



# MICKLEM PRIMARY SCHOOL

## INCLUSION POLICY

The coordinators responsible for Inclusion are:

SEN co-ordinator: *Kelly Palmer*

Designated Teacher for Looked After pupils: *Kelly Palmer*

Mental Health Lead: *Kim Evans*

Contact: *admin@micklem.herts.sch.uk*      *01442 408964*

<b>Responsible Committee</b>	<b>Curriculum</b>
<b>Date Ratified</b>	<b>January 2017</b>
<b>Last review date</b>	<b>January 2026</b>
<b>Next review date</b>	<b>January 2027</b>
<b>Signed on behalf of the Governing Body</b>	<i>K Shah</i>
<b>Print name</b>	<b>Kay Shah</b>

## **Legislative Compliance**

This policy complies with the guidance given in **Statutory 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 (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Inspection Framework November 2025
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

## **Agreed underlying principles in our whole school approach to SEND**

1. We recognise that provision for SEND is a matter for the school as a whole, including the Head, Governors, SENCO, and all staff members.
2. We take into account the views of children and their families.
3. We enable children and their parents to participate in decision-making.
4. We collaborate with partners in education, health and social care to provide support.
5. We identify the needs of children.
6. Our overall aim is to give each child the opportunity to develop his or her own potential. We have high aspirations and expectations for all our children and we make high quality provision to meet the needs of children.
7. We focus on inclusive practices and on removing barriers to learning.
8. We help children to prepare for adulthood.

## **School Responsibilities**

All children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

### **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 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 pupil progress and attainment 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/CLA Lead and MH Lead
  - discussions with pupils and parents

### **Special Educational Needs Coordinator**

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

Our SENCO has an important role to play with the Head teacher and governing body, in determining the strategic development of SEND policy and provision in the school. The SENCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO is aware of the provision in the Local Offer, as outlined by the LA, and works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, external educational professionals accessed through the Local Offer, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. See our Equality information;
- ensuring that the school keeps the records of all pupils with SEND up to date.

### **Class teacher**

Liaising with the SENCO is responsible for:

- Identifying which pupils in the class are vulnerable learners;
- Identifying which pupils are underachieving and need to have their additional interventions monitored on the provision map – identified as 'monitoring';
- Identifying 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 – identified as 'SEN Support';
- Completing 'Assess, Plan, Do, Reviews' (APDRs) termly to address a special educational need and setting targets informed through assessment and monitored for impact;
- Securing good provision and good outcomes for all groups of vulnerable learners by:
  - Providing high quality first teaching adapted accordingly to suit the children's individual needs. This may include additional general support by the teacher or teaching assistant in class, scaffolding or specific resources to access learning.
  - Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2014)
  - Detailing provision on a class provision map which will be updated termly ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **Governors**

The governing body identifies a named member of the governing body who has specific oversight of the school's arrangements for SEN and disability and the governors, Head and SENCO

regularly review how SEND expertise and resources are used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

### **Admissions.**

Our policy on admissions follows that outlined by Hertfordshire County Council.

### **Medical conditions**

In line with The Children and Families Act 2014, we make arrangements to support pupils with medical conditions. Individual health care plans specify the type and level of support required to meet the medical needs of such pupils. Where children also have SEND, their provision is planned and delivered in a co-ordinated way with the health care plan. Our school has regard to statutory guidance 'Supporting pupils at school with medical conditions'.

### **Curriculum**

All pupils have access to a rich, broad, balanced, bespoke and relevant curriculum. We set high expectations for every pupil, whatever their prior attainment. We use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

### **Identifying SEND**

We have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

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

**SEN Code of Practice (2014)**

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, our school considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers, supported by our senior management team and SENCO, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected

progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Where progress continues to be less than expected the class teacher, working with the SENCO, assesses whether the child has SEND.

The first response to such progress is **high quality teaching targeted at their areas of weakness.**

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

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

While informally gathering evidence (including the views of the pupil and their parents) we do not delay in putting in place extra teaching or other **rigorous interventions designed to secure better progress**, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early. We listen, value and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, we assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage. We are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but can have an impact on well-being and sometimes this can be severe. We ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

Slow progress and low attainment do not necessarily mean that a child has SEND and does not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. We recognise that some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEND and will be addressed through supporting the acquisition of the English language.

When reviewing and managing special educational provision the broad areas of need and support outlined below are taken into account, and we review how well-equipped we are to provide support across these areas.

These four **broad areas** give an overview of the range of needs that are planned for.

The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. Children often have needs that span multiple areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children with Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. Our detailed assessment of need aims to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

### **Broad areas of need (SEN Code of Practice 2014, p.86)**

#### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We have clear processes to support children, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

#### **Sensory and/or physical needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment

(VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties. Some with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Special educational provision**

Our teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENCO considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals. This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. We also tell parents about the local authority's information, advice and support service.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life. We engage with secondary schools to help plan for these transitions. The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEND engage in school activities together with those who do not have SEND. A date for reviewing progress is agreed and the parent, pupil and teaching staff are clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision is recorded in the school records and the pupil's parents are informed that special educational provision is being made. Arrangements for appropriate support is made through our approach to SEND support, as below.

### **SEND support in our school**

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making at least good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.

**Assess:** In identifying a child as needing SEND support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. This may include measuring small steps of progress using the 'Collet Assessing Pupil Progress System' (CAPPS). It also draws on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent which are compared to our assessment and information on how the pupil is developing.

This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. The school liaises with these professionals to help inform the assessments. Where professionals are not already working with school staff the SENCO may contact them, with parental consent.

**Plan:** Where it is decided to provide a pupil with SEND support, the parents are notified. The teacher and the SENCO agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be detailed in an individualised **APDR**. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge.

Parents are made fully aware of the planned support and interventions and APDRs are shared each term.

**Do:** The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

**Review:** The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date each term and shared with parents. The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents have information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an Education, Health and Care Plan (EHCP), the local authority must review that plan as a minimum every twelve months. We cooperate with the local authority in the review process and, as part of the review, the local authority can require us to convene and hold annual review meetings on its behalf.

Transition SEND support includes planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school shares information with the school the child is moving to.

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

**Ofsted SEN Review 2010**

### **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school considers involving specialists. We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff.

Where a child is presenting with significant disruptive or dangerous behaviours, school will consider and investigate whether there are any causal factors such as:

- undiagnosed learning difficulties;
- difficulties with communication;
- mental health issues;
- housing;
- family/domestic circumstances.

Where appropriate and possible, school will seek advice from external agencies to support this assessment.

The pupil's parents are involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, we aim for the children to receive it as quickly as possible.

**Hertfordshire's Local Offer** sets out clearly what support is available from different services and how it may be accessed.

Such specialist services include, but are not limited to:

- specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability;
- therapists (including speech and language therapists, occupational therapists and physiotherapists);
- Child and Adolescent Mental Health Services (CAMHS).

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

## **Requesting an Education, Health and Care needs assessment**

SEND support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support, and the involvement of parents and pupils in the planning and reviewing progress.

We provide an Annual Report for parents on their child's progress. We also provide termly parent meetings for parents on how their child is progressing. This provides an opportunity for the parent to share their concerns and, together with the class teacher, agree their aspirations for the pupil. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. The views of the pupil are included in these discussions. This is through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

The school's management information system is updated as appropriate. If parents are unhappy with our SEND provision, our complaints policy can be found on the school website. [Policies | Micklem Primary School](#)

## **Use of data and record keeping**

The provision made for pupils with SEND is recorded accurately and kept up to date. This includes details of additional or different provision made under SEND support and which is recorded on each year group's provision map. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

We ensure that we have accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact. Our information systems monitor the progress and development of all pupils. Details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach.

In addition, our provision maps show all the provision that the school makes which is additional to and different from that which is offered through the school's main curriculum. The use of our provision maps enable the SENCO to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention, evaluating their impact on pupil progress, and adapting interventions or meeting training needs where needed. This ensures the most effective approaches are adopted widely across the school.

## **Publishing information**

### **SEND information report**

Our SEND Information Report, known in Hertfordshire as our 'school offer' is on the school website as a separate document. In line with the Special Educational Needs and Disability Regulations 2014, this policy provides information on the following:

- The kinds of SEND that are provided for: We provide support for children, as far as is possible, who may have one or more of the four areas of need: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.
- Policies for identifying children with SEND and assessing their needs, including the name and contact details of the SENCO: Our SENCO is Kelly Palmer. We identify children as outlined in this policy: see section Identifying SEND, SEND support.

- Arrangements for consulting parents of children with SEND and involving them in their child's education: We believe in a partnership with parents; see section Involving Parents and Pupils in planning and reviewing progress.
- Arrangements for consulting children with SEND and involving them in their education: We believe in including the views of pupils in discussions about their learning; see section Involving Parents and Pupils in planning and reviewing progress.
- Arrangements for assessing and reviewing children's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review: We assess and review progress regularly; see SEND support: Review and Use of data and record keeping
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. We ensure information is shared when children move to the next phase in their education; see Transition.
- The approach to teaching children and young people with SEND: We believe in high expectations and quality first teaching; see Agreed principles, Equality and Inclusion
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND: We adapt the curriculum and learning environment according to need; see Identifying SEND
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured. We are committed to ensuring children have access to high quality expertise; see School responsibilities, SEND support and the role of the SENCO.
- Evaluating the effectiveness of the provision made for children and young people with SEND: We regularly review our provision; governors and school leaders, which includes the SENCO.
- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEND: We are committed to all pupils participating fully; see School responsibilities.
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying: We are committed to supporting children through this policy and our curriculum, in particular PSHE: We have an appointed pastoral team who in part fulfil this role.
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families: We adopt a graduated approach; see SEND support.
- Arrangements for handling complaints from parents of children with SEND about the provision made at the school: We follow the LA's guidelines.

### **Children Looked After (CLA)**

Our arrangements for supporting children who are Looked After by the local authority and have SEND follow this policy and the LA's policy for Children Looked After.

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 Kelly Palmer. 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 three times per school year;

- 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 acknowledging the progress they are making.

### **Funding for SEND support**

Most of the funding to support children with additional needs, including pupils with SEN and disabilities, are determined by the LA's funding formula. This notional SEND budget is an amount of money delegated as part of the whole school budget to meet the needs of pupils with SEND, aside from the most exceptional levels of need. It is not linked to individual pupils. We use these funds to meet the needs of pupils with SEND, as outlined in this policy. The LA may need to provide additional funding in specific cases. This includes local high needs funding (LHNF) or funding linked to a child's EHCP. For the very small number of children with exceptional needs, schools can apply for additional LHNF funding for individual pupils once through the LA.

### **Support Agencies and Resources**

Our SENCO is available to advise colleagues on the early identification of difficulties and on the resources we have in school, and on the support agencies to support children with SEND.

### **Support Agencies**

The Hertfordshire local offer lets parents and young people know what SEN and disability services are available in Hertfordshire and who can access them. [The Hertfordshire SEND Local Offer](#)

### **School Transfer**

When a child transfers school, primary schools are required to transfer school records for all pupils within 15 school days of the child ceasing to be registered at the school. Confidential reports may be transferred via the CPOMS vault or Schools FX.

### **Policy Review**

The SEND governor, the Head teacher and SENCO will liaise to ensure optimum use of resources, will monitor the policy by the examination of children's progress, and ensure that this policy is reviewed annually.

**Date of Next Review:** January 2027