

John Bunyan Primary School & Nursery



Inclusion Policy

Reviewed by: Inclusion Leader

Approved by: Curriculum Committee Spring 2024

Next Annual Review date: Spring 2025

INCLUSION POLICY

JOHN BUNYAN PRIMARY SCHOOL & NURSERY

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

- SEN Code of Practice 2015 (which takes account of the SEN provisions of the SEN and Disability Act 2001)
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Inclusion Statement

“Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds” (National Curriculum 2014).

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify 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.

Aims and Objectives of this Policy

The aims of our inclusion 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, 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.
- To promote children's self-esteem and emotional well-being and help them to form positive social relationships and emotional resilience.

The identification, assessment and provision for pupils with special educational needs, the evaluation of the effectiveness of its provision and the school's arrangements for assessing the progress of pupils with special educational needs

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning*

All Learners

All children are entitled to well-differentiated, high quality teaching, including, where appropriate, the use of ordinarily available, small group “catch up” interventions.

- All pupils will have access to high quality teaching-Ordinarily Available Universal Provision.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to targeted interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- Vulnerable learners will be included on a detailed whole-school provision map which works with additional provision maps to outline and monitor additional interventions across the school. This enables the school to:
 - o Plan strategically to meet pupils’ identified needs and track their provision.
 - o Audit how well provision matches need
 - o Recognise gaps in provision
 - o Highlight repetitive or ineffective use of resources
 - o Cost provision effectively
 - o Demonstrate accountability for financial efficiency
 - o Demonstrate to all staff how support is deployed
 - o Inform parents, LEA, external agencies and Ofsted about resource deployment

Initial Identification and Assessment of Vulnerable Learners and Children with Special Educational Needs

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

- The analysis of data including Early Years Foundation Stage (EYFS) profiles, EAL assessment where appropriate, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of assess, 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 provision maps (B2 Tracker Sheets) for all vulnerable learners which clearly identify pupils receiving SEN Support from the school’s devolved budget or in receipt of High Needs funding. These maps are updated termly.
- When necessary, a more in depth individual assessment will be undertaken. 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.
- SEE ALSO ESSEX DYSLEXIA POLICY [Dyslexia_policy_2011.pdf](#) (essexlocaloffer.org.uk)

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs (SEN), 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 high quality teaching
- Ordinarily Available Universal and Targeted Support or interventions
- Other small group provision
- Provision recommended by outside agencies.
- Individual class support / individual provision
- Bilingual support/access to materials in translation
- Further differentiation of resources

Monitoring and Evaluation

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

- As part of the "Assess, Plan, Do, Review" graduated approach as defined by the SEN Code of Practice (2015) through the whole school provision map
- Classroom observation
- Ongoing assessment of progress made by intervention groups monitored by senior leaders.
- Work sampling on a termly basis
- Informal feedback
- Termly Learning Conferences(TLCs) during which learning targets are reviewed with children and families
- Pupil progress tracking using assessment data
- Monitoring learning targets and evaluating the impact on pupils' progress.
- Attendance records and liaison with attendance officer
- Regular meetings about pupils' progress between senior leaders and class teachers.
- Head teacher's report to governors.

SEN Support

Pupils will be offered SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school, i.e. they have a special educational need.

- This support will follow the “Assess, Plan, Do, Review” graduated approach, as defined by the SEN Code of Practice (2015)
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support.
- “One Planning” will be in place for all children identified as having a special educational need. “One Planning” or, “Person centred planning” involves termly meetings with families during which evidence is collectively gathered to create an “**Action Plan**” and “**One Page Profile**”
- **Action Plans or One Page Profiles (1PP)** will 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 One Planning and Action Plans will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our Action Plans will be based on informed assessment and will include the input of outside agencies, where appropriate.
- Our Action Plans will have long term outcomes and short term SMART targets set with the pupil and family.
- Our Action Plans will specify what strategies will be used in order to address the target(s)
- Targets for Action Plans will be arrived at through discussion between teacher and if required SENCo and at One Planning meetings between teacher family and pupil
- **One Page Profiles**, part of a person centred planning approach, offer a snapshot of the child and include essential information on the best way to support them. Profiles will be created in partnership with pupils and their families.
- Professionals from external agencies such as the SEND Operations Team, Specialist Teacher Team, Inclusion Partner, Educational Psychology and the Speech and Language Therapy Team may be invited to support assessment and provision planning as part of One Planning.
- Both Action Plans and One Page Profiles are working documents. They are open to review at any time, but are formally reviewed termly, either as part of Termly Learning Conferences or as stand-alone meetings involving children, families, teachers and where appropriate the SENCo and professionals from external agencies
- It may be decided that a very small number, but not all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside

agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority.

[Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

Education Health and Care Plan

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.

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for Education Health and Care Plans, and will ensure that all pre-requisites for application have been met through ambitious and pro-active SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6 of the Special Educational Needs Code of Practice and with local ECC policy and guidance - particularly with regard to the timescales set out within the process.
- [Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

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. 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 endeavor to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school.

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 stage using the 'Bell Foundation "EAL Assessment Framework"'.
- 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
- If ability grouping is required, pupils will be put in groups which match their academic ability. Initially this may be in a middle-ability group until the pupil's academic strengths can be more fully assessed. Pupils should not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge
- 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 Foundation "EAL Assessment Framework"' and 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 the Inclusion Leader. 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 SEN 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 wherever possible and encourage non-English speaking families to invite a bi-lingual friend or relative to school meetings. We will do our best to provide school information in ways that are accessible for non-English speakers.

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy,
- Creativity artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access all areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfillment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Based on DfE guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified. A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Parental nomination (will be verified by the school)
- Peer nomination (will be verified by the school)
- An outside body (such as a sports club)

Provision

The needs of the majority of pupils should be fully met through differentiation within lessons and in some subjects the set in which they are taught. However, Gifted and Talented children will need to be extended in the area(s) for which they recognised; this should build on existing school provision and not be an entirely different programme of study. The four main areas of extending gifted and talented children are: acceleration, enrichment, extension and independence.

- Acceleration: children access work which would typically be for older pupils.
- Enrichment: broadening children's education by enabling them to study aspects of a topic that would otherwise not be covered.
- Extension: children are encouraged to develop more sophisticated thinking and reasoning skills.
- Independence: a common activity that allows children to respond at their own level and progress at their own rate of learning.

From Foundation Stage to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation; but will also offer enrichment and extension for more able learners in English and mathematics.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs and participation in external competitions and events. School based provision includes opportunities for performance, collaborative arts projects, specialist teaching and partnership with primary and secondary schools.

Inclusion of pupils who are in public care

John Bunyan Primary School & Nursery aims to promote the educational achievement and welfare of pupils in public care. **See the separate 'Looked After Child' policy.**

Roles and Responsibilities

The name and contact details of the Inclusion Leader / Special Educational Needs Co-ordinator (SENCo) / Designated Teacher for More Able and Gifted & Talented pupils

- Mrs Michelle Thatcher
Email: admin@johnbunyan.co.uk
Telephone: 01376 321814

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

- Mrs Michelle Thatcher
Email: admin@johnbunyan.co.uk
Telephone: 01376 321814

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 Inclusion Leader, the Designated Teacher for Looked After Children and the Designated Teacher for More Able and Gifted & Talented pupils. The Inclusion Leader is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The Inclusion Leader 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. The Designated Teacher for More Able and Gifted & Talented pupils has strategic responsibility for the inclusion of children who are gifted & talented or more able.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners. **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.

Head teacher

- The Head teacher 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 Inclusion Leader.
- 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 pupil progress tracking system
 - Maintenance and analysis of a whole-school provision map for vulnerable learners
 - Pupil progress meetings with individual teachers
 - Discussions with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCo will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Maintenance of the school SEN and vulnerable learners register
- Co-ordinating provision for children with Special Educational Needs
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with parents of children with SEN, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an Education Health and Care Plan.
- 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 on the vulnerable learners' provision map.

- Monitoring the school's system for ensuring that Action 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
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with Special Educational Needs).
- Liaise at least termly with each teacher to review and revise targets for all vulnerable learners in their class who are being tracked on the school's provision map
- Through One Planning, be available to liaise 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 network meetings and training as appropriate.
- Liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for children with Special Educational Needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners

Inclusion Leader

The Inclusion Leader will oversee the day-to-day operation of this policy in the following ways:

- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- In collaboration with the Head teacher, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- Managing other classroom staff involved in supporting ethnic/linguistic minorities
- Overseeing the initial and on-going assessment records on all children with EAL
- 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.
- Meeting at least termly with the Teaching Assistant supporting EAL pupils to review the linguistic progress of children learning EAL and establish next steps in learning
- In collaboration with the Head teacher, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- In collaboration with the Head teacher, 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 bilingual and culturally reflective materials to support children's learning across the curriculum
- Advising on and, where possible, sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- Attending Co-ordinator network meetings and training as appropriate
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teacher

- Liaising with the Inclusion Leader to agree:
 - Which pupils in the class are vulnerable learners
 - Which pupils are underachieving and need to have their additional interventions monitored on the provision map – but do not have special educational needs
 - Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN register.
- 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 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 2015)
 - Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

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

- In accordance with Section 6 of the SEN Code of Practice 2015, 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 SENCo is appointed, he/she will gain statutory accreditation within three years of appointment.
- The Inclusion Leader will regularly attend local network meetings

- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be 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 Head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).

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

- When specialist equipment or a high level of staffing support is required to support a pupil with Special Educational Needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding
- 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.
- **The role played by the parents of pupils with special educational needs (and other learning needs)**

Partnership with Parents/Carers

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

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having Special Educational Needs. Through One Planning, 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 Essex Local Offer

- Providing all information in an accessible way, including, whenever possible, 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
- For pupils with Special Educational Needs: monitor their success at achieving the targets on their Action Plan and involve them in all aspects of One Planning.

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, will offer additional transition opportunities to all pupils on the SEN register. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and where appropriate mentoring. 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 Inclusion Leader will liaise.

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

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and Inclusion Leader, then, if unresolved, by Head Teacher. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The Local Offer

Information about the Essex Local Offer can be accessed via the Essex County Council website:

<http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs>

Our SEND Information Report can be accessed on our school website:

John Bunyan Primary School & Nursery **<http://www.johnbunyan.co.uk>**