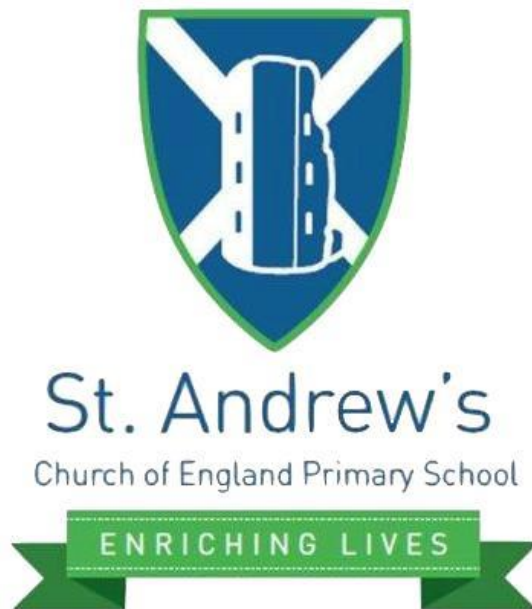




Additional Needs Policy

(including Looked After Children)

Summer 2023

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice.

Even the smallest person can change the course of the future." JRR Tolkien

Additional Needs Mission Statement:

"Every child has an entitlement to personal, social, emotional and intellectual development and must be given the opportunity to achieve his/her potential in learning"

1. COMPLIANCE

This policy outlines the nature and management of additional needs at St. Andrew's CE Primary School. It complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years 2014 (Updated in January 2015) and has due regard to all relevant legislation including, but not limited to, the following:

- Equality Act 2010: advice for schools DfE Feb 2013 (Updated 2018)
- SEND Code of Practice 0-25 years 2014 (Updated January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions (Updated Aug 2017)
- The National Curriculum in England: framework for Key Stage 1 and 2 (September 2015)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (Updated 2013)

The implementation of this policy is the responsibility of the Head Teacher and all teaching and support staff.

The Additional Needs Leader is Mrs Sue Haskins - Postgraduate in Special Educational Needs Coordination (National Award for SEN). The term Additional Needs Leader refers to a staff position within the school whose responsibilities cover Additional Needs and Special Educational Needs (SEND); this position is also often referred to as the Special Educational Needs Coordinator (SENCO).

2. AIMS

Our aim is to create an atmosphere of encouragement, acceptance, respect for achievements and additional sensitivity to individual needs in which all pupils can thrive, by staff paying attention to these specific areas:

- Identifying, at an early age, individuals who need extra support and attention.
- Enabling each pupil to reach his or her full potential, both curricular and extra – curricular.
- Enabling each pupil to partake in, and contribute fully, to school life.
- Endeavouring to meet the individual needs of each child.
- Developing a feeling of high self-esteem within the individual.
- Fostering an atmosphere in our school that will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.
- Providing for children's individual needs by supporting them in various ways: whole class, small groups and individual.

- Monitoring closely those with additional needs by review and assessment, to enable us to recognise, celebrate and record achievements.
- Providing access to and progression within the curriculum.
- Working with parents and other agencies to provide support and opportunities for those children with additional needs.
- Using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
- Assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs.
- Ensuring access to a range of resources to support staff in their teaching of children with additional needs.
- Including the voice of the child in monitoring and reviewing School Support Plans.

3. OBJECTIVES

- To identify and provide for pupils who have SEND and Additional Needs.
- To work within the guidance provided in the SEND Code of Practice 2014 (Updated January 2015).
- To operate a "whole pupil, whole school" approach to the management and provision of support for additional needs.
- To provide an Additional Needs Leader who will work with the Inclusion Policy and be responsible for coordinating additional needs provision.
- To provide support and advice for all staff working with additional needs pupils.

4. FOUR TYPES OF ADDITIONAL NEEDS

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders. Children with autism spectrum disorder (ASD) may have particular difficulties with social interaction.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
- Social, mental and emotional health - this includes children who may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- Sensory and/or Physical Needs - this includes children with visual and /or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Behavioural difficulties, slow progress and low attainment do not necessarily mean that a child has additional needs and should not automatically lead to a pupil being placed on the Additional Needs Register. Identifying and assessing additional needs for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not additional needs.

5. DISABILITY

Many children and young people who have additional needs may have a disability as defined 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have additional needs, but there is a significant overlap between disabled children and those with additional needs. Where a disabled child or young person requires additional needs provision they will also be covered by the additional needs definition.

As a school we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimize disabled children and young people.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. The school’s Inclusion and Equal Opportunities Policy can be found on the school website.

6. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

School aged children are defined as having SEN if they have a significantly greater difficulty in learning than the majority of children of their age, which calls for additional to, or different from, the educational provision that is provided for all children of the same year group. This is beyond the reasonable adjustments and learning arrangements that are normally provided as part of high-quality teaching.

If the above criteria has been met and the child is still not making expected progress despite having extra interventions provided by the class teacher, then in consultation with parents / carers a decision to place them on the Additional Needs Register may be taken.

The purpose of identification is to determine what action we as a school need to take to meet the child’s needs and is outlined in the school’s SEND information report.

As a school we acknowledge that many pupils during their time at primary school may experience difficulties, long or short term and we will endeavor to support these children.

Parents / carer’s views and the child’s view form a key part in the identification.

7. SEN SUPPORT

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils, and that has the highest ambitions for all children, is the first step in responding to pupils who have or may have additional needs.

At St. Andrew's CE Primary, we adopt a 'high quality teaching' Graduated Approach to Additional Needs, with the key characteristics being:

- Lessons with clear objectives and success criteria.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to engage and motivate pupils.
- Opportunities for Pre-Teaching.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff.
- Teachers adapt their teaching and provision to overcome any barriers to learning and make changes to ensure full accessibility to the curriculum.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the class teacher and the Additional Needs Leader
- Analysis of the pupil's progress – using internal and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parents / carers.

Once a pupil has been identified with SEND, the school continues to employ a graduated approach to meeting the pupil's needs. This is through a four-part cycle – assess, plan, do, review. The process is as follows:

ASSESS

Assessment involves clearly analysing the pupil's needs using: the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services are also considered.

This analysis requires regular review to ensure that support and intervention is continuously matched to the needs of the child, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help to inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion

and agreement from parents.

PLAN

In consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review is agreed. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Where appropriate, parental involvement is sought in order to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil are made aware of: the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

DO

The class teacher is responsible for working with the child on a daily basis. Where the intervention involves group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They 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 Additional Needs Leader supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

REVIEW

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with an agreed review date. The impact and quality of the support and interventions is evaluated and considered along with the views of the pupil and parents allowing for a more detailed analysis of the pupil's needs. The class teacher, working with the Additional Needs Leader and in consultation with the parent and pupil, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes.

8. MANAGING PUPILS NEEDS ON THE ADDITIONAL NEEDS REGISTER

The Additional Needs Leader continuously updates the Additional Needs Register each term after discussion with class teachers. All children on the Additional Needs Register will have a School Support Plan, which details important information about the child; including pupil voice, targets and steps to be taken to allow the child to achieve them and information about other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the School Support Plan. The School Support Plan is designed to be a working document, which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new targets. Class teachers are responsible for evidencing progress according to the targets described in the plan, and alongside the Additional Needs Leader they are responsible for maintaining and updating the School Support Plan which is then shared with everyone involved with the child. The Additional Needs Leader reviews all records provided by class teachers to ensure consistency across

the school and appropriateness and quality of the targets.

9. SPECIALIST SUPPORT

Outside agencies are involved in providing further advice and support as appropriate to the pupil's needs. These may include:

- Educational Psychology Service
- Speech and Language Therapy Service
- Lincolnshire Sensory Service
- Children's Services / Social Services
- CASY Counselling
- Healthy Minds
- Child and Adolescent Mental Health Service (CAMHS)
- Family GPs / Community Paediatrician
- Children and Young People's Nursing Team / Specialist Nurse Trainers
- The Working Together Team (WTT) – Social Communication (including Autism) Outreach
- Specialist Teaching Team
- Physiotherapy Service
- Occupational Therapy
- BOSS (Emotional and Behavioural)
- Team Around the Child (TAC)
- ESCO
- ASK SALL – LCC SEND Advice Line
- Lincolnshire Information Advice and Support (Liaise)

10. EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the additional needs of the pupil and the pupil has not made expected progress, the school may then, in consultation with parents/ carers, consider requesting an Education Health and Care needs assessment. If a decision is made to proceed with statutory assessments, the above support continues and the LEA follows the EHC plan guidelines.

11. CRITERIA FOR EXITING THE ADDITIONAL NEEDS REGISTER/RECORD

If it is felt that a child is making progress, which is sustainable, then they may be taken off of the Additional Needs Register. If this is the case then the views of the teacher, Additional Needs Leader, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all members of the review process to take the pupil off of the Additional Needs Register then all records will be kept until the pupil leaves the school whereupon they are passed on to the next setting. The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

12. SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported

so that they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have additional needs and may have an Education, Health and Care (EHC) plan, which bring together health and social care needs, as well as their special educational provision under the Additional Needs Code of Practice (2015). The school has a policy for supporting pupils at school with medical conditions, which can be found on the school website – First Aid Policy.

13. ACCESS ARRANGEMENTS

In line with government assessment policy, arrangements are made for pupils with additional needs taking statutory tests; these include having a reader, additional time and help with recording.

14. TRANSITION

Transitions are carefully planned whether they are from class to class, Key stage to Key stage or school to school. When children move classes, the Class teacher and the Additional Needs Leader ensure that the receiving class teacher has the relevant information and the child is given opportunities to visit their new class.

When Year 6 children move to Secondary School, the receiving school SENCO is invited to attend review meetings in the summer term to ensure that they are aware of any needs and to meet the child and parents. If required, arrangements are made for the child to have extra adult supported visits to the new school.

15. TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The school's Additional Needs Leader regularly attends SENCO network meetings and Local Authority briefings in order to keep up to date with local and national updates in SEND.

16. ROLES AND RESPONSIBILITIES

Mrs S Haskins is the Additional Needs Leader and is responsible for implementation of the Additional Needs Policy and practice within the school; this includes:

- Overseeing the day-to-day implementation of the Additional Needs policy and resources.
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves.
- Maintaining the Additional Needs Register.
- Maintaining all additional needs records, including the individual pupil files.
- Co-ordinating provision for pupils with additional needs.
- Teaching and assessing individuals and groups of pupils, sometimes with the support from outside agencies.
- Liaising with colleagues in writing School Support Plans.

- Monitoring and reviewing School Support Plans and outcomes on EHC Plans.
- Organising and attending annual reviews of EHC Plans.
- Liaising with parents, outside agencies, early years providers and other schools.
- Liaising with future providers of education to ensure a smooth transition.
- Acting as Line Manager to all permanent and temporary teaching assistants involved with supporting additional needs pupils.
- Acting as Performance Manager for all permanent and temporary teaching assistants involved with supporting additional needs pupils.
- Managing and contributing to professional development of colleagues in areas of additional needs support.
- Advising on all aspects of differentiation, teaching and learning styles and resourcing.
- Advising the Head Teacher and staff on pertinent SEND issues.
- Liaising regularly with the Governing Body, through the Additional Needs Governor.
- Liaising with the Designated Teacher where a looked after pupil has additional needs.

Class teachers are responsible for:

- Identifying pupils who require extra support in class, raising initial concerns and consulting the Additional Needs Leader for advice and support (also part of the monitoring role of subject leaders).
- Adapting their teaching and provision to overcome any barriers to learning and make changes to ensure full accessibility to the curriculum.
- Writing and contributing to School Support Plans and implementing targets in class.
- Monitoring individual progress.
- Managing additional needs Teaching Assistants in their classrooms on a day to day basis.
- Meeting with parents and outside agencies when appropriate.

Teaching Assistants will support the teacher and pupil by:

- Implementing a programme to individuals or groups of pupils to enable them to access and progress in the curriculum.
- Implementing activities designed to achieve individual targets.
- Encouraging and promoting pupil independence.
- Liaising with teachers and the Additional Needs Leader, giving feedback and suggesting development.
- Helping to prepare resources and adapting materials.
- Attending planning and review meetings as appropriate.

The Governing Body will ensure that:

- The Additional Needs Policy is implemented fully.
- The necessary provision is made for any pupil with additional needs.
- A governor with responsibility for additional needs is appointed.

17. STORING AND MANAGING INFORMATION

Documents relating to pupils on the Additional Needs Register are stored in their Pupil File in the

cabinets in the Additional Needs Office. When children leave the school, all additional needs records are passed on to the new school. The Additional Needs Leader makes contact with the receiving school's Additional Needs Leader/SENCO to ensure continuity of support. Wherever possible it is recommended that both these be done within 3 weeks of the child starting at the school.

18. ACCESSIBILITY

Inclusive practice is encouraged at all times and St Andrew's is always looking at ways of removing barriers to learning. The school has disabled ramp access and medical and disabled toilet facilities. In line with current recommendations, the school has drawn up an Access Plan, which contains short and long-term targets to ensure full provision for all pupils, regardless of Additional Needs and/or disability.

19. LOOKED AFTER CHILDREN

19.1 Rationale

Schools are key in helping to raise the educational standards and improving the life chances of looked after children, and in tackling the causes of social exclusion through careful planning, monitoring and evaluation. Schools can also provide a source of continuity and "normality" for children who may have been subject to emotional distress, abuse, and disruption. School can be the place where children maintain friendships and a place where they feel safe and can be themselves.

Unfortunately, the education of looked after children has been characterised by fragmentation and failure for too long. Leaving Care studies have revealed that 75% of care leavers leave formal education with no qualifications, and only between 12% and 19% going on to further education, compared with 68% of the general population. Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of looked after children and schools play a pivotal role in this.

19.2 Definition

The term "looked after" was introduced by the Children Act 1989. This refers to a child who is either accommodated (whereby the local authority provides for the child on an agreed basis with the person who has parental responsibility) or is subject to a care order (whereby a court order grants shared parental responsibility to the local authority in order to protect and promote a child's welfare). Children in both instances could be living with foster carers, in a residential unit, in a residential school, with relatives, or even with parents on a part or full time basis.

Furthermore, the term "looked after", which is widely used in social services is synonymous with the term "in public care", which has been adopted by the DfES in their publication, "The Education of Young People in Public Care".

19.3 Legal Framework

Recent legislation and guidance from the Department for Education and Skills (DfES) and the Department of Health (DH) requires schools to have effective policies for supporting and promoting

the education of looked after children. Schools must:

- Ensure access to a balanced and broadly based education to all looked after children.
- Prioritise recording and improving the academic achievement of all looked after children.
- Prioritise a reduction in the number of exclusions and trancies for all looked after children.
- Ensure there is a designated teacher to advocate for the rights of looked after children
- Develop systems of communications and protocols.
- Promote the attendance of looked after children.

19.4 Objectives

At St Andrew's CE Primary School,

we will:

- Work alongside social workers to ensure that each looked after child has a current Personal Education Plan in place.
- Provide a climate of acceptance and challenge negative stereotypes.
- Ensure all children who are looked after have the same opportunities to participate fully in the National Curriculum, extra-curricular activities, and enjoy the school experience fully in line with corporate parenting principles.
- Ensure discretion when addressing a child's care status and ensure there is sensitivity to the background of children who are looked after, especially surrounding work on family.
- Ensure the designated teacher is provided with regular training, and that they cascade this training to school staff as appropriate.
- Seek to review all school policies regularly in the light of the LEA's Social Inclusion guidance, Special Educational Needs Legislation, and joint Department for Education and Skills / Department of Health guidance on The Education of Children in Public Care.
- Ensure that a clear protocol for sharing of information will be followed both within school and with outside agencies.
- Endeavor to support all looked after children educated in this school to achieve to their fullest possible academic potential.

19.5 Roles and Responsibilities

Many looked after children do not want school staff to be aware of their care status because it makes them feel "different". Therefore, we will negotiate with the child to identify who should be aware of their care status. However, we do acknowledge that in some cases, such as if the child has a severe learning difficulty, this may not be possible.

The named Governor will work in co-operation with the Head Teacher and Designated Teacher as the named staff responsible for ensuring that all looked after children have equal access to all learning opportunities in line with their peers. The Head Teacher and Designated Teacher also have specific responsibilities for supporting the rest of the staff in their training and work with looked after children.

(Although it is not a statutory requirement for schools to have a named Governor within school, we have adopted this practice to ensure that looked after children receive the best possible support in school.)

The **named Governor** should be satisfied that:

- the school has a coherent policy for looked after children.
- the school's policies and procedures are reviewed in the light of social inclusion guidance and joint DH/DfES guidelines.
- the designated teacher has received appropriate training.
- looked after children have equal access to all areas of the curriculum.
- the Governing body receives an annual report.

The **Head Teacher** will:

- appoint the **designated teacher** (normally the Additional Needs Leader).
- ensure that the **designated teacher** has received appropriate training.
- oversee the development of the policy on looked after children.
- be responsible for all systems to support looked after children.
- report to the governing body on an annual basis on the following:
 - the number of looked after pupils in the school.
 - an analysis of test scores as a discrete group, compared to other pupils.
 - the attendance of pupils, compared to other pupils.
 - the level of fixed term and permanent exclusions, compared to other pupils.
 - the number of complaints.

The Designated Teacher

The **designated teacher** will serve as the contact for social services and the education department and will maintain responsibility for several key areas to support looked after children within the school. This includes serving as an advocate for all looked after children in the school.

The **designated teacher** will help establish and maintain the ethos regarding looked after children of the school by:

- maintaining and respecting confidentiality of all looked after children and ensuring information is shared on a strictly 'need to know' basis.
- ensuring that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by looked after children and understand the need for positive systems to support them, whilst maintaining appropriately high expectations for their educational achievements.
- acting as an advocate for looked after children in order to allow them equal access to educational opportunities and support with important decisions affecting future life chances.

The **designated teacher** will set up systems to monitor and record the progress of all looked after children. S/he will:

- have an overview and coordinating role for gathering and holding all information regarding children who are looked after.
- maintain records regarding all looked after children, including legal status and information regarding who should be contacted regarding matters concerning the child.
- establish a system for contacting and forwarding educational records to new schools to facilitate a smooth and speedy transfer.
- monitor the educational progress of all looked after children and intervene, in co-operation with other agencies if required, if there is evidence of underachievement, absence from school or internal truancy, or other similar concern.

The **designated teacher** will facilitate effective communication by:

- building positive home-school relationships between parents / carers with regular opportunities for dialogue.
- being proactive and participating in setting goals for the child's PEP.
- playing an active role in care planning by ensuring that the attendance of the most appropriate member of staff and/or written reports are provided to all statutory reviews of looked after children.
- helping co-ordinate education and PEP meetings.
- serving as the named contact for colleagues in social services and education.
- ensuring effective communication between all relevant parties.
- inviting the responsible social worker to all meetings, and liaising with this social worker regarding the development of Personal Education Plans (PEP).

The **designated teacher** will monitor each child's achievement and ensure that they have the support they require within school:

- by meeting with the looked after child to discuss who needs to know they are looked after and to ensure that the young person is informed of their role.
- by ensuring each child has a named member of staff who can provide advice and/or practical help on academic or pastoral issues.
- by ensuring each child has a Personal Education Plan.
- by requesting support from the Additional Needs Leader (if different) and/or outside agencies, including the Virtual School – for Looked After Children, if a looked after child requires additional academic or behavioural support.
- by working closely with the Additional Needs Leader (if different) to ensure all looked after children with additional educational needs are being assessed and are getting appropriate resources to support their learning.
- by having a strategy for key stage or new school transitions.
- by ensuring all looked after children are made to feel a part of the school environment.

19.6 Personal Education Plans

Each child will have a Personal Education Plan (PEP), which their social worker will take the lead in developing. However, the school's role in this plan is crucial and at least one member of staff who knows the child well will attend the meeting to establish and subsequently review this. Other staff

will contribute in writing as appropriate.

The PEP will consider:

- the child's strengths and weaknesses.
- interests, both in and out of school.
- developmental and educational and pastoral needs.
- future plans, and how these can be supported.
- issues arising for the child.

It will also identify targets that will be reviewed during the next PEP meeting.

19.7 Admission/Induction Arrangements

Looked after children are a priority for admission and, as such, we will follow the LEA's published admission criteria.

On admission, the child will meet with the designated teacher and their named member of staff. They will discuss any relevant issues, academic or pastoral, and ensure the child is made to feel comfortable in our school. Records will be requested from the child's previous school and as soon as practicable after they are received a meeting will be held with the carer / parent, social worker, and other relevant professionals, and child as appropriate. This will provide information to inform the child's new Personal Education Plan, and ensure that communication systems are established early.

In the first PEP meeting, we will seek clarification from the social worker as to who requires school reports and who may give permission for school trips or other such activities. At this meeting any means of communication to aid the fluid exchange of information between statutory meetings will be discussed and agreed (such as a home/school book to detail any sudden significant changes in a child's circumstances.)

20. EVALUATING THE SUCCESS OF THE PROVISION

The success of the school's Additional Needs policy and provision is evaluated through:

- Monitoring of classroom practice by the SLT and Additional Needs Leader.
- Analysis of pupil tracking data.
- Monitoring of procedures and practice by the Additional Needs Governor.
- School self-evaluation document.
- OFSTED inspection arrangements.
- Meetings of parents and staff, both formal and informal.

21. COMPLAINTS

St Andrew's fosters a close working partnership with parents allowing for an open door policy for communication in order to avoid parental anxiety regarding any aspect of their child's education. If parents believe that their child has a learning difficulty or behavioural issue at school, which has not yet been identified, or if they are unhappy with the provision the school is making for their child, they should talk first to the child's class teacher. If the parents think that their child should be given

more support, they should raise their concerns with the Additional Needs Leader and Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied, they may choose to raise their concerns with the school's governor responsible for Additional Needs. With regards to Looked After Children, social workers who wish to complain about the provision or policy, should in the first instance raise it with the designated teacher, who will try to resolve the situation.

22. LINKED POLICIES/DOCUMENTS

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- Exclusion Policy
- Complaints procedure
- Confidentiality Policy
- Data Protection Policy
- Inclusion Policy and Equal Opportunities Policy
- Positive Handling Policy
- First Aid Policy including Intimate Care
- Mental Wellbeing Policy

23. REVIEWING THE POLICY

St Andrew's School Governors will review the school's Additional Needs Policy on an annual basis.