Special Educational Needs and Disabilities (SEND) Policy

in compliance with
Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)
and
Special Educational Needs and Disability Code of Practice (2015)

Reviewed by: Full Governing Body

Reviewed: Sept 2026

Next review: Sept 2027

SPECIAL EDUCATIONAL NEEDS POLICY FOR LITTLE STANION PRIMARY SCHOOL

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).** It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:
SEN Code of Practice January 2015
Equality Act 2010
Ofsted Section 5 Inspection Framework April 2014
Ofsted SEN Review 2010 "A Statement is not enough"
Ofsted Equality, Diversity and Inclusion statement 2019
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 co-ordinators (SENCOs) and the SEN information report
Children and Families Act 2014

In February 2026, a White Paper was published by HM Government outlining SEND reforms across England. A timeline has been issued regarding these reforms, currently there are no changes to practice.

Statement of Intent:

Little Stanion Primary is a fully inclusive school, all staff are committed to providing the best education possible for every pupil. We believe all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, further or higher education or training **(SEN Code of Practice, p.81).**

To enable pupils to achieve this we endeavour to:

- provide differentiated learning opportunities and materials appropriate to interests and abilities for all the children within the school ensuring access to a broad school curriculum.
- set ambitious and challenging targets for learners with SEND
- narrow the gap in attainment and progress between learners with SEND and others.
- focus on individual progress as the main indicator of success.
- achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

Aims and Objectives of this Policy

The aims of our SEND policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement and progress for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of the SEND Policy to the Special Educational Needs Coordinator (SENCO).

The **SENCO** is responsible for reporting regularly to the headteacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

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

The name and contact details of the SEN co-ordinator:

Helen Johnson

Telephone: 01536 215204

Email: senco@ltstanion-pri.northants-ecl.gov.uk

At Little Stanion Primary we work with families to support the needs of a wide range of needs including:

- Communication and Interaction - for example Autism Spectrum Conditions, Speech and Language difficulties
- Cognition and Learning - for example Dyslexia, Dyscalculia, Dyspraxia, Moderate learning difficulties
- Social, Emotional and Mental Difficulties for example - ADHD, Attachment disorder, Mental illness or depression
- Sensory and/or physical needs for example - Vision/hearing impairment, Motor skill difficulties
- Looked after children with SEN.

Graduated Approach:

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
    - Plan strategically to meet pupils identified needs and track their provision.
    - Audit how well provision matches need
    - Recognise gaps in provision

- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do, review or APDR.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools' information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

We recognise the need to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate/adapt work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- study buddies/cross age teachers
- homework/learning support club
- Individual Education Plan (IEP) or target coaching

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENCO
- informal feedback from all staff.
- pupil interviews when setting new Individual Education Plans targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and targets, evaluating the impact of IEPs on pupils' progress.
- attendance records and liaison with Education Inclusion and Partnership Team
- regular meetings about pupils' progress between the SENCO and the head teacher
- head teacher's report to parents and governors

Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional Special Inclusion Funding (SIF), for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of SIFand/or an Education Health and Care Plan a short-term IEP is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

    - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents which can be constantly refined and amended.
    - Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
    - Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets".
    - Our IEPs will be based on informed assessment and will include the input of outside agencies,
    - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.

- Our IEPs will be time-limited – at (at least) termly review, there will be an agreed "where to next?"
- Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our IEPs will specify how often the target(s) will be covered
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

Targets for an IEPs will be arrived at through :

- Discussion between teacher and SENCO
- Discussion, wherever possible, with parents/carers and pupil
- Discussion with another professional
- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCO.

Stage 3 Education Health and Care Plan

- Pupils with 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 plan.
- Our school will comply with all local arrangements and procedures when applying for
  - Early Help Locality 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 SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Roles and Responsibilities

The Role of the Governing Body

All governing body have legal duties under the Children and Families Act 2014 in relation to pupils with special educational needs and disabilities (SEND).
These functions are delegated to the Management Committee, the link SEND governor and the headteacher, however, the responsibility to ensure the functions are carried out remains with the governing body.

Duties include:

- Using best endeavours to make sure that pupils with SEN get the support they need
- Ensure pupils with SEN engage in activities alongside pupils who don't have SEN
- Designating a teacher to be responsible for co-ordinating SEN provision – SENCO
- Make sure the board is up-to-date about issues related to SEND
- Make sure the school is making reasonable adjustments in line with the Equality Act 2010
- Understand the board's responsibilities under the SEND Code of Practice
- Ensuring parents are informed and involved when the school is making special educational provision for a child
- Publishing information on the school website about the implementation of your board's policy for pupils with SEND - the SEN information report
- Making sure there are arrangements in place in school to support pupils with medical conditions
- Co-operating with the local authority in reviewing the provision that is available locally and developing the local offer

The Inclusion Link Governor, incorporating SEND, is: Mrs Sharon Toyer

Role of the SEND Link Governor

The link governor for special educational needs (SEN) will understand:

- The governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- The different special educational needs represented at the school
- The local and national policy context for SEN

They will make sure the school:

- Makes the necessary special educational provision for any pupil with SEN
- Meets the needs of pupils with SEND
- Makes reasonable adjustments in line with the Equality Act 2010
- Ensures that all pupils with SEN join in with the everyday activities of the school together with the children without SEN
- Has appointed a SENCO and they have received appropriate training
- Has a suitable and up-to-date SEN information report and policy which is published on the website

They will meet the SENCO on a regular basis to monitor:

- All aspects of SEND provision
- That the school makes good use of its SEN budget and resources
- The progress of pupils with SEN

The Inclusion Link Governor will report to the governing board on the monitoring work carried out.

Headteacher

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
    - analysis of the whole-school pupil progress tracking system
    - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
    - pupil progress meetings with individual teachers
    - regular meetings with the SENCO
    - discussions and consultations with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request Early Help Locality Funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map

- monitoring the school's system for ensuring that IEPs, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on IEPs)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

Class teacher

- liaising with the SENCO to agree:
    - which pupils in the class are vulnerable learners
    - which pupils are underachieving and need to have their additional interventions monitored on the provision map – but do not have special educational needs.
    - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a School Based Support Plan to address a special educational need (this would include pupils with statements/EHC Plans)

- securing good provision and good outcomes for all groups of vulnerable learners by:
    - providing differentiated teaching and learning opportunities
    - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies*".* (SEN Code of Practice 2013)
    - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

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

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

Inclusion of pupils with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND:

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

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying:

- Each class teacher has the responsibility of overseeing the emotional wellbeing of the children with their class and if they have any concerns they will inform a member of the SLT. Should a child require time to talk to an adult then this is made available to them. The length and frequency of this time will depend upon the child and their individual circumstances.
- As mentioned throughout this policy, the children are encouraged to share their views and opinions about their own learning and targets.
- We have a Family and Pastoral Support Mentor in school who works with the staff and parents to complete Early Help Assessments.

The name and contact details of the Family and Pastoral Support Mentor:

Lucy Robinson

Telephone: 01536 215204

Email: lucy.robinson@littlestanion.northants.sch.uk

Staff Training:

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

- The SENCO will regularly attend local network meetings

- All staff will be trained in how to best support all vulnerable learners to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in

place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

Specialist Equipment or Support:

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

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

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

External Agencies:

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including :
    - Early Help Support Service
    - Community paediatricians including those involved in the ADHD/ASD Pathways
    - CAMHS
    - Educational Psychology Service
    - Northamptonshire Information, Advice and Support Service
    - NCC Sensory Impairment team
    - Local NHS services
    - Targeted Prevention Team
    - SEND Support Services (SSS)
    - Outreach from Maplefields and Rowan Gate Academies
    - Education Entitlement Service
    - Early Years SEN support service (Inc Portage team)
    - Multi-agency safeguarding hub

- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- Often at the request of families, we liaise with voluntary bodies to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).

- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCo or Designated Teacher for LAC (Helen Johnson), but in some cases it can be another member of staff who we have identified as a key worker.

<u>Transition:</u>

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with an EHCP. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- A transition timeline will be produced, with specific responsibilities identified.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision *(see Admission policy for the school, as agreed with the Local Authority)*

On issue of a draft Education Health and Care plan or due to a move with an existing EHC plan, parents / carers can request that Little Stanion Primary School is named in their child's EHC plan, the Local Authority must then consult with the school and the governing body in respect of that request.

The school has 15 days to review the EHC plan and any additional documents submitted and respond to the consultation. In line with the statutory guidance below, the school will carefully consider if we are able to meet the child's needs as set out in their Education, Health and Care Plan and the impact this placement may have on their peers, in the context of the specific intended cohort.

A Local Authority must comply with a parental/young person's preference/request unless:
a) the school or college is unsuitable for the child's or young person's age, ability, aptitude or special educational needs, or
b) the placement would be incompatible with the efficient education of others with whom the child or young person would be educated, or with the efficient use of resources.
(Children and Families Act, Schedule 39)

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service :
Educational Psychology Service - support for schools | North Northamptonshire Council (northnorthants.gov.uk)

SEND Support Service;
Specialist SEND support services | North Northamptonshire Council (northnorthants.gov.uk)

Independent Advice Support Service (IASS):
SEND Information Advice Support Service | North Northamptonshire Council (northnorthants.gov.uk)

Virtual School for Looked After Children:
About the Virtual School | North Northamptonshire Council (northnorthants.gov.uk)

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

The Local Offer:

https://localoffer.northnorthants.gov.uk/home

Little Stanion Primary School website: www.littlestanionprimary.co.uk