



# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY POLICY

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*Remember that I commanded you to be strong and brave. So don't be afraid. The Lord your God will be with you everywhere you go<sup>3</sup> (Joshua 1:9)*

As the harvest grows from the soil, Hayfield Cross came to life in 2015. From nothing, we have grown at the heart of our new community, persevering through challenge into a flourishing school. Guided by our Christian values the seeds of Joy, Integrity and Fellowship are planted as we instil this pioneering spirit in our children, challenging them through exciting learning to aspire to greatness in all that they do.

# Hayfield Cross Church of England School

## Special Educational Needs and Disability Policy

*"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well."*

*(Psalm 139: 14)*

### 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 January 2015*
- *Equality Act 2010*
- *Ofsted Section 5 Inspection Framework April 2014*
- *Ofsted SEN Review 2010 "A Statement is not enough"*
- *Ofsted Equality, Diversity and Inclusion statement 2019*
- *Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities*
- *The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report Children and Families Act 2014*

### Statement of Intent:

Hayfield Cross is a fully inclusive school and all staff are committed to providing the best education possible for every child. We believe all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, further or higher education or training **(SEN Code of Practice, p.81)**.

To enable children to achieve this we endeavour to:

- provide adapted and scaffolded learning opportunities and materials appropriate to interests and abilities for all the children within the school ensuring access to a broad school curriculum.
- set ambitious and challenging targets for learners with SEND
- narrow the gap in attainment and progress between learners with SEND and others.
- focus on individual progress as the main indicator of success.
- achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

## **Aims and Objectives of this Policy**

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

- To provide curriculum access for all
- To secure high levels of achievement and progress for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from children, parent 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 child 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 the SEND Policy to the Special Educational Needs Coordinator (SENDCO).

The **SENDCO** is responsible for reporting regularly to the headteacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of children with special educational needs. Staff are aware of their responsibilities towards learners with SEND and a positive and sensitive attitude is shown towards all children at all times.

### **The name and contact details of the Inclusion Manager & SEN co-ordinator:**

**Rachael Stolz, SENDCO**

**Telephone: 01536 606093**

**Email: [senco@hayfieldcross.org.uk](mailto:senco@hayfieldcross.org.uk)**

### **At Hayfield Cross we work with families to support the needs of a wide range of needs including:**

- Communication and Interaction - for example Autism Spectrum Conditions, Speech and Language difficulties
- Cognition and Learning - for example Dyslexia, Dyscalculia, Dyspraxia, Moderate learning difficulties
- Social, Emotional and Mental Difficulties for example - ADHD, Attachment disorder, Mental illness or depression
- Sensory and/or physical needs for example - Vision/hearing impairment, Motor skill difficulties
- Looked after children with SEN.

## Graduated Approach:

### Stage 1:

High quality first teaching, including, adapted where appropriate and complemented, if needed, by the use of targeted small group interventions. All vulnerable learners 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 appropriately adapted and scaffolded activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to children learning at different rates. These will probably be children who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be children with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for children with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet children’s 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, LEA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### Identification and Assessment at Stage 1

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- 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 but which clearly identifies children receiving additional SEN Support from the school’s devolved budget or in receipt of Early Help Locality Funding (previously High Needs funding). This provision map is updated termly through meetings between the teachers and SENDCO.
- 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 child’s needs. It may include a bilingual assessment where English is not the first language.
- Due to funding constraints, in most cases, we are unable to commission specialist teacher assessments for children who may have specific difficulties with literacy / dyslexia.

- Involving an external agency where it is suspected that a special educational need is significant.

We recognise the need to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.

- Some children in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children catch up.
- Other children 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 children 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 children. These will be provided, initially, through additional support funded from the devolved schools budget.

### **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 children.

- teachers plan inclusive lessons, adapt and scaffold work as part of quality first teaching, providing a personalised approach as needed,
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Teachers plan the role of any additional adults carefully to support SEND children.
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further adaption of resources to suit particular needs e.g. visual impairments,
- The SENCO works closely with Subject Leads to ensure the appropriate strategies, resources and provision is in place to enable learners with SEND to achieve across the curriculum,
- Individual provision is recorded as part of a child’s Individual Education Plan (IEP) or Education Health and Care Plan (EHCP)

### **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 SENDCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENDCO
- informal feedback from all staff.
- child interviews when setting new IEP targets or reviewing existing targets
- child progress tracking using assessment data (whole-school processes)

- monitoring Individual Education Plans and targets, evaluating the impact of IEPs on children's progress.
- attendance records and liaison with Education Inclusion and Partnership Team
- regular meetings about children's progress between the SENDCO and the Headteacher
- Headteacher's report to parents and governors

### **Stage 2: Additional SEN Support**

- Children 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 children in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving children who do not have SEN will **not** be placed on the list of children being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for children 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 children on the SEN list will require additional funding, for which an application needs to be made to the Local Authority.
- Early Help Locality Funding (previously High Needs Funding) is intended to be a mechanism by which schools can enhance existing support for children with SEN support needs, where the school can evidence that more than £6,000 above the Average Weighted Child Unit has, or will need to be, spent on a child within any one financial year, in order to meet his or her special educational needs, an application will be made to the Early Help Locality panel with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- Where a child 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 child is in receipt of Early Help Locality Funding (previously High Needs Funding) and/or an Education Health and Care Plan, a decision will be made as to whether a short-term IEP is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for selected children with special educational needs. They will only be used when there is a clear benefit to the child and individual target areas which need to be addressed.
  - Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a child is having difficulty with learning – they will not simply be "more literacy" or "more maths".
  - Our IEPs will be accessible to all those involved in their implementation – children should have an understanding and "ownership of the targets".
  - Our IEPs will be based on informed assessment and will include the input of outside agencies,
  - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
  - Our IEPs will be time-limited – at (at least) termly review, there will be an agreed "where to next?"

- Our IEPs will have a maximum of four short / medium term SMART targets set for or by the child.
- Our IEPs will specify how often the target(s) will be covered
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the child should be able to do at the end of the given period.
- Targets for an IEPs will be set through discussion between teacher and SENDCO and wherever possible, with the child
  - Where external professionals are involved they may set targets which will be incorporated into the IEP
  - Parents and carers will be given the opportunity to give feedback on IEP targets, via the online platform used by school for tracking IEPs and provision mapping. Our IEPs will be reviewed three times a year by class teachers in consultation with the SENDCO.

### **Stage 3: Education Health and Care Plan**

- Children with an Education Health and Care Plan (post September 2014) will have access to all arrangements for children on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
  - SEND Intervention Funding (previously High Needs Block Funding)
  - 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 NCC policy and guidance - particularly with regard to the timescales set out within the process.

## **Roles and Responsibilities**

### **The Role of the Governing Body**

All governing body have [legal duties under the Children and Families Act 2014](#) in relation to children with special educational needs and disabilities (SEND).

These functions are delegated to the Management Committee, the link SEND governor and the headteacher, however, the responsibility to ensure the functions are carried out remains with the governing body.

#### **Duties include:**

- Using best endeavours to make sure that children with SEN get the support they need
- Ensure children with SEN engage in activities alongside children who don't have SEN
- Designating a teacher to be responsible for co-ordinating SEN provision – **SENDCO**
- Make sure the board is up-to-date about issues related to SEND
- Make sure your school is making reasonable adjustments in line with the [Equality Act 2010](#)
- Understand the board's responsibilities under the SEND Code of Practice
- Ensuring parents are informed and involved when the school is making special educational provision for a child

- Publishing information on the school website about the implementation of your board's policy for children with SEND - the [SEN information report](#)
- Making sure there are arrangements in place in school to support children with medical conditions
- Co-operating with the local authority in reviewing the provision that is available locally and developing the local offer

### **Role of the SEND Link Governor**

#### **The Inclusion Link Governor, incorporating SEND, is: Mrs Lindsey Atkins**

The link governor for special educational needs (SEN) will understand:

- The governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- The different special educational needs represented at the school
- The local and national policy context for SEN

They will make sure the school:

- Makes the necessary special educational provision for any child with SEN
- Meets the needs of children with SEND
- Makes reasonable adjustments in line with the Equality Act 2010
- Ensures that all children with SEN join in with the everyday activities of the school together with the children without SEN
- Has appointed a SENDCO and they have received appropriate training
- Has a suitable and up-to-date SEN information report and policy which is published on the website

They will meet the Inclusion Manager / SENDCO on a regular basis to monitor:

- All aspects of SEND provision
- That the school makes good use of its SEN budget and resources
- The progress of children with SEN

The Inclusion Link Governor will report to the governing board on the monitoring work carried out.

### **Headteacher**

- the Headteacher is responsible for monitoring and evaluating the progress of all
- 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 Special Educational Needs Coordinator (SENDCO)
- 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 with individual teachers
  - regular meetings with the SENDCO
  - discussions and consultations with children and parents



## Special Educational Needs Coordinator

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

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of children 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 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
- implementing a programme of Annual Review for all children 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 North Northamptonshire to request SEND Intervention 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 children 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 children (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 SENDCO to ensure that these meetings occur).
- liaising and consulting sensitively with parents and families of children on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENDCO 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.

## Class teacher

- liaising with the SENDCO to agree:
  - which children in the class are vulnerable learners
  - which children are underachieving and need to have their additional interventions monitored on the provision map – but do not have special educational needs.
  - which children (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 children may require advice/support from an outside professional and, therefore,

an Individual Education Plan to address a special educational need (this would include children with statements/EHC Plans)

- securing good provision and good outcomes for all groups of vulnerable learners by:
  - providing differentiated teaching and learning opportunities
  - ensuring there is adequate opportunity for children with special educational needs to working 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 2013)
  - 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 children will be assessed and reviewed through

- The school’s generic processes for tracking the progress of all children
- Where children are consistently working significantly below their year group (2 year +), we will also monitor progress using Connecting Steps, an online programme to help inform teacher assessment and track small step progress,
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- At least half termly evaluation of whether children in receipt SEND Intervention 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)

### **Inclusion of pupils with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND:**

- As an inclusive school, we do everything we can to ensure that children 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 children 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 children 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 children 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.
- Children are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Children are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

**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:**

- Each class teacher has the responsibility of overseeing the emotional wellbeing of the children with their class and if they have any concerns they will inform a member of the Inclusion Team. Should a child require time to talk to an adult then this is made available to them. The length and frequency of this time will depend upon the child and their individual circumstances.
- As mentioned throughout this policy, the children are encouraged to share their views and opinions about their own learning and targets.
- Alternative communication methods and styles are provided for when staff are recorded children's views.
- We have a Family Support Worker and two Pastoral Support Assistants in school who work with the staff and parents to complete Early Help Assessments.

**Staff Training:**

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCO will regularly attend local SEND forum and 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 children will be commissioned by the school from the open market, 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). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- 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.

**Specialist Equipment or Support:**

- 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 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.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all children, in particular, those not making expected progress and, for some children 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.

### **Involvement of Pupils**

We recognise that all children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all children 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 children with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

### **External Agencies**

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including:
  - Early Help Support Service
  - CAMHS
  - Educational Psychology Service

- Maplefields Outreach Team
  - Rowan Gate Outreach Team
  - Northamptonshire Information, Advice and Support Service
  - NNCC Sensory Impairment team
  - Local NHS services
  - Targeted Prevention Team
  - North Northamptonshire SEND Support Service
  - Education Entitlement Service
  - Early Years SEN support service (Inc Portage team)
  - Multi-agency safeguarding hub
- Access to external services can be limited by their current caseloads and the referral criteria set by the service as a result. For example, the school has a service level agreement with NNC Educational Psychology Service to provide a fixed number of hours per year; the school has to then make difficult decisions to allocate this time on a priority need basis. Due to difficulties in managing the EHCP caseload, the Educational Psychology Service has recently had a number of periods of statutory only work when school is unable to refer children unless the case is urgent and /or severe.
  - 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 children with special educational needs in our school. For children with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
  - Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.)
  - In certain circumstances, the school is able to host and work with private SEND services commissioned by parents / carers whether for assessment, support or treatment purposes.
  - We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often, this will be the SENDCO but in some cases it can be another member of staff who we have identified as a key worker.

## 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 children in receipt of Additional SEN support and all those with Education, Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Children will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Children and parents 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 will be given a reliable named contact at the next phase provider with whom the SENDCO 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 *Admission policy for the school, as agreed with the Local Authority*)

Admission of children with an Education, Health and Care Plan follows consultation from the Education Health Care team, who send the plan and related documents to the school to review and respond to regarding our ability to meet the needs set out in the plan. All consultations are carefully considered in line with the SEND Code of Practice.

### **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 Inclusion Manager / SENDCO, then, if unresolved, by 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 the general Governors complaints procedure (see separate Complaints Policy)

### **Links with Other Services**

Effective working links will also be maintained with:

North Northamptonshire SEND Support Service:

<https://www.northnorthants.gov.uk/specialist-send-support-services/send-support-service>

Educational Psychology Service:

<https://www.northnorthants.gov.uk/educational-psychology-service>

Northamptonshire Speech and Language Therapy service

[Children's Therapy Services - Speech & Language Therapy Team | NHFT](#)

North Education, Inclusion and Partnership:

[Attendance and behaviour support for schools - Schools and education \(northamptonshire.gov.uk\)](#)

Independent Advice Support Service (IASS):

<https://www.iassnorthants.co.uk/Pages/home.aspx>

\*\*Please note from 1<sup>st</sup> April 2023, IASS split into two following the Local Authority split into two Unitary Councils. The new service will be North Northants SEND IAS Service (NNIAS). An updated link will be provided as soon as it is available.

North Northamptonshire Virtual School for Looked After Children:

<https://www.northnorthants.gov.uk/virtual-school>

Outreach Support Services:

<https://www.maplefields-td.org.uk/index.php/outreach-support/behaviour-outreach-service>

<https://www.rowangateprimary.co.uk/>

**The Local Offer:**

[Local Offer \(northamptonshire.gov.uk\)](#)

[Hayfield Cross Church of England Primary School - Local Offer \(northamptonshire.gov.uk\)](#)