



**Flushdyke J & I School**

# **Special Educational Needs and Disabilities (SEND) Policy**

Approved by: Governing Body

Date: 9 July 2020

Review Date: July 2022

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Children and Families Act (2014)
- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- OFSTED Inspection Framework Section 5
- Statutory Guidance on Supporting pupils at schools with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

**The SENDCO(Special Educational Needs and Disabilities Coordinator) is:**

**MRS JENNY BARNETT B.ED. Hons.**

Member of the Senior Leadership Team and can be contacted by telephoning school 01924 261988 or by email [headteacher@flushdyke.gov.uk](mailto:headteacher@flushdyke.gov.uk)

**Policy Updated by Jenny Barnett July 2020**

### **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 Needs might be an explanation for delayed or slowed progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We make a clear distinction between "underachievement" – often caused by a poor early experience of learning – and special educational needs.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school's devolved budget.

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

The aims of our Special Educational Needs Policy and practice in this school are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted and continuous professional development.
- To work in 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 Head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disabilities Coordinator (SENDCO).

The SENDCO is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND on the ongoing effectiveness of the inclusion policy.

The SENDCO has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Looked After Children is **the Head Teacher** and she has strategic responsibility for the inclusion of children who are adopted or in local authority care.

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

## **Identifying Special Educational Needs**

Flushdyke J&I School adopts the definition of special education needs as stated in the Special Education Needs Code of Practice 0 – 25 (DfES, 2014).

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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

Special educational provisions means:

- for children of two or over, educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers;
- for children under two, educational provision of any kind.

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a setting with specialist provision. However, we strive to include all pupils in our school and we make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

Send Code of Practice p86 onwards, describes the 4 broad categories of need.

They are;

### **Communication and Interaction**

### **Cognition and Learning**

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

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

These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Flushdyke J&I School identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Other issues may impact on children’s progress and attainment but are not SEND.

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings provided under the current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Service Personnel

Identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child’s behaviour should be described as an underlying response to a need that we as a school will be able to recognise and identify clearly as we know our children well.

## **Graduated Approach to SEN Support**

All pupils at Flushdyke J&I School receive high quality teaching. This teaching standard is carefully monitored through termly lesson observations by the Headteacher. This includes reviewing and, where necessary, improving teacher’s understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Flushdyke J&I School follow the Wakefield graduated approach to meeting needs:

### **Assess > Plan > Do > Review**

<b>Learner Profile:</b>	<b>Supporting me to Learn Plan:</b>	<b>My Support Plan:</b>	<b>Education Health and care Plan:</b>	<b>Review:</b>
Basic communication	Short term interventions & targets	YP/Parent view – detailed story	Specified and quantified provision	Pupil/Parent voice
YP/Parent View – What I want you to know	YP/Parent view	Aspirations & Outcomes	Additional/Different resources	Evidence of what’s been done
Academic levels	Advice from agencies	Health and Care information	Placement	Review of changes
If/Then	Link to other plans – CAF, CIN, CP, LAC, PEP	Developing independence	Funding	What’s working/Not working?
		Summary of outside agencies		What needs to be different?
				Track changes to document

				Appendix 2  Attach all documents in graduated approach
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- All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- When deciding whether to make special educational provision, the teacher and SENDCO consider all the information gathered from within the school about the pupil’s progress alongside national data and expectations of progress. This should include a range of accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, the SENDCO may seek to make a referral to outside agencies and professionals for more specialised assessments with the permission of parents.
- ASSESS – PLAN - DO – REVIEW cycle

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. Pupils not reaching national expectations of attainment for their age over time, may be entered on the school SEND register.

## The Local Offer

Local Authorities must publish a local offer, setting out in one place, information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. This can be found at [www.wakefield.mylocaloffer.org](http://www.wakefield.mylocaloffer.org).

Similarly, Flushdyke J&I School produces an **SEND School Information** document, provision map and accessibility plan. These may be found on the school website, although a paper copy can be supplied on request.

## **SEND Stages and Support**

Pupils with SEND will have their needs met according to a graduated response as follows.

This is the first formal stage. The triggers for intervention through SEND Support could be the teacher's or others' concern, underpinned by evidence, about a child who, despite receiving quality first teaching and differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness;
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas, specifically achieving at below age related expectations and is falling behind according to regular teacher assessments and progress.
- presents persistent social, emotional or mental health difficulties which are not improved by the behaviour management techniques usually employed by the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum; or needs a curriculum which is different from and additional to the usual differentiated teaching.

Provision may be classroom based, managed by the Class Teacher, or take the form of interventions outside the classroom, delivered by Teaching Assistants (TAs) external agencies. At SEND Support:

- The SENDCO will inform parents that their child is receiving additional support in school and a Learner Profile created;
- individual targets and interventions are devised for the pupil, with input from the SENDCO as required;
- targets are made explicit on a Supporting Me to Learn Plan (One Page Profile) shared with parents/ carers/ children;
- progress is reviewed at pupil progress meetings, parents evenings and Support Plan reviews, when decisions are made about future provision. Targets will be reviewed at least termly;
- support is normally provided in class by the Teacher and TA, but there may be some involvement from the SENDCO.

If, despite significant support and intervention at SEND Support, the school has evidence that a pupil is making insufficient progress, or if the SENDCO believes the nature of the pupil's difficulties, requires it, we may seek further advice and support from external professionals.

The triggers for referral to outside agencies could be that, despite having received additional support under SEND Support, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum expectations that are substantially below those of children of a similar age;
- continues to have difficulty developing literacy and numeracy skills;
- has social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour support plan;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning;
- requires regular speech and language therapy and follows a speech and language therapy programme in school;

Provision is still mainly classroom based, although pupils may be withdrawn to work in small groups with Teaching Assistants. Teachers are given additional advice and input from the SENDCO, who will:

- seek the involvement of external agencies through the agreed Referral Pathway to support the production of individualised targets and a programme of support for the pupil
- continue to work closely with parents
- keep the pupil's progress under regular review
- Monitor progress through twice yearly Joint Service Planning meetings with Educational Psychology Service, Learning Support Service and the Communication, Interaction and Access Team and twice yearly Drop In Sessions provided by these services for teachers and teaching assistants to discuss individual pupils.

Reviews are carried out as before and decisions made with professionals from outside agencies and parents as to whether a child needs a 'My Support Plan' or to seek an Education, Health and Care needs assessment when everything that has been tried so far does not seem to be making sufficient difference to the child's situation and development.

## **My Support Plan**

A 'My Support Plan' will be considered when a pupil is working with a number of external agencies or when it is thought that a request for an Education, Health and Care needs assessment is needed.

The 'My Support Plan' documents the child's needs, so that the child and family should not have to share information more than once in order to access advice from other professionals or when changing schools. The plan sets out outcomes in one or all of education, health and care.

## **Request for an Education, Health and Care needs assessment**

The majority of children with SEN or disabilities will have their needs met within local mainstream early years settings and schools. Some children may need an EHC needs assessment in order for the local authority to decide whether it is necessary to make provision in accordance with an EHC plan.

A request will be made for an EHCP needs assessment, when the outcomes set out in the 'My Support Plan' are not met, despite the best efforts of school and the involved external professionals. In some cases, this assessment will result in an EHC plan. It should be noted that an EHCP needs assessment will not always result in an EHC plan, but may indicate ways in which school can meet the child's needs without an EHC plan.

A request can be made by

- the child's parent;
- a young person over the age of 16 but under the age of 25 and
- a person acting on behalf of a school or post-16 institution.

In the latter case at Flushdyke J&I School, this person would be the SENDCO and would always be with the knowledge and agreement of the parent.

An EHC plan is a forward looking document that helps to raise aspirations and outlines the provision required to meet the assessed needs to support the child in achieving his or her ambitions.

The production of an EHC Plan is organised by Wakefield Local Authority's Special Educational Needs and Review Team in close liaison with the school, external agencies involved with the pupil and the pupil's parents/carers.

The provision set out in the pupil's EHC Plan will be closely monitored by the SENDCO and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting. If a pupil makes sufficient progress, an EHC Plan may be discontinued by the Local Authority.

## **The SEND Team at Flushdyke J&I School**

### **The Headteacher**

The Headteacher has responsibility for the strategic management of SEND.

### **The Special Educational Needs and Disabilities Co-ordinator (SENDCO)**

All mainstream schools must appoint a designated teacher, the Special Educational Needs and Disabilities Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy. In accordance

with the Children and Families Act (2014), the SENDCO at Flushdyke J&I School is a qualified teacher and will co-ordinate provision for pupils with SEND and liaise with parents, staff and external agencies.

SEND at Flushdyke J&I School is led by the SENDCO. The SENDCO works with pupils, staff, parents/ carers and outside agencies. An appointment to meet with the SENDCO can be made by speaking to administrative staff at the school. Tel: 01924 261988

The key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for pupils with special educational needs;
- Liaising with and advising other staff;
- Overseeing and maintaining the records of pupils on the SEND register;
- Managing Teaching Assistants who are working with pupils who have a statement of SEN or an EHC plan;
- Liaising with parents of pupils with SEND;
- Contributing to staff training in SEND;
- Coordinating review meetings for children with EHC plans;
- Liaising with professionals from other agencies, early years providers and schools who are working with pupils with SEND;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Provision for pupils with Social, Emotional and/ or Mental Health needs is led by the SENDCO, who also works closely with our staff, parents/ carers and outside agencies.

### **SEND Governor**

A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

### **The SEND Governor is Alison Spalding**

SEND Governors have responsibility for:

- Defining, developing and monitoring the SEND policy;
- Ensuring that they are up-to-date with their knowledge of the school's SEND provision;
- Ensuring that SEND is an integral part of the School Improvement Plan;
- Ensuring that parental complaints are dealt with in accordance with school policy;
- Reporting to parents annually on the implementation of the SEND policy.

## **Class Teacher**

- Liaising with SENDCO to agree:
  - Which pupils in the class are vulnerable learners.
  - Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learner's 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 SEND list.
  - Some of these pupils may require advice/support from an outside professional and, therefore, a One Page Profile to address a special educational need (this would include pupils with EHC Plans).
- Securing good provision and good outcomes for all groups of vulnerable learners by:
- Having high expectations for those pupils with SEND.
  - Providing quality first differentiated teaching and learning opportunities.
  - 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)
  - Effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

## **Teaching Assistants (TAs)**

Our TAs work mainly within class based sessions, supporting identified children. This enables us to offer small group support to those children with higher levels of need at SEND Support. Their work is carried out under the direction of the class teacher and SENDCO.

Additionally, TAs may run intervention groups including a wide range of intervention programmes. TAs work with children with EHC Plans to support them in the classroom and through 1:1 work. They plan with the class teacher, SENDCO and/or external agencies to support the child's targets and record their work. They also liaise with external agencies, where appropriate, and parents. Support is tailored to suit the individual needs of the child as identified within their EHC Plan.

## **Nurture**

We are fortunate to be able to provide small group support, facilitated through Pupil Premium funding, for children who may feel insecure or who are in need of more teacher attention and intensive learning than can be provided in their mainstream class. The group is run by one or two Teaching Assistants

The point of the nurture group is to encourage the child to want to go to school, to take pride in his or her learning, and to learn to grow at a pace that is right for them. The nurture group also offers children opportunities to learn broader life lessons in addition to their school work. It is also an important tool for improving attendance.

## **Assessing and Reviewing Pupil's Progress**

Assessing and Reviewing Pupil's Progress and the effectiveness of our educational provision for pupils with Special Educational Needs, is crucial to ensure that correctly targeted interventions are having a positive impact on learning.

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

Following the **ASSESS – PLAN – DO – REVIEW** cycle

- The school's generic processes for tracking the progress of all pupils.
- Termly evaluation of the effectiveness of interventions on the provision map, in relation to the progress of each pupil, with Class Teacher, SENDCO
- At least termly evaluation of whether pupils in receipt of Education, Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need. Evaluations may be made more frequently if necessary.
- Two Drop In sessions each year with Learning Support Service, Educational Psychology Service and the Communication and Interaction Service to enable teaching staff to discuss individual pupil progress and to seek advice on possible interventions.
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014).
- Termly review of My Support Plan
- Regular reports from outside agencies

## **Enabling Children to Engage in Activities**

- 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, we try to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Deployment of additional staffing and resources funded from our devolved additional needs budget, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents/carers is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners.

- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
- School uses Pupil Premium funding to enrich learning and to ensure that every child has the same opportunities to thrive.

## **Improving Emotional and Social Development**

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children with SEND and measures to prevent bullying in all its forms. Running programmes designed to help pupils in their daily interaction with others.

## **Relationships with Parents/Carers**

We recognise the value of parents'/carers' knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented.

Class teachers will meet with parents/carers twice a year (or more frequently if needed) to discuss general progress of all pupils including those with SEND. The SENDCO will also meet the parents of children on the SEND register to discuss progress in relation to existing targets and discuss new targets moving forward, where requested or felt necessary. These meetings may also include a representative from outside agencies that maybe involved with the target setting and review process for that child. Class teachers are invited to review meetings with support agencies where possible.

Throughout all stages of support, parents/carers are kept informed. Their permission is sought for referrals, requests for assessments of need and they are given copies of One Page Profiles as they are initiated and upon completion/evaluation of each one.

The SENDCO or class teacher will contact parents to discuss referrals to outside agencies, such as Learning Support Service, Speech and Language Therapy, Educational Psychology etc. Parental permission is always sought before any referral is made.

Parents are always welcomed into the school. We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher, although parents can also make an appointment to meet with the SENDCO directly.

The school can provide information about the Parent Partnership Service to all parents of pupils with special educational needs and/or disabilities. This service is now known as SENDIAS. Parents of any pupil identified with SEND may contact the Wakefield SENDIAS for independent support and advice.

## **Access to the Curriculum**

All children are entitled to a balanced and broadly based curriculum including The Early Years and National Curriculum in line with the school's policy of inclusion. Where pupils have special educational needs

and/or disabilities, a graduated response will be adapted. The school will, in other than exceptional cases make full use of classroom and school resources before drawing on external support.

It is desirable to work with children with SEND in the classroom and to enable them to access the full curriculum at their level through differentiation and by supporting their learning alongside the class teacher and with the rest of the class. Sometimes children benefit from a period of time of individual attention/small group attention, external to the classroom, to address specific skills to enable them to access the curriculum more fully. If, appropriate, children are withdrawn into a specialist group intervention and given 1:1 or small group support in a quiet atmosphere, without distractions from others around them.

All children are encouraged to talk about how they feel about their learning and their progress and are encouraged to feel able to 'have a go' to take charge of their own learning. The rest of the class are encouraged to be supportive to all children by encouraging and helping each other to tackle tasks and to join in with the praise and encouragement given by the teacher which are fundamental to this progress.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

All pupils share in individual target setting across the curriculum so that they know what their targets are and why they have them.

Regular feedback from teachers either verbal or through written comments is of paramount importance to all our pupils and ways of communicating this to pupils with SEND is carefully considered.

Pupils are encouraged to self-review their progress and set new targets.

For some pupils with special educational needs, they may monitor their success at achieving the targets on their One Page Profile.

## **External Support Agencies**

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. We seek to respond quickly to emerging need and work closely with other agencies as follows:

- The school receives regular visits from the Educational Psychology Service. The SENDCO prioritises the children to be seen for observations and assessments half yearly, in order to give insight into the best way forward for supporting these children.
- In addition the school may seek advice from the LA's specialist advisory services for children with learning difficulties (Learning Support Service), Communication and Interaction difficulties (CIAT); sensory impairments (VI and HI teams).
- Pupils with difficulties in production of speech sounds, language processing or delayed language may be referred to the National Health Speech and Language Service.
- Multi-agency safeguarding hub.

- Early Intervention Hub
- CAF Team
- Child and Adult Mental Health Service (CAMHS)
- Parent Partnership Service - SENDIAS
- Early Years SEN Support Service
- Local NHS Services

## **Supporting Children with SEND through Transitional Phases of Education**

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition).

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before they leave, will offer transition meetings to all pupils in receipt of additional SEND support. Pupils with Education, Health and Care Plans will have next phase destinations and transition arrangements discussed at EHCP review meetings.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class 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 reliable named contact at the next phase provider with whom the SENDCO will liaise.
- We have excellent relationships with the receiving high schools in our area.
- Careful planning also goes into the transition between Key Stages within school. Teachers meet and pass on relevant information about pupils and all classes spend a morning in their new class before the end of the summer term. Particular attention is given to those pupils with SEND to ensure a smooth transition between classes.

## **Allocation of Resources**

The LEA provides the school with money in its school budget towards meeting pupils' SEND and additional funding for pupils with EHCPs. In addition the school plans and provides for pupils with SEND from their main budget. The school spends this money on:

- Learning support assistants and access to specialist teachers;
- Training for all teachers and learning support assistants so they can meet pupils' needs more effectively;
- Special equipment.

## **The School Building**

The school complies with the Disability Discrimination Act, through ensuring equal access to both the school's building and curriculum. There is wheelchair access to the building and the school has a disabled toilet.

## **Admission and Inclusion Arrangements**

Pupils with SEND are admitted to the school on the same basis as any other child, as outlined in the school Prospectus. The Governing Body uses the LA admissions criteria. The school welcomes applications for admission from the parents of pupils with mobility difficulties. All of the school is wheelchair accessible.

## **Further information**

For further information about provision for pupils with SEND, please see Flushdyke J&I School's SEND Information Document on the school's website which contains more detail regarding SEND provision. A paper copy can be requested. See also Wakefield LA Local Offer.

## **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 the general Governors Complaints Procedure (see separate Complaints Policy).