Funding and will ensure that all pre-requisites for application have been met through ambitious and proactive additional SEN support using our devolved budget at an earlier stage.

Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit (AWPU) 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 multidisciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Education Health Care Plan (EHCP)

If a pupil has a high level of need and is not making adequate progress through support provided from school and external agency intervention school may apply for an Education, Health and Care Plan. In these cases statutory assessment can be applied for, with the parents, local authority and school deciding on the most suitable provision to meet pupil needs. If the outcome is that an EHC plan will be provided, then the local

authority will set out the provision needed, following multi agency meetings. EHC Plans are reviewed annually or whenever requested by parents, school or other agencies.

Pupils with an Education Health and Care Plan 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 plan.

Some (but not all) children with EHCP's might have their progress measured using the Assessment for All Framework: The AFA assessment tool reflects a more bespoke curriculum, which measures the aspects of the child's development that we value as a school. It ensures we are measuring the progress of every pupil, it reflects on their own learning journey and enables staff to plan further learning opportunities relevant and specific to the child.

Reviews

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NNCC policy and guidance - particularly with regard to the timescales set out within the process.

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 (online system called iTrack)
- 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 Early Help Locality 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 Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014).

Transition

SEND pupils will be supported through all aspects of transition with individual needs being the driver for planning, preparation and provision. Transitions can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible. When moving classes in school, information about pupils will be passed on to the new class teacher in advance and a planning meeting will take place between the new teacher and current class teacher. Individual Learning Plans will be shared with the new teacher and children will spend time in their new classrooms with their new teachers/assistants to familiarise themselves before they move classes. Additional provision will be provided where this has been identified as necessary.

If a pupil, moves to another school, either at the end of phase or a mid-year transfer, their needs will be discussed with the SENDCo from the new school. The SENDCo will ensure that all documents are passed on as quickly as possible (whether this is through electronic files or paper based will depend on each individual school). Extra visits/meetings may be arranged to aid the smooth transition for pupils that would benefit from this.

Medical Conditions

Extract taken from SEND Code of practice 2014.

'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance supporting pupils at school with medical conditions (DfE, 2014).'

Hall Meadow Primary School adheres to the above and ensures pupils with medical needs have their needs met through appropriate arrangements, which often take the form of Individual Healthcare Plans (IHP's). Where these are required, they will be developed in liaison with the SENDCo, School Nurse and parents.

Record Keeping

The school keeps a central register of all pupils who have been identified as having SEND. The register records details of child's name, date of birth, area of need, which range they are in, date of registration and/or withdrawal from the register. The SENDCo keeps a copy of the school register (and a copy is also stored electronically on Arbor). Each child identified as having SEND has their own individual file which is stored in a secure filing cabinet stored in the SENDCo's office (electronic copies of reports etc are also stored electronically on Teams). Information stored includes any observations, support plans, medical reports, minutes of review meetings, assessment information and reports from any external agencies.

Roles and Responsibilities

The Local Academy Committee (LAC):

Ensuring the ongoing achievement and success of SEND learners is a collective responsibility of the school, InMAT and the LAC. At Hall Meadow Primary School, this has become the responsibility of a specific SEND Governor. The SEND Governor is the LAC's champion for Learners with SEND and those with inclusion needs. Their role is to support and challenge the Headteacher/ SENDCo to ensure that no learner is treated less favourably, denied opportunity or left behind because they have additional needs. It is a crucial role to improving learner's lives.

Our Nominated SEND LAC Governor is: **Mr Vasu Shann**

The role of the SEND governor will:

- Act as a champion for children with SEND and inclusion needs
- Ensure that the school is fulfilling its duties in relation to SEND.
- Meet with the SENDCo at least 1 x termly (3 x yearly).
- Ask questions and raise awareness related to SEND and inclusion provision at LAC meetings.
- Monitor the Notional SEND budget and the impact spending has on the SEND learner's progress and attainment.
- Ensure school's duties have been fulfilled.
- Work with the SENDCo to produce the SEND Annual Report to governors.

Headteacher/ Deputy Headteacher

The Headteacher and Deputy Headteacher are responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. Strategic decisions are underpinned from research of what is deemed as effective practise.

Special Educational Needs Disabilities Co-ordinator (SENDCo)

The school has a part time SENDCo (2 days per week) who takes the leading role in co-ordinating support and provision for children who are targeted or require specialist Special Education Needs or Disabilities (SEND) provision; including support from outside agencies. The SENDCo monitors, advises, evaluates and plans for the development of inclusive practice and provision for targeted or SEND pupils across the school. Their role may also be defined in the statements below:-

- Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND.
- Maintenance and analysis of whole school provision map for all vulnerable learners to ensure staffing deployment, resource allocation and choice of intervention is leading to good outcomes.
- Provide professional guidance to colleagues and work with staff, parents / carers, and other agencies to ensure pupils with SEND receive effective support and high-quality teaching and Co-ordinate the provision of professional development needed to meet pupil need.
- 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 and efficiently

- Work with the Headteacher and LAC to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND maintained and up to date
- Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision
- Liaise with parents / carers, external agencies regularly to provide information on pupils' needs, provision and outcomes
- Prepare and review information required by law to be published in relation to special educational needs provision in an annual SEND Information Report
- Complete referral procedures to the Local Authority to request Early Help Locality Funding (EHLF) and/or an Education Health and Care Plan.
- Implementing a programme of Annual Review for all pupils with an Education, Health and Care Plans. Complying with requests from an Education Health and Care Plan Co-ordinator to participate in a review.
- Ensuring co-operative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of SEND learners.
- Liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending regular Academy Trust SENDCo meetings and training where appropriate and keeping up to date with local and national initiatives influencing SEND.
- Liaising with the school's Inclusion Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).

Class teacher:

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Inclusive high-quality teaching is the first step in responding to pupils who have SEND.

The role of the class teacher is fundamental in the provision for children with SEND. They are ultimately responsible for the learning gains of the pupils in their class by making adjustments to ensure all pupils' needs are met. In addition, the following roles are also part of a teacher's responsibility:-

- Liaising with the SENDCo to agree which pupils in their class are vulnerable learners, which pupils are underachieving, and which need to have additional interventions but who do not have special educational needs.
- Identifying pupils who require additional support because of a special educational need and need to be added onto the school's SEND list/register. These pupils may require advice/support from an outside professional and, therefore, an Individual Learning Plan to address a special educational need. The teacher will work with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Securing good provision and good outcomes for all groups of vulnerable learners by: providing adaptive teaching and learning opportunities. This might include pre teaching of key vocabulary, additional processing time, reading aloud, etc.
- 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.
- Ensuring that recommended aids and equipment are fully accessed and utilised.
- Preparing and Evaluating Individual Learning Plans as a record of support provided.
- Providing small group or, on occasion, 1:1 intervention to secure key skills.
- Teachers will work closely with any additional adults to assess, plan, do and review support and intervention for each pupil with SEND in their class.
- Set high academic and behavioural expectations for all pupils in their class, including those with SEND, and support them in achieving them.

Working with pupils to support positive outcomes:

At Hall Meadow Primary School 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. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and how they best learn.
- Share in identifying their individual challenges across the curriculum/school life so that they are clear in how they need to improve and what support they are being given.
- Self-review their progress; monitor their success on their Individual Learning Plan.

Monitoring and Evaluation

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

- Classroom observations by the SENDCo and SLT.
- Ongoing assessment of progress made by intervention groups.
- Teacher reviews with the SENDCo.
- Pupil interviews when setting new ILP targets or reviewing existing targets

- Pupil progress tracking using assessment data
- Monitoring ILPs and intervention targets.
- Regular meetings about pupils' progress.
- Reviews held with additional agencies as part of the Graduated Approach to inform the Assess Plan Do Review process. (APDR)

Quality of Provision for SEN pupils:

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 (eg 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 making adaptations to 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 classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

A Team around the Child:

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.

We identify sources of support as they develop and evolve as the Local Offer is through Education, Health and Social Care (including the establishment of joint defined Commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies including:

- Early Help Team (EHA)

- CAMHS (Child, Adolescent Mental Health Service)
- Educational Psychology Service (EPS)
- Information Advice and Support Service (IASS)
- Sensory Impairment Service (SIS)
- Local NHS services
- Educational Inclusion Partnerships (EIPT)
- Multi-Agency Safeguarding Hub (MASH)
- Specialist Support Service (SSS)

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.

Personalised provision (equipment and facilities):

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional 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 Early Help Locality 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. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

Partnership with Parents/Carers to support positive outcomes:

We will have an early discussion with the pupil and their parents / carers when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account where possible the parents’ / carers’ and pupils’ views
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents / carers.

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

The school will be transparent with all matters relating to a pupil’s SEND provision. Parents / carers are also encouraged to work in partnership with the school to support their child’s learning needs.

In our support for pupils with SEN, we work in close partnership with parents and carers.

We do so by :-

- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child maybe having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents 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 Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language (EAL) is a pupil whose first language is not English, and who uses that language on a regular basis both inside and 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.

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.

A routine and prolonged withdrawal from mainstream education for 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 adaptations 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.

Provision

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

The following provision can be expected:

- Initial assessment of EAL using the PiXL EAL Assessment tool
- Work in class will be adapted for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

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

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

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a Designated Teacher for looked after children. The Designated Teacher for Hall Meadow Primary School is Caroline Farmer.

The responsibilities of our designated teacher include:

- 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 and attended termly. (DFE statutory Guidance 2014).
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
- Being in attendance and delivering 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).
- Ensuring that any EHCP targets are linked with the PEP.
- Attending 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 county's The Virtual School for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

In addition to the above, we will ensure that:-

- All children who are looked after will have a PEP (Personal Education Plan) which details academic targets and is kept in a confidential file alongside any ILP's and is linked to the Provision Map to ensure the child is working towards their targets.
- There is information stored on Arbor detailing any concerns regarding the collection of the children in the class for any staff providing cover.

Information regarding the Virtual Team is published on the NNC website

[About the Virtual School | North Northamptonshire Council](#)

Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the Headteacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through InMAT complaints procedure (see separate Complaints Policy).

NB - any issue relating to statutory SEN assessments should be pursued with the relevant Local Authority and not via Hall Meadow Primary School's Complaints policy.

If parents / carers require further advice / support, they should use the local Information, Advice and Support Service for Special Educational Needs and Disability *SENDIASS*:

[SEND Information Advice Support Service | North Northamptonshire Council](#)

Effective working links will also be maintained with:

Educational Psychology Service Educational Psychology Service [Educational Psychology Service | North Northamptonshire Council](#)

Educational Inclusion Partnerships Educational Inclusion and Partnership Team [Attendance, behaviour and home schooling | North Northamptonshire Council](#)

Information Advice and Support Service [SEND Information Advice Support Service | North Northamptonshire Council](#)

Virtual School for Looked After Children Virtual School [About the Virtual School | North Northamptonshire Council](#)

Maplefields Outreach Team [SEMHS Outreach Service | Maplefields Academy](#)

Rowengate Outreach Team [Rowan Gate Primary School - Outreach Service](#)

See Local Offer website links below for contact details in relation to Early help Locality Funding and Education Health and Care Plans.

[Early help locality funding | North Northamptonshire Council](#)

[Guidance on Education, Health and Care \(EHC\) assessments and plans | North Northamptonshire Council](#)

Information on where the local authority's local offer is published:-

[North Northants Local Offer](#)

Our Key Staff for Inclusion are:

- Name of SENDCo: Mrs Gemma Carley
- Name of Headteacher and Designated Safeguarding Lead: Mrs Caroline Farmer
- Name of SEND governor: Mr Vasu Shan
- Name of Wellbeing lead: Mrs Shoma Ricotta
- Designated Teacher: Mrs Caroline Farmer

Monitoring arrangements

This policy is monitored by Hall Meadow Primary School 's LAC and will be reviewed at least annually.