Fressingfield CofE School

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY Including Inclusion, and Ethnic Minorities

Policy Formally Approved	November 2026
Policy to be Reviewed	November 2029

It is the responsibility of the **Full Governing Body** to review this policy and bring it forward to the full Governing Body for approval.

Signed by

Headteacher: ……Date:……..

SEND Co-ordinator: ……Date:……..

Chair of Governors: ……..Date ……..

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1. Legislative Compliance

This policy complies with the guidance given in Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

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

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN/D Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

2. 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 Education 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 achieve 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.

3. Objectives

In order to meet the special educational needs of our children at Fressingfield CEVC Primary School and to ensure inclusion for all we must:

- ensure the highest levels of achievement for all
- identify those children who have SEN/D as soon as possible.
- provide intervention at a suitable level when a child is identified as having SEN/D.
- carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEN/D to access the National Curriculum.
- use resources effectively to support children with SEN/D.
- assess and keep records of the progress of children with SEN/D.
- work with outside agencies who provide specialist support and teaching for children with SEN/D.
- inform and involve the parents of children with SEN/D so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs.
- support the Every Child Matters agenda within the school.

4. Responsibility for Coordination of Special Educational Needs and Disabilities, Inclusion and the SEN/D team at Fressingfield CofE Primary School

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Head of School and the governor with responsibility for SEN/D on the ongoing effectiveness of this 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 also included within the SENCO role). The Designated Teacher (Mr M. Taylor) for Children in Care (CIC) has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in our school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and disabilities 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.

The SEN/D Governor

Mrs J.Mobbs is the current Governor with responsibility for SEND at Fressingfield. She has regular contact with the SENCO and the Headteacher of the school to keep up-to-date with, and monitor the school's SEND provision.

The Special Educational Needs Co-ordinator (SENCO)

Mrs Z.Wright , is responsible for the arrangements for SEN/D provision throughout the school. In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways;

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health 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
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the CPD training of staff
- 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) and assessments as part of the Graduated Approach, 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 Support 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 Support Plans).
- evaluating regularly the impact and effectiveness of additional interventions for 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 (senior staff will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- liaising sensitively with parents and families of pupils on the SEN/D list, keeping them informed of progress and listening to their views of progress.
- attending SENCO network meetings and training as appropriate.
- liaising with the school's SEND 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 SENCO, in light of their EMA responsibilities

SENCO will oversee the day-to-day operation of these responsibilities, alongside the headteacher, in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL
- in collaboration with the Head of School maintain and analyse the whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advise on and co-ordinate provision for children with additional needs relating to ethnic or linguistic background

- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaise with parents of ethnic and linguistic minority children, in conjunction with class teachers and Head of School to keep them informed of progress and listen to their views on their child's progress.
- meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- evaluate regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- oversee the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- Contribute to the CPD training of staff
- support the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advise on and source bilingual and culturally reflective materials to support children's learning across the curriculum
- advise on and source interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- liaise with the relevant school Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaise closely with a range of outside agencies appropriate for ethnic & linguistic minority learners

Class teachers

- liaise with the SENCO/EMA co-ordinator 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/D 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)

- secure outstanding provision and 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 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/D Code of Practice 2014)
    - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Support Staff

- Fressingfield currently employs 5 Teaching Assistants who are assigned to Early Years, Key Stage 1 and Key Stage 2. Alongside their responsibilities within the Key stages they also have specialisms, which will be deployed to support individual needs of pupils where the need arises.
- The TAs work in a range of situations including delivering programmes to small groups or individuals. They work closely with the teachers to plan, deliver and evaluate the work they are doing.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have the statutory NASENCO accreditation. If a new SENCO is appointed, he/she will gain the statutory accreditation within three years of appointment.

- The SENCO 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.

- Specialist advice and expertise in relation to assessment and support of individual pupils will be sought by the school as appropriate. The impact of this support will be regularly monitored to ensure value for money and best possible outcomes for pupils.

6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.

The school's arrangements for assessing the progress of pupils with special educational needs

The school has taken into account the following statements and definitions
"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"Special educational provision is educational or training provision that is additional to or different from" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"

SEN Code Of Practice (2014)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)

SEN Code of Practice 2014

STAGE 1 (Universal Offer):
Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions.

- All learners will have access to quality first teaching.
- 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.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. 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 are identified on the "Educationally Vulnerable Pupils" list, which outlines and monitors all additional intervention across the school. This 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, 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

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, tracking of Early Learning Goals, National Curriculum assessments, spelling ages, reading ages, other whole-school pupil progress data
- Assessment for Learning
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer (where appropriate)
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but 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
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources
- support plans

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 SENCO, Head of School and other senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher meetings with the SENCO
- informal feedback from all staff
- pupil interviews when setting new support plan targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)

- monitoring support plans and support plan targets, evaluating their impact on pupils' progress
- attendance records and liaison with EWO
- regular meetings about pupils' progress between the SENCO and the Head of School
- Head of School's report to parents and governors

Stage 2 Additional SEND Support (Targeted Offer)

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the 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.
- 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 educationally vulnerable list).
- 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.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Our approach to support plans is as follows:

    - Our support plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs, as part of the Graduated Approach of Assess, Plan, Do, Review. They are seen as working document which will be regularly reviewed and amended (at least termly).
    - Our support plans 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 pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
    - Our support plans will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets".
    - Our support plans will be based on informed assessment and will include the advice from outside agencies,
    - Our support plans have been devised so that they are manageable and easily monitored.
    - Our support plans will have a maximum of four short / medium term SMART targets set for or by the pupil.
    - Our support plans will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

- Targets for a support plan will be arrived at through :
  - Discussion, wherever possible, with parents/carers and pupil
  - Consultation with the SENCO and/or headteacher at pupil progress meetings
  - Information from other professionals
- Our support plans will be reviewed at least termly by class teachers and copies given to SENCO, headteacher and parents. In addition, copies may be given to other professionals involved with the child, if requested.

Stage 3 Education Health and Care Plan

- 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.
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs 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 LA policy and guidance - particularly with regard to the timescales set out within the process.

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 automatically considered to have a Special Educational Need.

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.

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 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.

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:

- Pupils will be placed in groups which match their academic ability. Initially this may be in an age appropriate group until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEND pupils unless SEND is indicated.
- Work in class will be differentiated 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.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Provision 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.

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, 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 (DT) for looked after children. In the case of Fressingfield CEVC Primary School the headteacher is also the designated teacher. The responsibilities of our designated teacher and Head of School 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, 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 county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

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)*

Complaints:

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the 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)

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

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs 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.

9. The role played by the parents of pupils with special educational needs (and other learning needs).

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 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 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 pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of focussed targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets, including support plan targets, with the class teacher

Effective Transition:

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, during Year 5, will offer transition meetings to all pupils in receipt of Additional SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at annual review meetings convened by the SENCO.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include additional familiarisation visits, supported by a TA if requested. Pupils will be included in all "Year group transition days" to the next phase but may also be offered additional transition visits.

- Pupils 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 named contact at the next phase provider and can be assured that the SENCO will liaise with them.

10. Evaluating the success of the SEN/D Policy

The success of the policy will result in the needs of all children with SEN/D being met by:

- having the systems in place to identify children with SEND as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEND .
- regularly reviewing the children's progress against targets set.
- providing additional intervention if progress is not adequate.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.

11. Links with other services

Suffolk Local SEND Offer
https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page

Suffolk Specialist Education Services (SES)
https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=FBn2OXIJIFE

Suffolk Neurodevelopmental Pathway
https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=vuyrPmzW-Tw

Acorn Tree Educational Psychology Service
https://acorntreepcs.co.uk/

12. Links with Other Policies

Behaviour Policy
Subject policies