

RYHALL CE ACADEMY



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Formulation date:	September 2014
Responsibility:	Curriculum Committee of the LGB
Governor Link:	G Waller
Date ratified by Governors:	9 November 2016
Next Review Date:	Sept 2018

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents. The 2014 Special Educational Needs and Disability (SEND) Code of Practice. Equality Act 2010 Children and Families Act 2014

Key Personnel:

SENDCo:	Mrs Faye Johnson
Headteacher:	Ms Katy Walker
SEND Governor:	Miss Gale Waller

1. ETHOS STATEMENT

At Ryhall Church of England Academy:

- We will provide the very best education to ensure happiness and achievement for all; aiming for excellence in teaching and learning in order to achieve outstanding learning outcomes. We will celebrate success at every part of the learning journey, individually and collectively.
- We will work in partnership with parents, carers, schools, the church and other organisations to enable our pupils to become confident, responsible and lifelong learners, within their local environment, nationally and globally.
- We will continuously work towards keeping children safe by encouraging them to communicate effectively and through personal development, behaviour and welfare. We aim to prepare children for the excitement and challenges of the 21st Century.
- We are committed to the development of each individual child through a strong Christian ethos which encourages:
 - **endurance,**
 - **compassion,**
 - **friendship,**
 - **trust and**
 - **respect**

all within the context of Christian belief and practice. We aim for children to:

'Look back with pride and move forward with confidence.'

2. Rational

2.1. Ryhall CE Academy is committed to providing an appropriate and high quality education to all the children living in our local area. It is the belief of the staff and governors of Ryhall CE Academy that all children should receive the opportunity to develop their unique personal, spiritual, physical and aesthetic potential through a broad and balanced curriculum, which recognises their social and emotional development and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interests, abilities, motivation and learning needs and this diversity should be acknowledged and valued.

2.2. Ryhall CE Academy is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We

aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

- 2.3. This policy describes the way we meet the needs of children who experience barriers to their learning due to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Ryhall CE Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.
- 2.4. This policy outlines the aims, approach, assessment procedures and the management of provision for pupils with special educational needs and disability at our school.
- 2.5. This policy has been drawn up after consultation with the whole teaching staff and has been approved by the school governing body. The implementation of this policy is the responsibility of all teaching staff.

3. Areas of need as stated in the 2014 Code of Practice:

3.1. Communication and Interaction

Children and young people 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. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

3.2. Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, despite 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.

3.3. **Social, Emotional and Mental Health Difficulties**

Children and young people 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 and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Ryhall Academy has clear processes in place to support children including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

3.4. **Sensory and/or Physical Needs**

Some children and young people 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 and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum.

4. **Definition of SEND**

4.1. The SEND Code of Practice (0-25 years) 2014 states that:

A child young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

4.2. A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age;
- or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

4.3. A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

4.4. Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

4.5. This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

4.6. Ryhall CE Academy also has regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

5. Objectives

- a. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the academy.
- b. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- c. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- d. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate. (*Except where disapplication, arising from an EHC plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all pupils.)
- e. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND at **SEND Support**.
- f. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- g. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- h. To enable children to move on from us well equipped in the basic skills of English, mathematics and social independence to meet the demands of secondary school life and learning.
- i. To involve parents/carers at every stage in plans to meet their child's additional needs.
- j. To ensure that our children have a voice in this process, their concerns and wishes will be listened to and they will be involved in planning and in any decision making that affects them.
- k. To provide a clear framework and support system that allows a child to grow in confidence, motivation, self-esteem and work towards independence.
- l. To make clear the expectations of all partners in the process.
- m. To identify the roles and responsibilities of staff in providing for the children's special educational needs.
- n. To liaise closely with all agencies involved and adopt a multi-disciplinary approach to resolve issues.

6. Roles & Responsibilities:

6.1. SENDCo:

Ryhall CE Academy's SENDCo is Mrs Faye Johnson who takes the lead role in relation to inclusion, reporting regularly to the wider staff team and SEND Governor.

- 6.1.1. The SENDCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the school.
- 6.1.2. The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have (Education Health Care) EHC plans.

- 6.1.3. The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- 6.1.4. The SENDCo is aware of the provision in the Rutland Council Local Offer 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 SENDCo also include:

- 6.1.5. Overseeing the day-to-day operation of the school's SEND policy.
- 6.1.6. Tracking the progress of pupils with SEND and share data analysis with teaching staff.
- 6.1.7. Liaising with the relevant teacher where a looked after pupil has SEND.
- 6.1.8. Advising on the graduated approach to providing SEND support.
- 6.1.9. Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 6.1.10. Liaising with parents of pupils with SEND.
- 6.1.11. Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 6.1.12. Being a key point of contact with external agencies, especially the local authority and its support services.
- 6.1.13. Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- 6.1.14. Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 6.1.15. Ensuring that the school keeps the records of all pupils with SEND up to date.
- 6.1.16. Transfer records and reports and liaises with SENCo's from transferring schools
- 6.1.17. Manage a range of resources, human and material, linked to children with special educational needs.
- 6.1.18. Maintain resources and a range of teaching materials to enable appropriate provision to be made.

6.2. The Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs. The governing body has identified a governor (Gale Waller) to have specific oversight of the school's provision for pupils with special educational needs. The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. The SEN Governor and SENDCo meet up at least once a year to review policies and actions. The Governors will receive an annual report from the SENDCo.

6.3. The Role of the Headteacher

- Ensure that adequate training is provided to all staff.
- Provide support and guidance to all staff.
- Liaise with SENDCo about the tracking and progress of children with SEND.
- Liaise with SENDCo to monitor the effectiveness of intervention SEND children receive.
- Inform the Governing Body of how the funding allocated to support Special Educational Need has been deployed.

6.4. Class Teachers will:

- Identify pupils requiring support in their classroom and contact the SENDCo for advice and support.
- Be responsible for gathering initial information and communicating concerns with parents (supported by SENDCo).
- Differentiate activities for all pupils.
- Monitor progress.
- Support and monitor One Page Profile targets and EHC Review targets.
- Draw up One page profiles and share with SENDCo.
- Attend reviews and share progress with parent and pupils.
- Meet with parents and agencies when necessary.
- Work with TAs to effectively plan and organise intervention.
- Complete required fields for SEN paperwork (supported by SENDCo).

6.5. Teaching Assistants will support the teacher and pupil with SEND by:

- Communicating with teachers to meet the needs of pupils with SEND.
- Encouraging and promoting independence.
- Supporting and monitoring One Page Profile and Annual Review targets.
- Liaising with teachers, giving feedback and suggesting development.
- Working with individuals and small groups.
- Delivering intervention programs.
- Completing monitoring paperwork.

7. Arrangements for Coordinating SEND Provision

- 7.1. The SENDCo will meet with each class teacher each term to discuss additional need concerns and to review Individual Targets.
- 7.2. At other times, the SENDCo will be alerted to newly arising concerns by staff as appropriate.
- 7.3. Reviews will be held termly for all children on the SEND register. These reviews will include the child, parents, class teacher and SENDCo.
- 7.4. Targets arising from One Page Profiles and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles and working environments.
- 7.5. The SENDCo will support class teachers with curriculum planning for pupils with SEND.
- 7.6. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the academy's annual budget. The support timetable is reviewed termly, by the SENDCO and SENDTA, in line with current pupil needs. Additional support is funded through individual allocations.
- 7.7. Support staff, class teachers, SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

8. Identification and Assessment Arrangements, Monitoring and Review Procedures

8.1. SEND Support

Where a pupil is identified as having SEND, Ryhall CE Academy will 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 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.

8.2. Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from pupil progress meetings and discussions around behaviour. It should also draw 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. Staff should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be 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. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the academy to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them if the parents agree.

8.3. Plan

Where it is decided to provide a pupil with SEND support, the parents **must** be notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo should 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 staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the academy's SEND information system.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

The class teacher is 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, they should still retain responsibility for the pupil. They should 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 SENDCo should support 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.

8.4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, should revise 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 should have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

8.5. Involving Specialists

- 8.5.1. 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 should consider involving specialists, including those secured by the school itself or from outside agencies.
- 8.5.2. Academies may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress over a sustained period 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. The pupil's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.
- 8.5.3. Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area. The Rutland County Council Local Offer should set out clearly what support is available from different services and how it may be accessed.
- 8.5.4. Ryhall CE Academy works closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include, but are not limited to:
 - Educational Psychologists
 - Child and Adolescent Mental Health Services (CAMHS)
 - Specialist Teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
 - Autism Outreach Team
 - Therapists (including speech and language therapists, occupational therapists and physiotherapists).
- 8.5.5. The SENDCo and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

8.6. Requesting an Education, Health and Care assessment

SEND support should be 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, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care 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.

8.7. Involving Parents and Pupils in Planning and Reviewing Progress

Ryhall CE Academy will provide an annual report for parents on their child's progress. We will also provide regular parents meetings for parents on how their child is progressing. Where a pupil is receiving SEND support, Ryhall CE Academy will meet parents at least three times each year. We will talk to parents to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the academy. These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENDCo. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents. The school's management information system should be updated as appropriate.

The academy's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Based on the academy's observations and assessment data and following a discussion between the class teacher, SENDCo and parent, the child may be recorded as needing School SEND Support to support progress in learning. In addition, the school may involve outside agencies for intervention strategies e.g. SALT and CAMHS.

9. School Provision

9.1. Phase 1 School Provision: Differentiated Curriculum

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning and individual target setting. Differentiation will be recorded in the daily/weekly planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making expected or good progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision **SEND Support** level may need to be made.

9.2. Phase 2 of School Provision: SEND Support

SEND Support provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

1. Children, who have needs similar to other children with additional needs within the class, e.g. support with blending/segmenting
2. Children whom we consider to have more severe or longer term needs that are likely to need professional advice to support learning in school

Each child requiring SEND Support will have individual targets detailed in either an Individual or group Education Plan. The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCo.

Monitoring will be carried out at regular intervals at pupil progress meetings. Significant achievements and difficulties will be recorded. The SENDCo will look at the monitoring information make adjustments to the provision for the child, if appropriate.

One Page Profiles will be reviewed at least termly. The class teacher will take the lead in the review process and parents/carer will be invited. The child's views may be sort before the meeting or it may be appropriate for them to attend for some or part of the meeting.

9.3. Phase 2+ of the School Provision

Request for an Education Healthcare Plan

After a period of review following specialist advice and actions, if a child continues to demonstrate significant cause for concern and is not making progress, a request for an EHC will be made to the LEA. A range of written evidence about the child will support the request. This will follow the most current process as agreed within Rutland County Council.

9.4. Phase 3 of Provision: Education Health and Care Plan

If the EHC request is successful and the assessment shows that the child requires more support they will receive an EHC plan from the LEA, which specifies the amount of hours and type of support they need to meet their needs. This plan is reviewed and if necessary, amended once a year at an EHC Review, where parents, school and all specialists involved in the child's education are invited.

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 SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan. Ryhall CE Academy will comply with all local arrangements and procedures when applying for: - High Level Needs 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.

Rutland County Council EHCP:

- Is written in a child centred way
- Contains the child's views, wishes and hopes for the future
- Identifies their strengths and what is working well
- Identifies their difficulties and what needs to change
- Has clear and measurable outcomes and goals

- Paints a clear picture of the whole child
- Identifies clearly the indicative budget for provision

10. Pupil Participations

- 10.1. The Code of Practice clearly states that the need to give the child the opportunity to participate in decisions related to special educational needs. The school has procedures to ensure this is in place and will continue to develop them. Children with SEND are in a good position to understand their own needs and circumstances and will have their view about what sort of help they would like to make the most of their education. It is therefore important, wherever appropriate, to encourage pupil involvement in all decision making processes, including setting and monitoring targets, attending reviews and discussions about secondary school. However, it is important not to burden them with these decisions and to take into consideration their maturity and levels of experience.
- 10.2. Children are actively involved in the termly reviews of their One Page Profiles and annual EHC reviews. Where appropriate they will attend the meetings, and always have their opinions obtained prior to the meetings. Adults at the meetings are sensitive to the content of the discussion and make it a positive experience for the child. It is important to prepare the child for the meeting, explaining its purpose, who is attending and what might be said. Children are supported to air their views which will be recorded. Often they will only attend part of the meeting.

11. Working in Partnership with Parents

- 11.1 Partnerships with parents play a key role in providing a friendly and co-operative ethos within school. This is important in enabling children with SEND to achieve their potential.
- 11.2 Parents play a critical role in their child's education having unique strengths, knowledge and experience. It is therefore important to actively seek views of parents and the contribution they make.
- 11.3 Parents also have a responsibility to communicate with professionals to support their child's education. It is important that they notify the school of any concerns they have about their child's learning or provision.
- 11.4 Parents should be fully involved in the school-based response for their child, understand the purpose of any intervention when they are told their child has SEND. It is vital that parents are informed when their child was first identified as having SEND and are encouraged to participate in their child's educational development.
- 11.5 Parents are invited to all reviews, are involved in the agreement of new targets and given copies of One Page Profiles and EHC plans.
- 11.6 Parents of children with a statement/ EHC are invited to the annual Review and given the opportunity to complete a parental view questionnaire. At the meeting they are also given the opportunity to discuss their child's needs with those supporting their child in school as well as other agencies. They are given input to the annual report and signed approval must be received from them before the report is sent to the LA.
- 11.7 If it is felt necessary that a child needs a EHC request, parents are fully involved in discussions leading up to the decision to request a statutory assessment and their opinions are included in the assessment paperwork.

11.8 Parental permission is always received before any external agencies are able to provide additional support for a child.

12. Admission arrangements.

12.1. Children begin to attend Ryhall CE Academy at the beginning of the school year during which they reach the age of five. This means that children reaching the age of five between the first of September and the last day of the following August (inclusive) are admitted in the term 1, sometimes at the age of 4+.

12.2. Our school welcomes all children including those with special educational needs within the catchment area, and does not discriminate against children out of catchment upon the basis of the special educational needs. The LEA determines admission for children with EHCs having regard for parental preference and in consultation with governing bodies.

12.3. Ryhall CE Academy will:

- Give equal opportunities to children allocating out-of-catchment area places.
- Offer opportunities, in particular for children with physical disabilities, because of the design and facilities of the building. Wheelchair access is available wherever possible and will be reviewed annually, as appropriate to meet the requirements of the Equality Act 2010.
- Offering appropriate education to children for example with sensory and hearing impairment, learning difficulties, emotional and behavioural difficulties and specific learning difficulties including dyslexia.

13. Links with other schools/Transfer arrangements

13.1. Pre School Liaison Meetings highlight any children as already having additional needs. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.

13.2. Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCo will telephone to further discuss the child's needs. Children transferring from Ryhall CE Academy to new schools will have a record that gives details of particular needs and additional provision made by the school. The SENDCO will discuss these children with other schools on request.

SIGNATURES AND DATES

Chair of Governors.....

Headteacher



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Date when policy was approved *9th November 2016*.....