

PINNER WOOD SCHOOL



SEND POLICY

Approval Authority

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Signed by Chair of GB:

Pinner Wood School

Policy for Special Educational Needs & Disability

Adopted by Governors

Chair of Governors – Mrs Tuli Palit

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1 . Policy Overview and Purpose

The purpose of the Policy is to outline how Pinner Wood School identifies and addresses the needs of all pupils with Special Education Needs (SEN) and/or Disabilities (D). This policy is compliant with the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). It outlines and addresses the needs of all pupils (3-11) identified with Special Education Needs and Disabilities (SEND).

Pinner Wood School is committed to providing an appropriate and high quality education to all the children who attend our school. We believe that all children, including those identified as having additional, special educational needs and/or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Pinner Wood School is committed to inclusion. We have developed cultures, policies and practices to include all learners. We aim to engender 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.

This policy describes the way we meet the need of children who experience barriers to their learning. This policy follows the Code's philosophy of a graduated approach to identify and support pupils with special educational needs and has been written with reference to the following guidance and documents:

- ☐ Equality Act 2010: Advice for schools DfE (2013)
- ☐ Schools SEN Information Report Regulations (2014)
- ☐ The Special Educational Needs and Disability Regulations (2014)
- ☐ Statutory guidance on Supporting Pupils with Medical Conditions DfE (2014)
- ☐ Teachers Standards, section 5 (2012)

At Pinner Wood 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 Pinner Wood School 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.

Pinner Wood School sees the inclusion of children identified as having special educational needs /or disability as an equal opportunities issue, and we will also model inclusion in our staffing policies, relationships with parents/carers and the community.

2. Key Definitions - Definition of SEND

The SEND CoP (0-25 years) 2015 states that: 'A child young person has SEN if they have a learning difficulty or disability (LDD) which calls for special educational provision to be made for him or her. '

A child of compulsory school age has a LDD 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

A child under compulsory school age has SEN 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.

The Term Disability – Definition

Many children and young people who have SEN 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".

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 SEN 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.

Equality legislation defines a disability as:
"a physical or mental impairment which has a substantial and long term adverse effect on (a person's) ability to carry out normal day to day activities".

3. Responsibilities

The Governing Body for Pinner Wood School is responsible for approving the SEND policy. The SEN Governor is Ms Tuli Palit.

The Head teacher, Miss Sarah Marriott and the Deputy Headteacher and Inclusion leader, Mrs Johanna Bretayne, (SENCo) will take all reasonable steps, within the limitations of resources available, to fulfil the requirements outlined in this policy document.

Each of these persons mentioned will monitor the Pinner Wood School SEN and Disability Policy and practices, working closely with the SENCo. The Head Teacher at Pinner Wood School has the responsibility for reporting back to the Governing Body to demonstrate that the SEND policy and practice are being properly applied within Pinner Wood School.

The Head Teacher will line manage the Deputy Head (SENCo) and keep themselves fully up-to-date with working practise and ensure compliance.

Responsibilities of SENCo:

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

The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo is aware of the provision in the Harrow LA 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 SENCo also include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, 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

4. Information Report

The SEN Information Report is on our website and it is reviewed and updated annually. The Information Report provides the important details of how SEND needs are assessed; provided for and reviewed in consultation with parents* and other appropriate agencies.

The following information is published:

* Here, and throughout this policy, the term 'parents' is to be construed in accordance with the Education Act 1996 and therefore includes anyone who:

- i) is the child's natural parent;
- ii) has parental responsibility for the child;
- iii) has care for the child.

- The kinds of SEND that are provided for at Pinner Wood School
- Processes for identifying children with SEND and assessing their needs including the name and contact details of the Special Educational Needs Co-ordinator (SENCo)
- Arrangements for consulting parents of children with SEND and involving them in their child's education
- Arrangements for consulting children with SEND and involving them in their education
- Arrangements for assessing and reviewing children progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting children in moving between phases of education (EYFS to KS1; KS1 to KS2 and preparing for KS3 at the end of year 6).
- Our approach to teaching children with SEND
- How adaptations are made to the curriculum and the learning environment of children with SEND
- Additional support for learning that is available to pupils with SEND
- The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for children with SEND
- Support for improving emotional, mental and social development. This includes extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying
- How Pinner Wood School involves other agencies, including health and social care bodies and local authority support services in meeting children's SEND and supporting their families
- Where the Local Authority's Local Offer is published
- Arrangements for handling complaints from parents of children with SEND about the provision made at Pinner Wood School.

Arrangements for coordinating SEND provision

1. The SENCo will meet with each class teacher, other year group teachers and Key Stage Leaders, the pastoral Lead and the specialist speech and language teaching assistant at the beginning of each academic year in an SEN Provision meeting, at the termly Pupil Progress meetings at regular intervals throughout the year, to discuss additional need concerns and to review class Provision Maps.
2. At other times, the SENCo will be alerted to newly arising concerns by staff during discussion, through observation and when completing Provision Maps.
3. Reviews will be held every half term for all children on the SEND register by the class teacher and TA, through target setting on the SEN Support Plan.
4. Targets arising will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The SENCo monitors planning for SEND and supports class teachers with curriculum planning.
6. The SENCo, together with the Head and Deputy Head teacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.
7. 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 school's annual budget. The support timetable is reviewed regularly, by the Deputy Head (SENCo), and the Headteacher, in line with current pupil needs. Additional support is funded through individual allocations (HLN Funding; Bands A, B and C) bidden for and given from the LA
8. Support staff, class teachers, SENCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

5. Equality Duty

The SEN and Disability Code of Practice: 0 to 25 years (January 2015) emphasises the requirements of The Equality Act 2010 which places a duty to promote equality on all public bodies, including Academies.

Pinner Wood School has due regard to the need to:

- eliminate direct or indirect discrimination
- eliminate harassment or victimisation related to a disability
- make reasonable adjustments to ensure that pupils with disabilities are not at a substantial disadvantage compared with their peers.
- promote equality of opportunity between disabled people and non-disabled people
- promote good relationships between disabled and non-disabled children and young people
- Provision and planning for improved access, including reasonable adjustments for children with SEND is published in Pinner Wood School's Accessibility Plan (see Pinner Wood School website for the current SEND Information Report).

6. Policy Aims

In making provision for pupils with SEN and/or Disabilities this policy and the Information Report aim to:

- ensure that all stakeholders, including Pinner Wood School staff, pupils, parents and governors, have a clear understanding of the Pinner Wood approach to SEND support; what is expected of them and what they can expect in terms of provision
 - ensure the duties set out in the SEN Code of Practice (2015) and the Equality Act 2010 are fully met, enabling those with special educational needs or disabilities full access to the normal activities of Pinner Wood School
 - develop a culture of high aspiration supported by high quality provision to meet individual needs
 - promote early identification of need and appropriate intervention
 - focus on outcomes that ensure successful preparation for adulthood
 - involve children and their parents in decision-making
 - communicating with them so that they can participate as fully as possible
 - ensure that training provided to staff aligns with the specific expertise and knowledge needed within Pinner Wood School to support its pupils with SEND
 - facilitate collaboration between education, health and social services
 - believe all our pupils can achieve high levels of success
 - identify and pursue opportunities where we can add the most value to young people's lives
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- Create a culture and framework where our pupils and employees can learn, develop and thrive.

7. Supporting Teaching and Learning

The SENCo at Pinner Wood School is responsible for co-ordinating the provision for children with SEND.

The Head Teacher, Deputy Head Teacher (Senco) and the Assistant Heads with the Senior Leadership Team support all colleagues to ensure that Pinner Wood School:

- provides good quality teaching in all classes, setting suitable learning challenges and giving every pupil the opportunity to experience success in learning and achieve as high a standard as possible
- promotes an ethos of high aspirations for all pupils regardless of ability where every teacher is accountable for the progress of all pupils in their classes
- allows differentiation according to individual needs, i.e. teaching strategies used will wherever possible reflect the needs of pupils with disabilities, for example pupils with visual problems, information normally provided in writing will be made available in alternative formats that are clear and user friendly e.g., large print different coloured overlays. The SENCo will convene appropriate training for staff
- responds to pupils' diverse learning needs – taking into account the different backgrounds, experiences, interests and strengths which influence the way in which they learn, when planning teaching and learning
- offers children equality of opportunity and access, i.e. the curriculum and assemblies

- encourages staff and pupils to respond positively to the diversity and richness that persons with disabilities bring and positive images will be shown
- staff maintain current good practice in relation to the education of pupils with disabilities
- communicates well with parents and carers
- staff are updated on a regular basis with regards to the changing needs of pupils' SEN and disabilities and the training provided.

8. Inclusion

Pinner Wood School is fully committed to the principle of inclusion. We aim to offer an inclusive learning environment in actively removing the barriers to learning and participation that can hinder or exclude individual pupils. Wherever possible we try to ensure that pupils with SEN and disabilities have the same opportunities as non-disabled pupils and that these pupils are not treated differently to others because of the nature of their additional needs.

In some cases, it may be appropriate to withdraw a pupil from mainstream activities, for example when:

- the child will benefit from some intensive individual work;
- medical advice indicates that it is unsafe for the child to participate and some alternative is provided

However, where this is necessary, the general principle that all children will be able to participate in a broad and balanced curriculum will not be compromised and Pinner Wood School will act in accordance with its duties under the Equality Act.

Where disability but no SEN is identified, the SENCo will keep an accurate record of the nature of the disability and the additional support needed and provided for the pupil.

Prior to a pupil joining Pinner Wood School, the SENCo will liaise with the previous school (where applicable) and outside agencies to assess the needs of the child. Once the pupil has joined Pinner Wood School, a teacher who is aware of the pupil's needs and attainment and has a good understanding of their SEN (usually the pupil's class teacher), supported by the SENCo, will liaise with parents regarding concerns and reporting progress in accordance with the SEND Code of Practice 2015.

9. Processes for Identification, Provision and Review of SEN

SEN Support in school

Where a pupil is identified as having SEND, Pinner Wood School will take action to remove barriers to learning and put effective special educational provision in place. This 'SEN 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.

Assess

In identifying a child as needing SEN Support, the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs before completing an Initial Concern Report. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other teachers' assessments where relevant (RWI, maths groups) 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. Schools should take seriously any concerns raised by a parent. These should be recorded on CPOMS and compared to the setting's own assessment and information on how the pupil is developing during provision meetings or at any time concerns are raised.

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 or booster group 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 school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEN Support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo 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 date for review.

All teachers and support 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.

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. A timetable may be made showing when and how a pupil receives SEN Support.

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The class or subject teacher should remain responsible for working with the child on a daily basis. Where the booster sessions involve group or one-to-one teaching away from the main class or subject teacher, 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 SENCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated through data scrutiny and discussion, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

Schools may involve specialists at any point to advise them on early identification of SEN 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 SEN 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 SEN support.

The Harrow LA Local Offer should set out clearly what support is available from different services and how it may be accessed.

Pinner Wood School should work 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 schools commissioning specialist services directly. Such specialist services include, but are not limited to:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS- school can refer)

- 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.
- therapists (including speech and language therapists, occupational therapists (school can refer) and physiotherapists (via GP) and play therapists (in Pinner Wood))

The SENCo 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.

Requesting an Education, Health and Care assessment

SEN 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 SEN 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 SEN support.

Involving parents and pupils in planning and reviewing progress

Pinner Wood School will provide an annual report for parents on their child's progress, and will also provide regular meetings for parents on how their child is progressing.

Where a pupil is receiving SEN support, Pinner Wood School will talk to parents regularly 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 school.

These discussions should be led by a teacher with good knowledge and understanding of the pupil and who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENCo. 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. They will, however, usually be longer than most parent-teacher meetings, especially the last meeting of the year which is also a transition meeting.

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.

The school'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 school's observations and assessment data and following a discussion between the class teacher, SENCo and parent, the child may be recorded as needing School SEND Support using Provision Maps to support progress in learning. In addition, the school may involve outside agencies for intervention strategies e.g. SALT and the Educational Psychology Service.

Adapted Curriculum Provision

In order to make progress, a child may 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. This is known as Quality First Teaching and is Wave 1 of the Graduated Approach.

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. If a child needs an intervention so that they can catch up with their peers, pre-teaching or extra reading for a short time, this is Wave 2 and known at Pinner Wood as 'School Support'

Where a period of differentiated curriculum support and planned and targeted interventions 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 at School SEN Support level may need to be made.

Wave 3 Provision: SEND Support provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions in:

1. Cognition & Learning
2. Social, Emotional & Mental Health
3. Sensory And Physical Needs
4. Communication and Interaction Needs

Children will be recorded as receiving SEN Support and put on the SEN register with agreement from parents.

Each child requiring SEN Support will have individual targets detailed in their Learning and Wellbeing plan.

Each child at SEN Support level will have a **Being Me**, to share their views, and any scripts and strategies that work for the individual pupil. This will be written by the class teacher and TA under the direction of the SENCo.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCo.

Class Provision Maps will record interventions for children at SEN Support and School Support.

Monitoring will be carried out at regular intervals at pupil progress meetings. The SENCo will look at the monitoring information make adjustments to the provision for the child, as appropriate.

Class Provision Maps will be reviewed at least termly. The class teacher will take the lead in the review process.

Making a Request for an Education Health Care Plan

Sometimes a child or young person who has severe and persistent SEN may need a more intensive level of specialist help that cannot be met from the resources normally available to schools at SEN support. In these circumstances, parents or school (usually jointly) could consider asking the local authority for an Education, Health and Care (EHC) needs assessment for your child.

This assessment could lead to a child getting an EHC plan. An EHC plan brings a child's education, health and social care needs into a single, legal document.

If the LA agrees to an assessment, all professionals will meet the child and parents and then write reports. These reports go back to the LA who decide if an EHC is needed.

The School's Arrangements for SEND and Inclusion In-Service Training

- The SENCo attends regular Harrow SENCo Forums to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the School Improvement Plan.
- In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and inclusion training is provided through staff meetings by the SENCo or visiting professionals
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training is available.
- The SENCo in conjunction with other members of staff will lead a weekly TA meeting to ensure TAs are informed and trained in line with teachers.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school at the beginning of each term to have a planning meeting with the SENCo. The EP will visit additionally when required following discussion with the SENCo as to the purpose of each visit in conjunction with the terms of the current SLA.
- Speech and Language therapists visit regularly and lead training of teachers and TAs as appropriate
- Occupational therapists visit regularly and lead training of teachers and TAs as appropriate
- The Harrow ASD Teacher visits as appropriate (requested by the SENCo)
- Teachers from the Children's Sensory Team work in school to support children, both with and without EHCPs, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated.

- The SENCo liaises as necessary with a number of other outside agencies, for example:

Social Care

Education Welfare Service

School Nurse

Speech Therapy

Paediatrician

CAMHS

SMHT

Physiotherapy

Occupational Therapy

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCo will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on.

Education, Health and Care Plans

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

10. Inclusion of pupils with English as an additional language

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of

school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language. Children who receive extra provision will be on the class provision maps.

11. Medical Needs

We recognise that some pupils at Pinner Wood School with medical conditions need support for full access to the curriculum, including off site visits and physical education. Pupils with medical conditions may have special educational needs and or a disability.

For arrangements for providing access to learning and the curriculum-see Pinner Wood School's Accessibility Plan.

12. Admissions

Pinner Wood School aims to meet the needs of any pupil whose parent(s) wish to register him/her as long as a place is available and the admissions criteria fulfilled. No pupil will be refused admission solely on the grounds that he or she has SEN or a Disability. However, where he or she is the subject of an "Education, Health and Care Plan" and it is proposed that Pinner Wood School is named in that Statement or EHC Plan, we may make representations to the local authority that placement at Pinner Wood is incompatible with the efficient education of others, or the efficient use of resources, and no reasonable steps may be made to secure compatibility.

13. Transitions

Smooth transitions between key stages are important for all children. For children with SEN and/or Disability this process may be more disruptive. Advance planning for the transfer of pupils with SEN and/or Disability between phases is essential.

Transfer to Secondary School-KS3

The SENCo will contact and liaise with the relevant staff.

- In the summer term the SENCo will initiate extra visits for pupils for whom there are concerns regarding transfer.
- The SENCo will inform the next school of any pupils with specific learning difficulties. The KS3 staff will be invited to Pinner Wood to discuss all children on the Special Needs Register and may attend transition meetings, if appropriate.

Transfer within Pinner Wood

- Transition into school, between classes and onto their next school phase is carefully managed by all the staff. At the end of each year the current staff and parents attend a transition meeting with the new teachers of their old class. All relevant information including details of any interventions used, strengths and needs of the child are discussed and passed on. A transition form will be filled in with details of what was discussed at the meeting. A transition booklet may be made for the child to take home and look at over the summer.

14. School Transfers

The SENCo will be available to the new school to discuss individual children's SEN and current provision. When a pupil transfers to another school, the SENCo will forward all relevant information regarding the child's needs.

Planning for SEND children starting school for the first time will take place with parents and other agencies already working with the family.

The SENCo will ensure that all necessary information is recorded and shared with parents and staff.

The policy is subject to annual review ensuring regular updating as new SEND reforms are developed and implemented. The reviews will reflect feedback from all stakeholders that will improve policy and practice of Pinner Wood School

Author: Johanna Bretayne
Review Date: September 2024