



**KETTERING PARK**  
JUNIOR ACADEMY

## Special Educational Needs and Inclusion Policy Incorporating Special Educational Needs Information

Revised September 2025  
Miss A James SENCO

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

The name and contact details for the SENCO, the designated  
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## **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:

SEND Code of Practice 2014 (which takes account of the SEND provisions of the SEND and Disability Act 2001) updated September 2021

The Special Educational Needs and Disability Regulations 2014

Ofsted Section 5 Education Act 2005

Ofsted SEND Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

## **Special Educational Needs Statement.**

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England, Health Care provision or special care provision which educates or trains a child or young person is to be treated as special educational provision" SEN Code of Practice (2014).

## **Inclusion Statement.**

At Kettering Park Junior Academy, we endeavour to achieve maximum inclusion for all our children (including vulnerable learners) whilst meeting their individual needs. We believe that meeting every pupil's need is a shared responsibility and we are committed to offering an inclusive curriculum.

Teachers provide learning opportunities for all the children within the school and provide materials appropriate to the children's interests and abilities. This ensures that all pupils have full access to the school curriculum. We focus on individual progress as the main indicator of success and strive to make a clear distinction between 'underachievement' and 'special needs.' Some children may be underachieving but will not necessarily have a special educational need, it is our responsibility to identify this at the earliest opportunity and ensure that appropriate intervention is put into place to help these pupils catch up quickly. Other children may have identified special needs which could result in lower levels of attainment, it is our responsibility to maximise opportunities for such pupils to attain and achieve and to ensure they reach their true and full potential. Accurate assessment of needs and carefully planned programmes, which address the root cause of any learning difficulties are essential ingredients which contribute to the success and achievements of these children. The school and parents work in partnership to achieve these outcomes. English as an Additional Language is not considered a special educational need, children who are EAL receive scaffolded learning experiences and additional support as necessary.

## **Aims and Objectives of this policy.**

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

- To provide good, quality first teaching which encompasses full access to the curriculum for all learners
- To ensure that all pupils make good, or better than good progress, which leads to high levels of overall achievement
- To meet individuals needs through a wide range of well researched and appropriate provision
- To attain high levels of esteem, satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners which ensures that staffing deployment, resource allocation and choice of intervention is leading to good, or better than good learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in co-operative 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 pupils' self-esteem, confidence and emotional well-being through a broad and balanced curriculum
- To provide all pupils with additional, social, emotional and mental wellbeing support if required
- To track, monitor and analyse pupil progress from across all vulnerable groups and share this data with school leadership and the Governing Body
- To seek specialist advice and expertise in relation to the assessment and support for individual pupils through commissioning outside agencies from the open market as well as in accordance with local service agreements, and to report on the efficacy and effectiveness of these agencies (including value for money)
- To join with other schools (where possible) to commission joint support for vulnerable groups and work in partnership with professional colleagues.
- To report annually to the Governing Body the outcomes for children with special educational needs in our school and track these against local and national averages (Special Needs Information report) SIR

The SENCo is responsible for reporting regularly to the Headteacher and the governor responsible for SEN on the ongoing effectiveness of this inclusion policy.

The SENCo also has strategic responsibility for the inclusion of all children with SEN, English as an additional language (EAL) and the Designated Teacher for Looked After Children (CIC and PCIC)

The Deputy Head has strategic responsibility for Pupil Premium children.

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

**There are three stages to identifying, implementing and reviewing additional support for groups of vulnerable learners in our school.**

**Stage 1 – Quality first teaching with scaffolds and or adaptation - the use of wave 1 and 2 interventions.**

**Stage 2 –Implementation of additional special needs support with wave 3 intervention and external agency support.**

**Stage 3 – Reviewing of provision and application for High Needs Block Funding or Education Health Care Plans.**

**Stage 1 – Universal Provision - quality first teaching, including, where appropriate, the use of small group interventions.**

- All learners will have access to high quality class based teaching which provides scaffolds and takes account of learning levels within the class
- Some learners will need class-based support during some lessons, this is provided by the Class Teacher or Learning Partners within the classroom
- Vulnerable learners will be included on the Intervention Plan which outlines and monitors all additional intervention across the school. The Class Teacher, Team Leads and SENCo can plan strategically to meet pupil's needs, audit how well intervention matches needs, recognise gaps in provision, highlight repetitive or ineffective use of resources, cost provision effectively, demonstrate accountability for financial efficiency, demonstrate how support is deployed, inform parents/carers, the LA, OFSTED and external agencies about resource deployment and review provision accurately using the mapping as an important tool for self-evaluation
- Pupil progress meetings, with the Head Teacher, Deputy Heads and SENCo will track, monitor and identify those who are not making satisfactory progress or who are becoming vulnerable learners
- The identification of vulnerable learners may include; the analysis of data (including entry score from Key Stage 1), parental concerns, information from other external agencies or previous schools, undertaking a more in-depth individual assessment which may include a range of commercially available assessments
- Class/Year Group Intervention Plans will be set at the beginning of each term (3 x yearly) and reviewed at the end of each half term (6 x yearly.) Specific targets will be set for each child/group of learners, with a 'next steps' also identified so that where progress is good or better there are new goals to reach, this maintains the expectation of high standards and in some cases allows for accelerated progress
- Intervention is shared with parents/carers at in the form of informal meetings between parents and carers and the Class Teacher, at parents' evenings, letters sent home, or if requested Class Teacher and SENCo meetings
- To recognise the importance of 'pupil voice' targets are also shared with the children so that their views and feelings can also be taken into consideration
- School based assessment tools are used throughout the term to track and monitor progress for those who are supported with interventions. This information feeds to pupil progress meetings and end of term data entry on school systems (iTrack.)

- The SENCo reviews progress regularly. Other monitoring systems to track and evaluate provision for vulnerable learners will include; classroom observation by the SENCO, Head Teacher, Senior Leadership Team or a member of the Inclusion Team, book and planning scrutiny across all year groups/classes, informal feedback from staff and the preparation of reports to the SEN Governor and Governing Body

## **Stage 2 – Additional SEN Support, which may include support from outside agencies.**

- Additional support will be put in place for children, when their needs require intervention which is in addition to, or different from the well-scaffolded curriculum or Quality First Teaching interventions that are in place for all learners across the school.
- For pupils who have additional needs, their learning will continue to be identified on the class Intervention Plans, but they will also receive further target mapping by way of an 'Individual Educational Plan'. This will be completed by the Class Teacher and SENCo, and in consultation with any outside agency advice/support, the pupil and their parents / carers. This document will outline in greater detail the learning plan for the child which may include specific targets set from outside agency programmes which are being put in place. This document will be reviewed termly in the same way as the Intervention Plans but will continue to include the pupil and their parents/carers and where necessary external agencies.
- Pupils who warrant an Individual Education Plan may need a shorter and more specific goal or set of targets to help them learn and achieve. These targets will be 'Smart' targets so that they can be specific, measurable, achievable, realistic and timely. Our Individual Education Plans are a planning, teaching and reviewing tool and follow the Graduated Approach.

### **The Graduated Approach (applies to Stage 2 and 3):**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review as outlined in the SEND Code of Practice:

**Assess:** We will ensure that we regularly assess all pupils' needs so that each pupil's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents / carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

**Plan:** Where SEND support is required the teacher and SENCO will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents / carers and all staff who work with the pupil will be made aware of the plan. This is known as SEN Support.

**Do:** The class teacher is responsible for the implementation of the plan and working with the pupil daily. The teacher will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support and guidance for the teacher.

**Review:** The impact of the plan will be reviewed each term by the teacher, SENCO, parent / carer and pupil. This will inform the planning of next steps. They will only record information that is in addition to or different from the curriculum or provision that is in place for all children

### **Stage 3 – High Needs Block Funding and Education Health Care Plans.**

- For pupils who continue to need additional support there may be a need for submitting a request to access funding from the High Needs Block Funding (Locality Funding) or an application for an Education Health Care Plan.
- The application process for either of these will be completed by the SENCo in conjunction with the child's Class Teacher, any outside agency, parents and carers and the child themselves. These application processes can take some time to complete and there are certain times during the year when requests can be submitted. Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding or Education Health Care Plans and will ensure that all pre-requisites for applications have been met through ambitious and pro-active additional SEN support. More detailed information about these applications and procedures can be found on the Northamptonshire County Council Website
- When specialist equipment or a high level of staffing is required to support a pupil with special needs, our school will fund this as 'Additional SEN Support' up to £6,000 per year for each individual pupil. Thereafter, if the cost is higher and the provision of these resources and facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding or an EHCP.
- Specialist equipment and expertise in relation to this 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 or hiring to ensure value for money and ease of access.

### **Inclusion of pupils with English as an Additional Language.**

Children who have English as an Additional Language are those whose first language is not English, and who use this language on a regular basis both inside and 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.

At Kettering Park Junior Academy, we strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents/carers. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral, written or pictorial information and support in the first language which will aid the admission process and provide key information about our school. On admission, pupils and their families will have access to a welcome pack which recognises their linguistic needs and provides a welcoming, safe and secure start to their partnership and learning with us.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English, this will be provided through Wave 1, and where appropriate Wave 2 intervention. Provision and support for EAL children will take the following form:

- Initial assessments will be completed. This will be carried out as soon as the Class Teacher feels the child has settled into his/her new class and can be done so by the EAL assistant, Class Teacher or Learning Partner. A basic level of understanding, speaking, reading and writing will be established. These assessments will continue on a termly basis
- Further mother tongue assessments may be necessary where SEN is already known or further information needs to be gathered to provide the school with a full picture of a child's experiences/knowledge or understanding
- Pupils with EAL will be fully integrated into class groups or learning sets according to their academic abilities. Learning experiences will be scaffolded for pupils to lessen linguistic difficulties without significantly reducing academic challenge
- Additional support may be necessary for some EAL pupils, this will be entered on the Intervention Plans and may include the use of first language resources, translation tools, small group teaching both in class and withdrawal, 1:1 support, peer support and pre/post teaching of concepts and key vocabulary
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peers in terms of learning, challenge will be applied in order to access learning at an appropriate level
- Progress of EAL children will be tracked and monitored in line with the rest of the children and data will be analysed as appropriate using in-house and external school systems.

We recognise that some parents who are learning English may find it difficult to communicate with school and approach the school regarding any queries or concerns they may have. We endeavour to fully include EAL parents and their families in the life of the school, and where possible provide key information in translated format.

### **Inclusion of children in care**

Our school recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development and well-being.

There is a statutory requirement for all schools to have a designated teacher for children in care. The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'in care' to ensure that they have the best life chances possible and access to the full range of opportunities in the school
- Ensuring that children who are 'in care' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is reviewed regularly
- Ensuring that information concerning the education of children who are 'in care' is transferred between agencies and individuals
- Preparing reports on the child's educational progress to contribute towards the statutory review

- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and where necessary the carers and a member of the Virtual School Team
- Liaising with the child's social worker to ensure that there is always effective communication.
- Celebrating the child's successes, listening to their voice and acknowledging the progress they are making.

Our school will work closely with the county's 'Virtual School' (VS), which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance and exclusions.

### **Inclusion of More Able Children.**

Teachers have high expectations and plan carefully to meet the learning needs of all the pupils in the school. We give all our children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for the children's learning by providing:

- Common activities that allow the children to respond at their own level
- Enrichment activities that broaden a child's learning in a particular skill or knowledge area
- Individual activities within a common theme that reflect a greater depth of understanding and higher level of attainment

### **Inclusion of Pupil Premium Children**

We will ensure that children receiving pupil premium funding are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled children. We are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would not have been likely without it.

### **Management of Inclusion within our school.**

The Head Teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Co-ordinator (SENCo). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the on-going effectiveness of this policy.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of children with SEN, EAL, CIC and PP.** Staff are aware of their own responsibilities towards all vulnerable learners and a positive and sensitive attitude is always shown towards all pupils.

## **Head Teachers Responsibilities.**

The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunities to learn. The Head and Governing Body will delegate the day-to-day implementation of this policy to the SENCo. The head will be informed of the progress of all vulnerable learners and any issues with regards to the school's provision for groups of children to learn and achieve through:

- Analysis of the whole – school pupil progress tracking system (Itrack)
- Maintenance and analysis of provision mapping for vulnerable learners
- Pupil progress meetings (Core Group Meetings) with year group teaching teams
- Regular meetings with the SENCO
- Discussions with the children and their parents/carers.

## **SENCO Responsibilities.**

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:

- Maintain and analyse class, year group and whole school provision mapping for groups of learners including all vulnerable learners
- Identify on provision mapping tools and a separate register those pupils who are in receipt of an additional SEN support (K), an Individual Education Plan or an Education Health Care Plan (E)
- Co-ordinate the provision for children with SEN
- Liaise with staff and give advice to teachers
- Manage Learning Partners who are involved with supporting SEN/EAL/CIC/PP children, and monitor/track/review the implementation of interventions at Wave 2 and 3
- Oversee the records of all children who have SEN
- Liaise with parents and carers of children who have SEN, in conjunction with their Class Teacher
- Contribute to the in-service training of staff, and ensure opportunities for CPD within the SEN/Inclusion Team
- Implement a programme of Annual Review for all children with Education Health Care Plans, and comply to requests from an Education Health care Plan Co-ordinator to participate in reviews
- Carry out referral procedures to the Local Authority to request High Needs Block Funding and/or an Education Health Care Plan when it is suspected, on strong evidence arising from intervention and additional SEN support, that a child may have a special educational need which will require significant support, possibly to the age of 25 and beyond
- Oversee the smooth running of transition arrangements and transfer of records/information for Year 2 pupils/those moving to a different school who are identified as SEN/EAL/CIC/PP or are part of vulnerable learning groups
- Monitor the school system for ensuring that Provision Maps and Individual Education Plans will be implemented fully in the classroom and hold a high profile in class with staff and pupils
- Evaluate on a termly basis the impact and effectiveness of interventions and the support for SEN/EAL/CIC/PP and vulnerable groups of learners

- Meet regularly with staff to plan and review provision maps (termly to set new targets and mapping, half termly to review it)
- Liaise sensitively with parents/carers and families of pupils with SEN, keeping them informed of progress and listening to their views
- Attend SEN/Inclusion cluster networking groups and participate in CPD
- If newly appointed to the position of SENCo undertake the SENCo accreditation which is now statutory (since 2008) within three years of being appointed
- Liaise with the Governing Body to keep them informed of changes and developments in SEN and Inclusion at a school, local and national level
- Liaise closely with a range of outside agencies who also support the vulnerable learners in the school.

It is also the responsibility of the SENCo in our school to oversee the day-to-day support for children who have English as an Additional Language or who are part of ethnic minority groups, this is done in conjunction with our Inclusion Assistant who has specialist skills in this area and responsibility for working directly with these children. These responsibilities include:

- Maintenance of a list of all pupils with ethnic minority heritage and EAL, ensuring they are identified on class provision maps
- Maintenance and analysis of provision and intervention for these pupils
- Advise on and co-ordinate the provision and intervention for these pupils
- Advise school staff in supporting pupils with EAL and offer in-house training / sign post other CPD in this area
- Work collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- Oversee the initial and on-going records of EAL children which track progress against the 'Language in Common/Ages and Stage documentation
- To support teachers to liaise with parents/carers of children with EAL and keep them informed of the progress that their children are making, listening to their views and providing translations/linguistic support as necessary
- Meet with Class teachers termly to review EAL progress and establish next steps
- Evaluate regularly the impact and effectiveness of all additional interventions and resources for children from cultural and linguistic backgrounds
- Support the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- Advise on and source bilingual and culturally reflective materials to support all children's learning across the curriculum
- Advise and source interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- Liaise with the Head Teacher and Governing Body to keep them informed of changes and developments at a school, local and national level where EAL is concerned
- Liaise with a range of outside agencies who offer support and advice in helping EAL pupils to learn and achieve

## **Class Teacher Responsibilities**

In our school it is the class teacher's responsibility to work with the SENCO in supporting the additional needs of all SEN/EAL/CIC and vulnerable group learners. This will be in the following ways:

- Liaise closely with the SENCo on all matters related to the provision of vulnerable learners
- Identify which pupils in the class are vulnerable learners and need support through intervention
- Identify which pupils in the class are under achieving and need support through intervention
- Identify which pupils in the class are SEN and need higher level of support/intervention – and ensure they are identified on the SEN monitoring list or SEN register
- Meet regularly with the SENCo/SLT to review progress of all learners but in particular those who fall into vulnerable groups (termly pupil progress meetings, termly and half termly provision map meetings)
- Prepare realistic 'SMART' targets to aid the development and progress of vulnerable learners in their class – which can be discussed with the SENCo before being implemented
- Participate in or contribute to any meetings and reviews for children who have SEN/EAL/PP, are CIC or part of a vulnerable group
- Participate in the close liaison with outside agencies who support and advice on the needs of vulnerable learners

## **Parent and Carer Partnership**

Our school has good, well established partnerships with parents/carers and their families, our caring and supportive ethos enables us to work with parents and carers by:

- Working effectively with all agencies supporting pupils and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents/carers and their families welcome in our school
- Encouraging parents 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 that need additional support
- Allowing parents and carers the opportunity to discuss ways in which they and the school can help their child
- Agreeing targets for all the children, in particular, those not making expected progress and, for those with special needs, involving the parents in the drawing up and monitoring of progress against these targets
- Keeping parents informed and giving them support during assessment periods and any related decision making processes
- Making parents and carers aware of the Parent Partnership Service and other support networks that may benefit them
- Providing all information in an accessible way, including where necessary translated information for parents with EAL.

## **Pupil Voice**

At Kettering Park Junior Academy we value and celebrate the inclusion of pupil voice across the whole curriculum and within the wider context of children's experiences outside of school. We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons children are involved in monitoring and reviewing their progress through use of success criteria and layered targets. We endeavour to fully engage pupils by encouraging them to:

- State their views about their education and learning experiences
- Identify their own learning needs
- Share in the target setting process and contribute to Individual Education Plan targets (where appropriate) so that they know and understand what their targets are and why they have them
- Self – review their progress and set 'next steps'
- Take responsibility for their own learning

## **Effective Transition**

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year that they are due to move we will offer additional transition meetings if necessary for children who have SEN or are part of any other vulnerable group. Pupils with Education Health Care Plans will have next phase destinations and transition arrangements discussed at review meetings convened by the co-ordinator. A transition timeline will be produced, with specific responsibilities identified. There will be support in place for the children to help them understand the move to a new phase/school, this will be carefully planned and include visits and familiarisation. Pupils and parents will be encouraged to consider all options for the transition to a new phase or school, this will involve outside agency support if necessary and parents will be given a named contact at the new phase/school with whom they can liaise if they wish.

## **Admission and Attendance**

No child will be refused admission to the school on the basis of his or her special educational need, ethnicity or language need. We will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Parents/carers and their families will be supported through the admissions process as necessary, and will be made to feel welcome in our school.

Pupil attendance is monitored weekly, and parents/carers are contacted via letter if their child's attendance has dropped below 95 %, this is initially by way of a 'reminder' letter to highlight the importance of good attendance. If attendance continues to fall or becomes a concern a further letter will be sent to parents/carers and they are invited to meet with the Head Teacher to discuss reasons for low attendance. The school will offer support and advice to families where attendance is an issue but have a statutory duty to report on-going and significantly low attendance to the Education Entitlement Service. Monitoring attendance allows the school and SLT to track and build a clear picture of poor attendance and ensure that this is investigated across the board and in particularly amongst groups of vulnerable learners.

## **Useful links and Links to other services**

### **Educational Psychology Service:**

[Educational Psychology Service | North Northamptonshire Council](#)

### **Education Inclusion Partnership Team (EIP):**

[Attendance, behaviour and home schooling | North Northamptonshire Council](#)

### **Virtual School for Children in Care: Contact 0300 126 1000**

[Virtual School | North Northamptonshire Council](#)

### **Information and Support Parent Partnership Service:**

<http://www.iassnorthants.co.uk/Pages/home.aspx>

### **Information on where the Local Authority Local Offer is published:**

[North Northamptonshire Local Offer \(localoffernorthnorthants.org.uk\)](http://localoffernorthnorthants.org.uk)

## **Complaints**

If there are any complaints relating to the provision for children with SEN/EAL/CIC or vulnerable groups these will be dealt with in the first instance by the Class Teacher, Deputy Head and/or SENCo, then, if unresolved, by the Head Teacher. The Governing Body may become involved if further resolution is necessary.

This policy will be reviewed and updated annually, or as necessary in regard to any significant changes to SEN and Inclusion policy and statutory guidance.