

Special Educational Needs Policy

In compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65) and Special Educational Needs and Disability Code of Practice (2014)

Date Adopted: 21/06/2016

Review Date: 21/06/2017

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Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Claus 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014.

Children with Special Educational Needs (SEND); (Gov.uk July 2015)

Equality Act 2010

Children and Families Act 2014

Introduction and Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- When required, teachers provide tailored learning opportunities within year group expectations for all children within the school. Appropriate support, materials and resources are provided to cater for children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Needs might be an explanation for delayed or slowed progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We 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 spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

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

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted 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 their needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others” (National Curriculum, 2014).

The principal and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Disability Needs Coordinator (SENDCO).

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

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

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

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

The name and contact details of the SEND Coordinator:

Pamela Clark
Gawthorpe Academy, High Street, High Street, Gawthorpe, Ossett, Wakefield WF5 9QP

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

Pamela Clark
Gawthorpe Community Academy, High Street, Gawthorpe, Ossett, Wakefield, WF5 9QP

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

- **Our school's policies for identifying children and young people with SEND and assessing their needs.**
- **Our school's arrangement for assessing and reviewing children and young people's progress towards outcomes.**
- **Our approach to teaching children and young people with SEND**
- **How adaptations are made to the curriculum and learning environment of children and young people with SEND.**
- **How our school evaluates the effectiveness of its provision for children and young people with SEND.**

Identification of Pupils Needs

WAVE 1: Well-differentiated, quality first teaching, including where appropriate, the use of small group interventions or 1:1.

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through the above it can be determined which level of provision the pupil will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge within the school,
- The pupil is recorded by the school as being under observation due to concern by parent, carer or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents/carers informally or during parent's evenings.
- Parent's evenings are used to monitor and assess the progress being made by children.

WAVE 1: Identification and Assessment

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

- The analysis of all relevant data including profiles, scores and assessments, reading ages, other whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review).
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder schools on transfers
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identified pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCO.
- Undertaking, when necessary, a more in depth individual assessment – this may include a range of commercially available assessments, carefully chosen to deliver

appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.

- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for Vulnerable Learners

Where children are underachieving and/or identified as having special educational needs, the school provided 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 modify and tailor work as part of quality first teaching,
- Small group withdrawal time (limited and carefully planned and monitored to ensure curriculum entitlement is not compromised).
- 1:1 or small group support before the start of the school day
- Individual class support/individual withdrawal
- Further differentiation of resources.
- Break time and lunch time small group support for individual children

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 and senior leadership team.
- Ongoing assessment of progress made by intervention groups.
- Work sampling on a termly basis.
- Scrutiny of planning/marking policy.
- Informal feedback from all staff.
- Pupil interviews when setting or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-school processes).
- Monitoring SEND support targets and evaluating the impact of these targets on pupils' progress.
- Attendance records and liaison with Learning Mentors and Education Entitlement Service.
- Regular meetings about pupils' progress between the SENDCO, teacher and the Principal – including pupil progress meetings held half-termly
- Reports to governors.

WAVE 2: Additional SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the tailored and modified curriculum offered for all pupils in the school i.e. they have a special educational need as defined but 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 will be on the school’s provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special education 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 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 SEND Descriptors published as part of the Local offer (matrix).
- Where a pupil has a significant, severe and sustained need, it may be necessary for the SENDCO to initiate a multi-disciplinary assessment with health and social care and/or a ‘My Support Plan’ in order to consider the need for an Education Health and Care Plan.
- Children placed on the SEND register may require a one-page profile depending on additional support and learning requirements needed for a child to make progress. Our approach to IEPs, which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:

Our One-Page Profiles:

- are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- will only record that which is “additional to” or “different from” a tailored Wave 1 provision 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”.
- will be more accessible to all those involved in their implementation - pupils should have an understanding and “ownership of the targets”.
- will be based on informed assessments and will include the input of outside agencies.
- have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- will specify how often, where and with whom the target(s) will be covered.

- 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.
- Our SEND one-page profiles will be formally reviewed, discussed and amended with the SENDCO three times per year based on progress and achievement of set targets. These will be shared with parents/carers and pupil at parent's evening
- Targets for the SEND one-page profiles will be arrived at through a series of events that may not take place in any prescribed order. The SENDCO will initiate and decide upon 'when' and 'with whom' these discussions will take place.
 - Discussions between teacher and SENDCO
 - Discussions between SENDCO and learning mentors
 - Discussions between SENDCO and Principal
 - Discussions, wherever possible, with parents/carers and pupil
 - Discussions with other professionals

WAVE 3: Statement of Special Educational Needs (pre 2014) or Education Health and Care Plan (EHCP)

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our academy 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 using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with Local Authority policies and guidance - particularly with regard to the timescales set out within the process.

Roles and Responsibilities

Principal

- The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which maximise their opportunity to learn.
- The Principal and the governing body will delegate the day to day implementation of this policy to the Special Educational Disability Needs Coordinator (SENDCO).
- The Principal 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 (could be devolved to another member of the SLT and SENDCO).
 - Pupil progress meetings with individual teachers.
 - Regular meetings with the SENDCO.
 - Discussions and consultations with pupils and parents/carers.

Special Educational Disability Needs Coordinator (SENDCO)

In line with the recommendations in the SEND Code of Practice 2014, 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.
- Identifying on this provision map a staged list of pupils with special educational needs - those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education, Health and Care Plans.
- Coordinating provision for children with special educational needs.
- Liaising with and advising teachers and support staff.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the record on all children with Special Educational Needs.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with a statement of special educational need (pre-2014) or Education, Health Care Plan (EHCP).
- 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 SEND 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 of Year 6 pupils.
- Monitoring the school's system for ensuring that SEND one-page profiles, where it is agreed, will be useful for a pupil with special educational needs, and 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).

- Meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class (school senior leaders will guarantee planning, preparation and assessment time for teachers and the SENDCO to ensure that these meetings occur).
- Liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's SEND and 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 the Academy's learning mentors and a range of outside agencies to support vulnerable learners.

Class Teacher

- Liaising with SENDCO to agree:
 - Which pupils in the class are vulnerable learners.
 - Which pupils are underachieving and need to have their additional interventions monitored - but do not have special educational needs.
 - Which pupils require additional support because of a special educational need and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, a SEND one-page profile will be needed to address a special educational need (this would include pupils with statements/EHCPs).
- Securing good provision and good outcomes for all groups of vulnerable learners by:
 - Providing quality first differentiated teaching and learning opportunities.
 - Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies. (SEND Code of Practice 2013)
 - Ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Assessing and Reviewing Pupil's Progress

Assessing and Reviewing Pupil's Progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
 - The school's generic processes for tracking the progress of all pupils.
 - Half termly evaluation of the effectiveness of interventions (in relation to the progress of each pupil).
 - At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education, Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of Statements/Education, Health and Care Plans are prescribed in the SEND Code of Practice (September 2014).

Enabling Children and Young People to Engage in Activities

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources, funded from our devolved additional needs budget through the Local offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents/carers is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in tailoring, modifying and differentiating the curriculum for vulnerable learners. When subject co-ordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Improving Emotional and Social Development

The academy provides support for improving emotional and social development (including extra pastoral arrangements for listening to the views of children and young people with SEND and implementing measures to prevent bullying) through the work of two Learning Mentors. The learning mentors work across the academy and give targeted support to identified children and their families. They work closely with outside agencies in supporting children's emotional and social development.

The Learning mentors Mrs Sue Underhill and Mrs Diane Pyrah can be contacted at the Academy.

Expertise and Training of Staff

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 SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCO and Designated Teacher for LAC 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. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialise advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal 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.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre and suitability to the job.

Equipment and Facilities to Support SEND

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

- All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (Higher Level Needs - HLN) is retained by the Local Authority. The SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the academy from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our academy will, wherever possible, join with other schools in joint purchasing/hire of equipment.

Consulting with Parents/Carers and Young People with SEND

Parents/carers of children with special educational needs will be consulted during parent/teacher meetings and kept up to date with interventions and support that their child is receiving. Permission will be sought from parents/carers for out of school hours interventions and parents will be consulted by the SENCO regarding decisions to initiate outside agency involvement. The SENCO and learning mentors will be available to discuss any matter with parents when necessary.

Children with SEND will play an active role in their education and will take part in the review of their targets, progress and achievement and their SEND support plan. They will be consulted on a regular basis by both the class teacher and SENCO.

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, 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 available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.
- Links with and involving Other Support Services and Organisations

How our school involves other bodies, including health and social bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families.

- Our school will identify sources of support as they develop and evolve as the Local offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including:
 - CAF Professionals
 - CAMHS
 - Educational Psychology Service (EPS)/ Learning Support Services (LSS)
 - Parent Partnership Service
 - Sensory Impairment Team
 - Speech And Language Therapy
 - CIAT
 - Local NHS services
 - Integrated Early Hub (IEHH) – links to Social Services, Health Visitors and other expertise and support.
 - Early Years SEND support service (Inc Portage team) if applicable
- In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.)
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCO and the Learning Mentors.

Supporting Children and Young People with SEND in Phases of Education

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

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support and all those with Education, Health and Care Plans.
- Support for the pupil in coming to terms with moving on will be carefully planned and will depend on the SEND of the child. 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 academy 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 names contact at the next phase provider with whom the SENDCO will liaise.

Admission Arrangements

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*).

In cases where a pupil is in receipt of High-Needs funding, the Academy will liaise with the LA and the Special Educational Assessment Review Team (SENART) to ensure that a place in mainstream education would be in the pupil's and family's best interest for the child's well-being and future education.

In instances where the academy cannot meet the needs of a child with SEND, the Principal, SLT and SENCO may suggest that provision for the child would be best met in a specialist school. The academy will support all pupil's and families to ensure that the appropriate place and setting for their education is located.

Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with within the first instance by the class teacher and SENDCO, then, if unresolved, by the Principal. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

The SEND policy should be read in conjunction with the following policies which can be accessed on the academy website:

Gawthorpe Academy - Access Policy 2014

Gawthorpe Academy - Auxiliary Aids and Equipment Statement

Gawthorpe Academy - Safeguarding & Child Protection Policy

Gawthorpe Academy – Inclusion policy