



SEND and Inclusion Policy

October 2022

Table of Contents

1.	Inclusion at Owlcotes Multi-Academy Trust	3
2.	Aims and Objectives of this Policy	4
3.	Identification: Assessment and Provision for Pupils with SEN	4
4.	Inclusion of Pupils with Social and Emotional Needs	7
5.	Inclusion of Pupils with English As An Additional Language	8
6.	Inclusion of Pupils who are Looked After in the Care of the Local Authority	9
7.	Management of Inclusion Within our Schools	11
8.	Expertise of Staff and Other Professionals in Relation to Children with Special Educational Needs	13
9.	Equipment and Facilities to Support Children with SEND	14
10.	Partnership with Parents/Carers	14
11.	Involvement of Pupils	14
12.	Effective Transition	15
13.	Arrangements Made by the Local Governing Board Regarding Admissions for Pupils with Special Educational Needs or Complaints	15
	Name and contact details of SEND co-ordinators at OMAT schools:	16
	Name and contact details of the Intervention Managers at OMAT schools:	16
	Name and contact details of the Designated Teacher for Looked After Pupils at OMAT school:	16

About Owlcotes Multi-Academy Trust (OMAT)

OMAT is committed to the development of inclusive schools, sharing a common purpose to provide excellent education and improved outcomes for pupils.

OMAT strives to provide high-quality education for all children within our local communities by inspiring innovation, creativity and aspiration through an enriched curriculum.

OMAT is committed to the principles of co-operation, collaboration and sharing best practice with a strong focus on staff development.

OMAT is also committed to the preservation of the unique identity of all schools within the trust: each school will have a Local Governing Board (LGB) which is involved in decision making at school level, with autonomy to make decisions for its own school in line with the scheme of delegation.

All trustees and any schools joining must agree to share and uphold all of these principles now and in the future.

SEND and Inclusion Policy

1. Inclusion at Owlcotes Multi-Academy Trust

Owlcotes Multi-Academy Trust is an inclusive organisation. We work effectively as a team with a range of professionals, parents and pupils to ensure that all needs are met. The following principles underpin our work:

We endeavour to achieve maximum inclusion of all children (including vulnerable learners and those with a physical disability) whilst meeting their individual needs.

Teachers and teaching support staff provide differentiated learning opportunities for all the children within OMAT and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the OMAT curriculum.

SEND might be an explanation for delayed or slower progress but is not an excuse. We make every effort to narrow the attainment between vulnerable learners and others.

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.

2. Aims and Objectives of this Policy

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

- To provide curriculum access for all, including pupils with physical disability.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision and accessibility.
- 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 and that access via ramps, lift and hygiene suite allows children with a physical disability equal opportunities.
- 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, including those with a physical disability.
- 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”.

3. Identification: Assessment and Provision for Pupils with SEND

3.1. Stage 1: Well – differentiated, quality first teaching

Well – differentiated, quality first teaching, including, where appropriate, the use of Wave 1 (universal offer, the offer for all children) or Wave 2 (targeted and group) Interventions.

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with SEND 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 OMAT schools 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 SEND.
- Children on the SEND register will have termly meetings (40 minutes) to discuss progress and provision, where there is the opportunity to:
 - Plan strategically to meet pupils’ identified needs and track their provision.
 - Audit how well provision matches learning needs of pupils.
 - Recognise gaps in provision.
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively – notional cost in terms of staffing and additional support.
 - Demonstrate accountability for financial efficiency.
 - Demonstrate to all staff how support is deployed.
 - Inform parents, the Local Authority and external agencies 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, Foundation Stage scores, reading ages, other whole-school pupil progress data.
- Classroom assessment and monitoring arrangements.
- Following up parental concerns.
- Tracking individual children's progress over time.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Information from other services.
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support and who are in receipt of High Needs funding. This is updated termly following pupil progress meetings and meetings between teachers and SENDCo.
- Undertaking, when necessary, a more in depth individual formal assessment.
- 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, OMAT schools 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.
- Further differentiation of resources.
- Booster groups.
- Individual target intervention.
- Wheelchair access to enable pupils with SEND to access all areas of learning.

Monitoring and Evaluation

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

- Classroom observation by the SENDCo, Intervention Manager and senior leaders.
- Ongoing assessment/discussion of progress made by intervention groups.
- Work sampling.
- Teacher meetings with the SENDCo.
- Informal feedback from all staff.
- Pupil interviews when setting new IEP targets or reviewing existing targets (if appropriate for the child).
- Pupil progress tracking using assessment data (which can range from the use of SENIT developmental journals, B-Squared assessments or whole school strategies).
- Monitoring Support Plans and targets, evaluating the impact of these on pupils' progress.

- Attendance records.

3.2. Stage 2: Additional SEN 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 OMAT schools, i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support - but may have a Support Plan in order to narrow gaps.
- In keeping with all vulnerable learners, intervention for pupils on the SEND register will be identified and tracked using the Support Plans and pupil progress records.
- It may be decided that a very small number, **but not** all of the pupils on the SEND register 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 OMAT schools 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, with particular regard to the success criteria and SEN Descriptors published as part of the local offer. Provision can then be adapted to take in consideration the extra funding available for the child – with consideration for costing provision effectively and financially efficiently, with provision in-line with the funding that each child receives.
- 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, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - They 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 a working document which can be constantly refined and amended.
 - They 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”.
 - They will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - They will be based on informed assessment and will include the input of outside agencies where necessary.
 - They have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - They will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
 - They will have an over-riding key objective with a series of smart targets that are linked to the achievement of the overall goal.
 - They 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 these will be arrived at through:

- Discussion between teacher and SENDCO.
 - Discussion, wherever possible, with parents/carers and pupil.
 - Discussion with another professional as appropriate.
 - Use of SENIT Developmental Journals or B Squared to assess and monitor progress and set targets.
- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENDCo at the termly SEN meetings.

3.3. Stage 3: Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN register (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
 - High Needs Block Funding.
 - An Education Health and Care Plan.and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

4. Inclusion of Pupils with Social and Emotional Needs

Definition

A pupil with social and emotional needs may:

- Find it difficult to understand the age appropriate social norms of everyday life at school.
- Find it difficult to follow school rules and routines.
- Behave in a socially unacceptable way for their age.
- Have low self-esteem.

Provision

OMAT schools teach aspects of social and emotional literacy through PSHE. Developing pupils' well-being is an integral part of daily life in and around school and is included in all areas of the curriculum where appropriate. Each schools' behaviour policy promotes the development of pupils' self-esteem. Achievements are celebrated in a weekly, whole school assembly.

For those pupils who need additional support in this area of learning, school provides small group/1:1 support from a trained professional in Emotional Literacy.

5. 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.
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language.
- Pupils will be placed in groups which match their academic ability. Initially this may be in a middle-ability set 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, 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. 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 the Intervention Manager or SENDCO. Provision will be recorded and monitored for effectiveness in line

with standard practice for all vulnerable learners in OMAT schools. The pupil will not be placed on the SEN register for reasons of EAL.

Parental Support

We recognise that some parents who are learning English may find it difficult to communicate with their child's school and approach their child's school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of OMAT schools by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

6. Inclusion of Pupils who are Looked After in the Care of the Local Authority

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 Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

7. Roles and Responsibilities Within Owlcotes Multi-Academy Trust Schools

The CEO and Board of Trustees have delegated the responsibility for the ongoing implementation of this Policy to each Owlcotes school's Special Educational Needs Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The SENDCO in partnership with their school's Intervention Manager also 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 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, EAL or very able learners. Staff are aware of their responsibilities towards all groups of learners and a positive and sensitive attitude is shown towards all pupils at all times.

Headteacher

- The Headteacher will work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within their school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- 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 Headteacher and the Local Governing Board will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCO).
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to their school's provision in this regard through:
 - Analysis of the whole-school pupil progress tracking system.
 - Analysis of a whole-school provision map for vulnerable learners (maintenance of this is the responsibility of the SENDCO and teaching staff).
 - Pupil progress meetings with the senior leadership team/individual teachers.
 - Regular meetings with the SENDCO/Intervention Manager.
 - Discussions with pupils and parents.

Special Education Needs Coordinator

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

- Work with the Headteacher and Governors with SEND responsibility to determine the strategic development of the SEND policy and provision in their school.
- The SENDCO has day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustment and access arrangements.
- Ensure that the school keeps the record of all pupils with SEND up to date.

- 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 SEND support from OMAT 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 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 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), 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.
- Monitoring OMAT 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.
- Liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- Attending area SENDCO network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.

Special Education Needs Coordinator in Partnership with the Intervention Manager

- Pupils with ethnic minority heritage and/or EAL will be monitored in line with other groups of learners in respect of their attainment and progress.
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the individual school.

Class Teacher

- Each class teacher is responsible for the progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this policy.
- Liaising with the SENDCO/Intervention Manager to agree:

- Which pupils in the class are vulnerable learners.
- Which pupils are underachieving and need to have their additional interventions monitored – but do not have special educational needs.
- Which pupils require additional support because of a special educational need and need to go on OMAT school's SEN register. Some of these pupils may require advice/support from an outside professional 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 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 be working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013).
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

8. Expertise of Staff and Other Professionals in Relation to Children with Special Educational Needs

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCO will regularly attend local 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 OMAT school's development plan and annual schedule of continuous professional development.
- 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.

9. Equipment and Facilities to Support Children with SEND

- 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, OMAT schools will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned OMAT schools 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.

10. Partnership with Parents/Carers

OMAT schools 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/ 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 Trust/school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

11. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In lessons, pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to involve all pupils by encouraging them where possible 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.
- Monitor their success at achieving the targets on their Individual Education Plan.

12. Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of additional SEND support. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition plan will be discussed with parents where appropriate.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. 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 OMAT schools 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.

13. Arrangements Made by the Local Governing Board Regarding Admissions for Pupils with Special Educational Needs or Complaints

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, disability, ethnicity or language need. Before a child with SEND is admitted to school, a meeting will take place to ensure adequate provision will be available in order to support additional needs, including those pupils with a physical disability. 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, including access to all areas of school and provision for personal care. (see Admission policy for the individual school, as agreed with the Local Authority).

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 SENDCo, then, if unresolved, by Headteacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see school's separate Complaints Policy).

Name and contact details of SEND Co-ordinators at OMAT schools:

Lead practitioner for SEND (based at Calverley Parkside): Mr Chris Jolley, c.jolley@cps.owlcotesmat.org

- Pudsey Primrose Hill Primary School (0113 2574129): Jennie Dale, j.dale@primrosehill.owlcotesmat.org
- Pudsey Waterloo Primary School (0113 3230342): Dee Watson, d.watson@waterloo.owlcotesmat.org, Oliver Woods, o.woods@waterloo.owlcotesmat.org
- Calverley Parkside Primary School (0113 2570884): Darren Hosany, d.hosany@cps.owlcotesmat.org
- Armley Park Primary School (0113 2639216): Emily Caine, e.caine@armleypark.owlcotesmat.org

Name and contact details of the Designated Teacher for Looked After Pupils at Calverley Parkside Primary School:

- Calverley Parkside Primary School (0113 2570884): Chris Jolley, c.jolley@cps.owlcotesmat.org

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.

- Special educational needs and disability code of practice: 0 to 25 years (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015.
- The Special Educational Needs and Disability Regulations 2014.
- Ofsted Section 5 Inspection Framework January 2014.

- Ofsted SEN Review 2010 “A Statement is not enough”.
- Equality Act 2010.
- Education Bill 2011.
- Part 3 of the Children and Families Act 2014.
- This policy also complies with the OMAT Master Funding Agreement and Articles of Association.
- This policy also complies with the OMAT Master funding agreement and the articles of association.

**This SEND and Inclusion Policy was adopted by Owlcotes Multi-Academy Trust on
10/03/2022**

Chair of Governors – Mrs J Norfolk		
Signature:		Mrs J Norfolk
Frequency of review:	2 years	
To be reviewed and approved by:	OMAT Full Board	
Date of next review:	March 2024	

REVIEW RECORD

Date of review	Reason for review	Date of next review

Name:		Signature:	
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on behalf of CPS Full Board

Date of review	Reason for review	Date of next review

Name:			
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on behalf of CPS Full Board

Date of review	Reason for review	Date of next review

Name:		Signature:	
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on behalf of CPS Full Board