



KERR MACKIE PRIMARY SCHOOL

INCLUSION POLICY

# **Kerr Mackie Primary School**

## **INCLUSION POLICY**

**Incorporating Special Educational Needs Disability  
Information, in compliance with Statutory Instrument:  
Special Educational Needs (Information) Regulations  
(Clause 64)**

## **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.

[SEND Code of Practice \(which takes account of the SEND provisions of the SEND and Disability Act 2001\) September 2014](#)

[Ofsted Section 5 Inspection Framework September 2019 \(Updated 2021\)](#)

[Ofsted SEND Review 2010 “A Statement is not enough”](#)

[Equality Act 2010](#)

[Education Act 2011](#)

[Children and Families Act 2014](#)

## **Inclusion Intent**

At Kerr Mackie Primary School, we are committed to the inclusion of all pupils into our school community. We are committed to ensuring that all pupils are appropriately challenged to maximise their potential through a well-structured, board and balanced curriculum. We recognise that there are many reasons why additional efforts are needed to ensure the inclusion of children such as special educational needs, children being from vulnerable families, children looked after, children with English as an Additional Language. We are committed to:

- The inclusion of all children (including vulnerable learners) whilst meeting their individual needs
- Providing differentiated learning opportunities for all children and providing materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum
- Making every effort to narrow the gap in attainment between vulnerable groups of learners and others, providing differentiation and support to allow children to maximise their potential
- 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 new to English as part of our provision for vulnerable learners
- We focus on individual progress as the main indicator of success and celebrate the smaller steps of progress that some children with special educational needs will make
- Some pupils in our school may not be reaching their potential, 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 have special educational needs. 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.

## **Inclusion Policy Impact**

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

- To provide curriculum access for all
- To secure high levels of engagement in learning and achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, 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 pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

1. Identification, assessment and provision for pupils with special educational needs
2. Evaluation of the effectiveness of provision
3. Assessment of the progress of pupils with special educational needs

### **Definitions of Special Educational Needs**

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for additional educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

(SEND Code of Practice 2015)

Disability has been defined by the Equality Act, 2010 as follows:

“A person has a disability if:

- The person has a physical or mental impairment, and;
- The impairment has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

Long-term disability is defined as:

- “It has lasted for at least 12 months;
- It is likely to last for at least 12 months, or;
- It is likely to last for the rest of the life of the person affected.”
- Substantial disability is defined as “more than minor or trivial.”

(Equality Act, Chapter 15, 2010)

In order to effectively identify, assess and secure the best possible provision for children, the stages below are followed:

### **STAGE 1 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 who are new to English 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 not reaching their potential and have been identified by the school as needing to additional support 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 SEND.
- All vulnerable learners will be included on a 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 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, Early Years Foundation Stage Profile scores other whole-school pupil progress data, end of key-stage data, SENIT Developmental Journals and B-Squared assessments,
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action, plan, do 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 vulnerable learners but which clearly identifies pupils receiving additional SEND 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, SENCO and Assistant 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,
- 1-1 meetings

## 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, Assistant SENCO and senior leaders.
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENCO and senior leaders
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress
- attendance records
- regular meetings about pupils' progress between the SENCO, senior leaders and the head teacher
- head teacher's report to governors

## Stage 2 Additional SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEND Code of Practice 2014
- Pupils not reaching their potential, who do not have SEND, will **not** be placed on the list of pupils being offered additional SEND support
- In keeping with all vulnerable learners, intervention for pupils on the SEND 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 SEND 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
- 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 IEPs, which we recognise are no longer prescribed in the SEND 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 pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
  - 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 pupil 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 – pupils 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 where applicable
  - Our IEPs have been devised so that they are manageable and easily monitored
  - Our IEPs will be time-limited – at a termly review, there will be an agreed “where to next?” in conjunction with the Individual Pupil Passport and B-squared assessments where appropriate
  - Our IEPs will have a small number of short / medium term SMART targets set in consultation with the pupil.
  - 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 pupil should be able to do at the end of the given period.
  - Targets for an IEP will be arrived at through:
    - Discussion between teacher and SENCO where appropriate
    - Discussion, wherever possible, with parents/carers and pupil
    - Discussion with another professional where appropriate

### **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 SEND 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
  - Funding for Inclusion top-up 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 SEND support at an earlier stage.

### **Inclusion of pupils with English as an additional language**

#### **Definition**

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

#### **Ethos**

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

#### **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: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using the Bell's Foundation EAL Assessment Framework to record stage of language acquisition where it is well below end of year expectations relevant to the child's age
- a further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language
- 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.
- Progress of EAL pupils will be monitored against both the Bell's Foundation EAL Assessment Framework (where well below relevant end of year expectations) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and senior leaders. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

## Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school 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. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
  - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that children who are 'looked after' have access to the appropriate network of support

- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, 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 Children Looked After and monitors admissions, PEP completion, attendance & exclusions.

**The name and contact details of the SEND co-ordinator:**

**SENCO and Inclusion Lead - Kate Davies**

**Tel no: 0113 3368499**

**Email: [sendco@kmps.org.uk](mailto:sendco@kmps.org.uk)**

**The name and contact details of the Designated Teacher for Looked After pupils**

**SENCO and Inclusion Lead - Kate Davies**

**Tel no: 0113 3368499**

**Email: [sendco@kmps.org.uk](mailto:sendco@kmps.org.uk)**

### **Management of Inclusion within our school**

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Deputy Head teacher and Special Educational Needs Coordinator (SENCO). The Deputy Head teacher and SENCO are responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy. The Designated Teacher for Children Looked After has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff in school have a responsibility for maximising 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.

### **5 Cs – Through our values, as a school, we will ensure:**

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's tracking system
- 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
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- in collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds
- in collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school



- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending training as appropriate
- liaising with the school's Inclusion Governor, keeping them informed of current issues regarding provision for ethnic/linguistic minorities
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

### **Headteacher**

- the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Deputy Head teacher, and Special Educational Needs Coordinator (SENCO). The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
- analysis of the whole-school assessment tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
- pupil progress meetings with individual teachers
- regular meetings with the SENCO and deputy head teacher
- discussions with pupils and parents

### **Special Educational Needs and Disability Coordinator**

In line with the recommendations in the SEND Code of Practice 2014, the Deputy Head teacher, with the SENCO and Assistant 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 provision maps those in receipt of additional SEND support from the schools devolved budget, those in receipt of FFI top-up funding and those with 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 SEND, in conjunction with class teachers
- contributing to the in-service 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 FFI top-up funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur)
- liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress
- attending area SENCO network meetings and training as appropriate
- liaising with the school's SEND Governor, keeping them 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 SENCO/Deputy head teacher 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 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 SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by:
  - providing high quality, 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". (SEND Code of Practice 2013)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners
  - carrying out regular assessments to identify children who are making less than expected progress

## **4. Training and development of staff**

- In accordance with Section 6 of the SEND 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 NASENCO statutory accreditation. If a new SENCO is appointed, he/she will gain 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. This will be through a combination of coaching and mentoring, in-house CPD delivery and the use of external expertise where appropriate
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. 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.

## **5. Links to support services**

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision.

Links and partnerships are developed with the Local Education Authority and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively. These services include:

- STARS (Autism Support team)
- CAMHS (Child and Adolescent Mental Health)
- Area Inclusion Partnership
- Special Educational Needs Support Team (SENSAP & SENIT)
- DAHIT (Deaf and Hearing Impaired Teaching team)

- Physiotherapy team
- School nursing team, including the Feeding Support team and Diabetic Nursing Support
- Educational Psychology team
- ARM Cluster Support team (Playtherapy, Pupil counselling, Family support)
- Physiotherapy team
- NHS Traded Speech and Language Therapist
- Children's Social Work Services

We work collaboratively with other agencies and organisations in the city to put the pupil and their parents at the centre of our work.

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, if appropriate, our school will apply for FFI top-up funding from the local authority

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.

## 6. Working in partnership with parents

### Partnership with Parents/Carers

The school is committed to working 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
- 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 layered 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

## **Effective Transition**

- We will ensure early and timely planning for transfer to a pupil's next phase of education
- 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. 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

## **7. Admission**

### **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*)

## **8. Complaints**

### **Complaints**

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. 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)

## **9. Key contacts and support**

**The name and contact details of the SEND co-ordinator:**

**SENCO and Inclusion Lead - Kate Davies**

**Tel no: 0113 3368499**

**Email: [sendco@kmps.org.uk](mailto:sendco@kmps.org.uk)**

### **Links with Other Services**

Effective working links will also be maintained with:

Educational Psychology Team (referrals are made through school. Please speak to the SENCO for further information)  
The Educational Psychology (EP) Team use psychology to help children and young people with SEN to do well in their learning and development.

Support from the EP Team includes:

- understanding how children think, learn and behave
- helping to improve presenting behaviour and problem solving skills
- providing training to schools and settings to improve a child or young persons school experience

- assessments and intervention techniques
- psychological advice for statutory assessments and associated statutory processes

SENSAP: 0113 378 5256

The SENSAP Team is the local authority's Special Educational Needs Statutory Assessment and Provision team.

Working towards becoming a child-friendly city. SENSAP's aim is to enable children and young people with complex Special Educational Needs and Disabilities (SEND) to access the right educational support and provision and to achieve their life aspirations.

SENIT team (referrals are made through school. Please speak to the SENCO for further information)

The Special Educational Needs and Inclusion Team (SENIT) are a multidisciplinary team of specialist teachers and inclusion workers, with expertise in the areas of early years, learning and cognition and social, emotional and mental health (SEMH) needs across all phases of education. They provide advice, resources, strategies and training and, where appropriate, specialist assessment to schools and settings in order to build capacity to identify and meet needs.

SENDIASS: Contact Number: 0113 378 5020

SENDIASS support children and young people with special educational needs and disabilities (SEND) and their parents and carers to help with any concerns or questions.

They do this by providing a free, impartial and confidential service through our website and online resources. You can also contact us through our advice line.

<https://forms.leeds.gov.uk/SENDIASSGetInTouch>