

Special Education Needs and Disabilities Policy



BECOMING REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE

Chair of Governor: Dr Holmes

Approved by: FGB Committee

Approved on: Spring Term Two 2023

Review Date: Spring Term Two 2024

Other relevant policies: Safeguarding Policy, Special Educational Needs and Disabilities

Amberley Parochial School Policy For Special Educational Needs And Disabilities

Vision for SEND

At Amberley Parochial School, our vision for special educational needs children is the same as for all our children. Through inclusive, personalised learning experiences we aim for our children to grow into reflective, independent and aspirational learners for life. We believe that every teacher is a teacher of special Educational Needs. Quality teaching is vital, however for some children there are occasions when further additional support may be needed to help them achieve their targets.

We support all children to enable them to achieve at school and aim to develop a holistic approach to SEND provision, responsive to the needs of the child. At Amberley, we strive to raise the aspirations and expectations for all children with SEND, providing a focus on outcomes. We aim to raise achievement and remove barriers to learning and provide every possible opportunity to develop the full potential of all children. Pupils have the right to a broad and balanced education, including extra-curricular activities where appropriate, and full access to the National Curriculum. All children are valued, and their self-esteem promoted, and we work in close partnership with parents/carers who play an active and valued role in their child's education.

As a church school, we identify Christian Values that underpin the whole school of our community. These values inform our school's vision, aims, and ethos. The values that relate particularly to this policy are trust, respect, responsibility, compassion and friendship.

Aims

Our SEND Policy aims to:

- Set out how the school will support and make provision for pupils with special educational needs (SEN) and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To operate a holistic approach to the management and provision of support for special educational needs

At Amberley Parochial School we believe in positive intervention; removing barriers to learning, raising aspirations and levels of achievement. Children are at the heart of our unique community and the centre of our decision making. We work in partnership with parents and other agencies to provide a positive educational experience for all our children including those with Special Education Needs or Disability, helping them to become reflective, independent and aspirational learners for life.

Objectives

The objectives of our policy are:

- to work within the guidance provided in the SEND Code of Practice (2015)
- to plan an effective and adaptive curriculum to meet the needs of children with SEN and to help them overcome barriers to learning
- to work in close partnership with parents, carers and children involving them in the identification and review of the targets set
- to ensure that all those who are involved with our children are aware of the procedures for identifying their needs, supporting and teaching them
- to provide support and advice to all staff working with children with special educational needs and/or disabilities
- to work in close partnership, where appropriate, with outside agencies to support children who have special educational needs.
- to provide a Special Educational Needs Co coordinator (SENCO) qualified as mentioned in the Send Code of Practice (Role of SENCO 6.84-6.94)

- to publish a SEN information report on the school website to be included in the Local Authority Local Offer.

Legislation and Guidance

This policy is based on the statutory Special Needs and Disability (SEND) Code of Practice 0-25 and the following legislation and supporting documents:

[Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy is also supported by the following policies:

Statutory guidance Supporting Pupils with Medical Conditions in schools

Working Together to Safeguard Children (2018)

Keeping Children Safe in Education (2020)

Safeguarding Policy

Accessibility Plan

Antibullying Policy

Complaints Policy

Equal Opportunities

Definition of Special Educational Needs (SEN code of Practice 2015)

A child has Special Educational needs (SEN) if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

Special educational provision is provision that is additional to, or different from, that made for other children of the same age in mainstream schools. When deciding whether special provision is required we will start with the desired outcomes, including the expected progress and attainment and the views of the parents, careers and child. We will use this to determine the support needed and whether it can be provided by adapting our core offer or whether additional or different support is needed. This may involve engaging the support of specialist services such as Educational Psychologists, Speech and Language Therapists or the Advisory Teaching Service. Special Educational provision is underpinned by high quality teaching.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Disability, attendance, health and welfare, being in receipt of a Pupil Premium grant, being a looked after child and being a child of service personnel is also not a SEN but may have an impact on progress and attainment. Slow progress and low attainment will not automatically mean a child has SEN. The Code of Practice does not assume that there are hard and fast categories of special educational needs but recognises that children's needs and requirements may fall within or across four broad areas. These areas are:

Communication and Interaction

This covers difficulty with different aspects of speech, language and communication. 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 use social rules of communication. They may have difficulty with one, some or all the different aspects of SLCN at different times of their lives. Children with Autistic Spectrum Disorders (ASD) are likely to have particular difficulties with social interaction. They also may have difficulties with language, communication and imagination, which can impact on how they relate to others.

(6.28/29 SEND COP 2015)

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties covers 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. It also includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

(6.30/31 SEND COP 2015)

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest in different ways. This 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.

(6.32 SEND COP 2015)

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 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 a multi sensory impairment may have a combination of vision and hearing difficulties. Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

(6.34/35 SEND COP 2015)

Special Educational Provision

Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. In deciding whether to make special educational provision, the teacher and SENCO consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress, including formative assessment. For higher levels of need the SENCO and teacher can draw on more specialised assessments from external agencies and professionals. This information gathering will include an early discussion with the child and their parents.

(6.36-6.39 SEND COP 2015)

Assessing and identifying children with special educational needs

Pupil Progress Meetings are held each term. Here, the class teacher meets with the Senior Leaders to discuss the progress of the children in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. We will use this to determine the support needed and whether we can adapt it by providing our core offer or whether something different or additional is needed. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

1. Once a child has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
2. The child is recorded by the school as being under observation due to a concern or monitoring by parent or teacher, but this does not automatically place the child on the school's SEN register. These concerns are recorded on a Cause for Concern form. Any concerns will be discussed with parents informally or during parents' evenings.
3. The child's class teacher will take steps to provide adapted learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.
5. Observation and assessment will determine which provision the child will need going forward.
5. If a child has recently been removed from the SEN register they will be placed on the monitoring register for a term to ensure progress continues to be made
6. Parents will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge with the school.

SEN Support

If a child has been identified as having a special educational need, they will be placed upon the Special Educational Needs Register. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2015). This recommends a **graduated approach** to SEN support. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered by the SENCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage. Assessments will be reviewed regularly.

Plan

Planning will involve consultation between the teacher, SENCO, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and adjustments. It will also take account of the views of the pupil and parents. The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again. Occasionally a pupil may need more expert support from an outside agency such as the Advisory Teaching Service, Speech and Language therapy, etc. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home. If a child's needs are complex or severe and cause significant barriers to learning we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHCP). The Local Authority (LA) will make a decision on whether a statutory assessment is necessary. The EHCP will detail the child's educational needs and provision, objectives and arrangements for monitoring. These could include specialist support, equipment or advice, staff time, or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, LA representatives and other professionals as required

ROLES AND RESPONSIBILITIES

SENCO

Clare Atherton

catherton@amberley.gloucs.sch.uk

SEND Governor

Jo Wood

Designated Safeguarding Lead (DSL)

Sharon Cale

head@amberley.gloucs.sch.uk

Deputy DSL

Sam Russell

admin@amberley.gloucs.sch.uk

Supporting Deputy Safeguarding Leads

Sarah Hamilton

sholden@amberley.gloucs.sch.uk

Sarah Penn

spenn@amberley.gloucs.sch.uk

Role	Responsibility
Head teacher	<ul style="list-style-type: none"> • Have overall responsibility for the provision and progress of learners with SEND • Will keep the Governors fully informed and work closely with the SENCO • Work with the SENCO and SEND Governor to determine the strategic development of the SEN Policy and provision in school • Designated responsibility for Safeguarding.
Governors and SEND Governor	<ul style="list-style-type: none"> • Will do their best to ensure that the necessary provision is made for any child with SEND • Will ensure that, where the 'responsible person' (the Head Teacher or the SEND Governor) has been informed by the LA (Local Authority) that a pupil has SEND, those needs are made known to all who are likely to teach them. • Will appoint a SEND Governor to take an interest in and monitor the school's work on behalf of children with SEND, with close regard to The Code of Practice. • Help raise awareness of SEND issues at Governing Board meetings • Monitor the quality and effectiveness of SEND provision within school and update Governing Board on this • Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in school

	<ul style="list-style-type: none"> • Will ensure that parents are notified of any decision by the school that SEND provision is being made for their child. • Will consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole. • Will ensure that a pupil with SEND, so far as is reasonably practical and compatible with the efficient education of pupils who do not have SEND, are integrated and included in the activities of the school.
SENCO	<ul style="list-style-type: none"> • The SENCO has an important role to play with the head teacher and governors in determining the strategic development of the SEND policy and the provision in the school. <p>The key responsibilities of the SENCO may include:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of the school's SEN policy and co-ordinating provision for children with SEN, including those with an EHC Plan • The SENCO provides professional guidance to colleagues and works closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching. • Liaising with the relevant Designated Teacher where a looked after pupil has SEN • Advising on the graduated approach to providing SEN 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, educational psychologists, 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 • Ensuring that the school keeps the records of all pupils with SEND up to date (SEN Code of Practice Jan 2015)
Teachers	<ul style="list-style-type: none"> • Teachers are responsible and accountable for the progress and development of pupils in class, including where pupils access support from teaching assistants and specialist staff • To ensure high quality (Wave 1) teaching and provide accessible adaptations for SEND pupils. • Work with the SENCO to review pupils progress and development • Work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they are linked to classroom teaching • To work within the guidance in the SEND Code of Practice.
Teaching Assistants	<ul style="list-style-type: none"> • Will work with individuals or groups of children in order to support, enhance or extend their learning with regard to the child's own personal target. • Will work under the direction of the Class Teacher or SENCO or SENSS (Special Educational Needs Support Services). • Will monitor progress and help to maintain records and assessments. • Will attend review meetings if appropriate, when they may be asked to report to parents under the direction of the SENCO.

In line with the *SEND Code of Practice* and the *Gloucestershire Guidance Booklet for Professionals working with Children and Young People (0-25yrs) with Additional Needs including SEND*, Amberley Parochial School will follow the pathway for graduated and integrated approach to identify additional needs and put appropriate support in place. This can either be part of a My Plan, My Assessment and My Plan + or Educational Health and Care Plan. The emphasis is on a person-centred approach and children are encouraged to provide information about themselves and what helps them, forming the My Profile.

Early Help

Early Help is about providing help to children and families as soon as problems begin to emerge or when there is a strong likelihood they may start in the future. It is also about providing support at any and every stage of a child's life. Children and families are entitled to Early Help if and when they need it. This graduated response is outlined below.

My Plan

Once a child has been identified with additional needs they will have a My Plan written in conjunction with the class teacher, SENCO, child and parent to meet the additional needs. This will be reviewed on a regular basis and adjustments made to enable the outcomes to be met. If the review of the My Plan shows that the child is not achieving the outcomes then further agencies may be involved and the child may move to a My Assessment and My Plan +. Support will be offered depending on the needs of the child.

My Assessment and My Plan +

Where a child or family have more complex needs a My Assessment may be needed to aid understanding of the needs and inform effective planning. My Assessment focuses on listening to the family to understand what is needed to help make positive changes. My Assessment draws together assessments and information from different practitioners into one single plan so that a detailed analysis can be made and an action plan developed. The plan attached to My Assessment is called My Plan +. The Lead Practitioner coordinates gathering all the information together and arranges a Team around the Child meeting to regularly review the My Plan+. Parents/carers will be involved in the meetings to help identify the needs and support needed. Information from the My Plan + will be needed to inform the constructing of an Education, Health and Care Plan should that be appropriate.

Education, Health and Care Plan

When following reviews of a My Plan+ if the child's educational needs cannot be met without additional resources an Educational, Health and Care assessment may be necessary. A request may be submitted for a statutory assessment to a multi-agency panel and the Local Authority. The evidence from the statutory assessment is examined and a decision is made to whether to issue an Education, Health and Care plan (EHCP)

Consulting and involving children and parents

At Amberley, we believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

These discussions ensure everyone understands the agreed outcomes sought and what the next steps are. We will notify parents when it is decided that a child will receive SEN Support. Parents are actively encouraged to contribute their opinions. This may be through:

- discussions with the class teacher
- parents' evenings
- discussions with the SENCO or other professionals
- Parents are encouraged to comment on their child's Plans with possible suggestions that could be incorporated.
- Views of the child are also included in discussions

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual child's needs. The SENCO may also signpost parents of children with SEN to the Local Offer

when specific advice, guidance and support may be required. In accordance with the Equality Act (2010), parents can access the school's SEN Information Report from the school website and link below www.amberley.gloucs.sch.uk

Assessing and Reviewing children's progress towards outcomes

We follow the graduated approach and the four-part assess, plan, do review explained in detail at the beginning of the policy. The teacher will work with SENCO to carry out a clear analysis of the child's needs and this assessment reviewed regularly. All staff working with the child will be made aware of their needs, outcomes sought, support provided and any teaching strategies or approaches that are required. The effectiveness of support and interventions will be regularly reviewed and their impact on pupil progress. If a child is making good progress and meeting Age Related Expectations, determined through assessment and discussions at Pupil Progress Meetings, and it is felt that no further provision or intervention is required, they may be removed from the SEN register. Close monitoring of progress will remain in place.

Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The success of SEND provision and interventions for children on the SEND register are recorded at pupil progress meetings, which are updated on a termly basis. The SENCO will have an overview of the progress of all pupils with SEN and will make adjustments of provision throughout the year accordingly. This helps to identify whether provision is effective. We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupil's individual progress towards their targets each term
- Reviewing the impact of interventions
- Using pupil and parent questionnaires
- Monitoring by the SENCO and SEN Governor
- Holding annual reviews for pupils with EHC plans
- Annual SEND audit

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. SEND progress is reported at Full Governing Board meetings.

Safeguarding and children with SEND

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. (Keeping Children Safe in Education 2019) Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

Extra additional pastoral support is available for children with SEND.

Sometimes there are circumstances when it is appropriate for staff to use reasonable force to safeguard children. Reasonable means using no more force than is needed. The force may involve passive physical contact, such as standing between a pupil or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we carefully consider the risks carefully and recognise the additional vulnerability of these groups. Consideration will also be given to the duties under the Equality Act 2010 in relation to making reasonable adjustments and non-discrimination. Planning positive behaviour support for the more vulnerable children and agreeing them with parents and carers we can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Supporting children with medical conditions

At Amberley Parochial we recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010). If a child has a medical need then a detailed Health Care Plan is compiled with support from other practitioners, where appropriate, in consultation with parents/carers. These are discussed with all staff who are involved with the child. When a Health Care Plan is implemented, we would also look at any staff training that may be needed. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

(Refer to Medicines in School Policy)

https://53391877-42e2-411d-9311-2f7c7e50e3ad.filesusr.com/ugd/a4e5b9_864966bf0007442a928e2a47184dd784.pdf

(6.11 SEND COP 2015)

Adaptations to the curriculum and learning environment

At Amberley we aspire to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to all. Reasonable adjustments to physical and other arrangements of the school are considered where necessary, taking into account the nature of any impairment, the child and parent 's views and advice from teachers and other professionals. Adaptations may include adapting the curriculum and teaching, adapting staffing and resources. Continuing communication between parents and staff is vital to ensure that reasonable adjustments can be considered where necessary, whether impairments were apparent when the child entered the school or developed at a later stage. The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. The Accessibility Plan details how we increase and promote access to the physical environment and the curriculum for disabled pupils.

Accessibility Plan https://53391877-42e2-411d-9311-2f7c7e50e3ad.filesusr.com/ugd/a4e5b9_fc753a657e74036b29a61f45ebd2571.pdf

Expertise and training of staff

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. The Headteacher carries out a skills audit to identify possible training needs. Relevant SEND focused external training opportunities are made available to all teaching and support staff where appropriate. The SENCO regularly attends relevant SEND courses, network and best practice meetings and family SEND meetings, disseminating relevant information to staff and the Headteacher. School has access to specialist services such as the Educational Psychology Service, Advisory Teaching Service, Speech and Language Therapy Service and Child Health Services.

All staff new to the school will be inducted into the school's SEND provision by the SENDCo and/ or their mentor. Induction will involve:

- having access to a copy of the SEND policy
- knowing who to turn to for support and advice on SEND issues
- information about particular SEND pupils they will come into contact with
- support with targets for My Plan/My Plan + / EHCP if required

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint. Please refer to the school's Complaints Procedure. The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they

believe that the school has discriminated against their children. A claim can be made about alleged discrimination regarding

- Exclusions
- Provision of educational and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Complaints Procedure https://53391877-42e2-411d-9311-2f7c7e50e3ad.filesusr.com/ugd/a4e5b9_aece10fbdb9b4f8ca51efed633d85a92.pdf

Bullying

This school will not tolerate harassment or bullying of children with SEN or disabilities. We believe that all children have a fundamental right to non-discriminative education, free from bias and disadvantage. The school will make every effort to eliminate all forms of discrimination and inequality. Please refer to the school's Anti-Bullying Policy for further information.

Anti-Bullying Policy https://53391877-42e2-411d-9311-2f7c7e50e3ad.filesusr.com/ugd/a4e5b9_7cfc6118452a43838aa72b7a3349389d.pdf

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The school acknowledges its responsibility to admit children already identified with SEND.

Transition arrangements

Many strategies are in place to enable a child's smooth transition to and from Amberley Parochial School, as well as transition between year groups and key stages. These include:

- discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving
- all children attend a transition session where they spend some time with their new class teacher
- additional visits are also arranged for pupils who need extra time in their new school/class
- staff meet parents/carers prior to their child joining the school
- class teacher and SENCO liaise with the SENCOs from the secondary schools to pass on information regarding pupils with SEND.
- Transition Club for pupils who have just transferred to secondary school

Funding

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual child's needs. Children who receive additional funding from the Local Authority are reviewed annually as stated in their Provision Agreement.

Information storage and management

Information will be stored securely with regard to GDPR regulations.

Reviewing the policy

This policy will be reviewed annually. It will also be updated if any changes to information are made during the year. The policy is developed and reviewed in consultation with parents, governors and staff and approved at a meeting of the Full Governing Board. The SENCO is responsible for developing and implementing the policy.

Useful Links

Information on the Gloucestershire Local offer
<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/home.page>

Date of Review

This policy will be reviewed in Spring Term 1 2024