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<b>Inclusion Policy including Special Educational Needs and Disability</b>	Issued: December 23
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<b>APPROVAL BY</b>	<b>FULL GOVERNING BODY</b>

# Inclusion Policy including Special Educational Needs and Disability

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In compliance with:

**Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)** [1]  
and **Special Educational Needs and Disability Code of Practice (2014)** [2]

## **1. 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 (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014 and the updated January 2015 version [2]

Ofsted Section 5 Inspection Framework 2019 [3]

Ofsted SEN Review 2010 “A Statement is not enough” [4]

Equality Act 2010 [5]

Children and Families Act 2014 [6]

### SEN INFORMATION REPORT:

Information on where the local Authority’s local offer is published.

Northamptonshire’s Local Offer, outlining services available for children and young people

who have SEND, can be found at:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx> [7]

## 2. Inclusion Statement

At Alfred Lord Tennyson School (ALTS), we endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. We respect the right of all children in ALTS, irrespective of differences in ability, to access their learning and to develop the knowledge, skills, understanding and attitudes, which are necessary for their development into active and responsible adults.

- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of ALTS provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in ALTS 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 schools budget.

**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 and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

## 3. Aims and Objectives of this Policy

The aims of the ALTS inclusion policy and practice are:

- To provide curriculum access for all.

- To secure high levels of achievement 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 [8]).

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Manager.

The Inclusion Manager is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the Inclusion Manager’s role).

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

#### **4. Contact list**

**The name and contact details of the Inclusion Manager:**

***Mrs Jenny Appleby***  
***Alfred Lord Tennyson School***  
***Rushden***  
***01933 353762***  
***j.appleby@alts.northants.sch.uk***

**The name and contact details of the Ethnic Minority Achievement co-ordinator:**

*Mrs Jenny Appleby*  
*Alfred Lord Tennyson School*  
*Rushden*

**01933 353762**

***j.appleby@alts.northants.sch.uk***

**The name and contact details of the Designated Teacher for Looked After Children:**

*Mrs Kelly O'Connor*  
*Alfred Lord Tennyson School*  
*Rushden*

**01933 353762**

***head@alts.northants.sch.uk***

## **5. SEND Provision in ALTS**

### **SEN INFORMATION REPORT**

**The kinds of Special Educational Needs which are provided for in ALTS are detailed below.**

ALTS is an inclusive school which will do our best to give provision to every child, regardless of differences. All children will be provided with the opportunities to fulfil their potential and contribute to society. Due to the Key Stage Two building at ALTS being a Victorian building, this can mean we may not be suitable as a long term provision for certain physical disabilities, however we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This includes or has included pupils with:

- Dyslexia
- Autistic Spectrum Conditions
- Dyspraxia
- Dyscalculia
- ADHD
- Visual Impairment
- Hearing Impairment
- Physical and Sensory difficulties
- Medical needs impacting on learning
- Speech, Language and Communication Needs
- Social, Emotional, Mental Health difficulties

When admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of ALTS provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter, we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

#### SEN INFORMATION REPORT

- ALTS policies for identifying children and young people with SEN and assessing their needs.
- ALTS arrangements for assessing and reviewing children and young people's progress towards outcomes.
- ALTS approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and learning environment of children and young people with SEN
- How ALTS evaluates the effectiveness of its provision for children and young people with SEN

#### 1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

There are clear statements giving the staged arrangements we use to identify and differentiate between under-achievement and Special Educational Needs. In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”*

***‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)***

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”*

***SEN Code Of Practice (2014 : Para 1.24)***

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

***“Achievement for All” (National Strategies : 2009)***

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

***Ofsted SEN Review 2010***

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*

***SEN Code of Practice 2014***

## **6. Stages of provision**

### **6.1. STAGE 1**

The school is committed to the universal entitlement of well differentiated quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a provision map or learning plan.

- 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 ALTS 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 considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

#### ***Provision Map***

- All vulnerable learners will be included on a detailed 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*

Children's needs should be identified and met as early as possible through:

- The analysis of data including Early years data, phonics progress, Key Stage 1 results, reading ages, other whole-school pupil progress data.
- Classroom based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns.
- Tracking individual children's progress over time.
- Information from previous schools when transfer may occur at other times.
- Information from other services.
- Maintaining learning plans for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision is updated termly through meetings between the teachers and SENDCO.
- 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.

### *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 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 when appropriate.
- Bilingual support/access to materials in translation.
- Further differentiation of resources.

### *Monitoring and Evaluation*

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

- Classroom observation by the Inclusion Manager and senior leaders.
- Ongoing assessment of progress made by intervention groups.
- Work sampling.
- Informal feedback from all staff.
- Pupil interviews when setting new targets or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-school processes).
- Monitoring learning plans, evaluating the impact of the provision/targets on pupils' progress.
- Attendance records and liaison with Education Inclusion Partnership Team.
- Regular meetings about pupils' progress between the Inclusion Manager/ Headteacher.



- Headteacher’s report to parents and governors.

## **6.2. STAGE 2 Additional SEND Support**

### **What are the areas of Special Educational need?**

There is a wide spectrum of special educational needs which are placed into four categories in the SEND Code of Practice [2]. Pupils may have needs in one or more of the following categories:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory and/or physical.

#### *Identification*

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice [2].
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but will be on the school’s provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using learning plans and termly reviews.
- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional High Needs funding, 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 (AWPU) has, or will need to be, spent on a pupil within any one financial year, in order to meet their special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND 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 in order to consider the need for an Education Health and Care Plan.
- ALTS approach to IEPs which we recognise are no longer prescribed in the SEND code of practice is as follows:

#### *Curriculum Access and Provision*

All children receiving SEND Support (intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in ALTS i.e. they have a special educational need as defined by the SEN Code of Practice [2]) will be monitored through individual learning plans with Targets and Steps to Success. The learning plans are designed to be a working document for teachers - a planning, teaching and reviewing tool which enables us to focus on specific areas of

development. These will be reviewed at least 3 times in an academic year. SMART Targets (Specific, Measurable, Achievable, Realistic and Timely) will be arrived at through:

- Discussion between teacher and Inclusion Manager.
- Discussion, wherever possible, with parents/carers and pupil.
- Discussion with another professional where necessary.

#### *Monitoring and Evaluation*

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

- Classroom learning walks by SLT including the Inclusion team.
- Monitoring of learning plans including reviews by Inclusion Manager.
- Ongoing assessment of progress made by intervention groups through professional dialogue and analysis of the learning plans.
- Work sampling on a termly basis by core subject leaders as well as SLT including Inclusion Team.

### **6.3. STAGE 3 Education Health and Care Plan**

- Pupils with an Education Health and Care Plan (post September 2014 – previously known as Statements of Special Educational Needs) will have access to all arrangements for pupils on the SEND list (above.) Learning plans will fully reflect the provision stated on their EHCP.
- ALTS will comply with all local arrangements and procedures when applying for:
  - High Needs 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 SEND support using the ALTS devolved budget at an earlier stage.
- ALTS review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice [2] and with local NNC policy and guidance - particularly with regard to the timescales set out within the process.

## **7. Roles and Responsibilities**

### **7.1. 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 Inclusion Manager and Ethnic Minority Achievement Co-ordinator.
- 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 provision maps for vulnerable learners (could be devolved to another member of the SLT).
  - Monitoring outcomes of learning plan reviews for pupils with SEND.
  - Pupil progress meetings with individual teachers.

- Regular meetings with the Inclusion Manager / EMA Co-ordinator.
- Discussions and consultations with pupils and parents.

## **7.2. The Governing Body**

The Governing Body has due regard for the Code of Practice [2] when carrying out its duties towards all pupils with special educational needs. It aims to meet these duties by:

- Identifying a governor to have specific responsibility for the school's provision for pupils with special educational needs / disability by meeting regularly with the SENDCO / Inclusion manager and working together on the strategic planning for children with SEND.
- Contact details for ALTS SEND Governor 2023-24

Mrs Brenda Martin

c/o schooloffice@alts.northants.sch.uk

- Securing the necessary provision for any pupil identified as having special educational needs. The Governing Body ensures that all teachers are aware of the importance of providing for these children.

## **8. Special Educational Needs and Disability Coordinator**

In line with the recommendations in the SEN Code of Practice [2], the SENDCO (Inclusion Manager) 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 SEND support from the schools devolved budget, those in receipt of High Needs funding and those with 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 and Disability.
- Contributing to the in-service training of staff.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND 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.
- Evaluating at least termly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENDCO network meetings and training as appropriate.

- Liaising with the school's Inclusion Governor, keeping the Governor 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.

## **9. Ethnic Minority Achievement Coordinator**

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map.
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background.
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice.
- Managing other classroom staff involved in supporting ethnic/linguistic minorities.
- Overseeing the initial and on-going assessment records on all children with EAL.
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting **at least** termly with teachers to review the linguistic progress of children learning EAL and establish next steps in learning.
- Evaluating termly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- Contributing to the in-service training of staff.
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school.
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum.
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information.
- Attending EMA Co-ordinator network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping the Governor informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners.

## **10. Class Teacher**

- Liaising with the Inclusion Manager to agree:
  - Which pupils in the class are vulnerable learners.

- Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' 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 SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, specific targets and success criteria to address a special educational need (this would include pupils with EHC Plans).
- Securing good provision and good outcomes for all groups of vulnerable learners by:
  - Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
  - Ensuring there is adequate opportunity for pupils with special educational needs to work 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 2014).
  - Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

## **11. Assessing and reviewing pupil's progress**

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.
- Regular evaluation (at least three times a year) of the effectiveness of interventions on the provision map (in relation to the progress of each pupil).
- Regular 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 reviews of Education Health and Care Plans are prescribed in the SEND Code of Practice [2].

## **12. Engagement of children with SEND**

### **SEN INFORMATION REPORT**

**How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.**

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are included in the life of the school.
- Where appropriate and safe, we endeavour to provide different ways for all learners to access the same learning experiences, rather than withdrawing pupils and providing an entirely different activity.

- ALTS deployment of additional staffing and resources, funded from the school's devolved additional needs budget through the Local Offer, ensures that all curriculum experience are available to all pupils in the school (e.g. educational visits, extra-curricular activities) particularly where a voluntary financial contribution is required for the activity to run. This is in compliance with the Equality Act 2010 [5].
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers and non – teaching staff work collaboratively to ensure they are effective in differentiating the curriculum for vulnerable learners.
- The Inclusion Manager provides fortnightly 'drop in' sessions for staff members to gain support and advice.
- Pupils are given the opportunity and support to develop self- help strategies to ensure their full access to the curriculum, developing a growth mindset is a key whole school approach.

### **13. Support for improving social and emotional development**

#### **SEN INFORMATION REPORT**

**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.**

**Name and contact details of the team supporting pastoral arrangements are:**

**Mrs Jenny Appleby – Inclusion Manager**

**Ms Laura Bunker – Family Support Worker**

**Mrs Natasha Hall – Learning Mentor**

At ALTS, there is a whole school commitment to the social, emotional and mental health needs for our children. This is shown through:

- All staff use an emotion coaching and restorative approach in line with our behaviour regulation policy.
- All staff focus on encouraging and teaching our school values of RESPECT. (Resilience, Empathy, Self-Awareness, Passion, Excellence, Communication and Teamwork.) This is in class and through regular assemblies.
- 'Pastoral Interventions' by an accredited ELSA (Emotional Literacy Support Assistant) and/or experienced learning mentor.
- The ALTS Family Support Worker who works closely with parents/carers.
- A member of our lunchtime team whose role is specifically to support children on the playground with any friendship difficulties using an emotion coaching approach.
- At lunchtime, we also run a lunch club for children who would benefit from being part of a smaller setting for part of their lunchtime.
- The ALTS Inclusion staff are available throughout the day to respond quickly to children who may need support in order to be ready for learning within the classroom as well as to carry out interventions such as 'Drawing and Talking'.

## **14. Expertise and staff training and development**

### **SEN INFORMATION REPORT**

**Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- The ALTS Inclusion Manager has passed the National Award for SEN accreditation in accordance with Section 6 of the Sen Code of Practice [2].
- The ALTS Inclusion Manager is also part of our local group of school's SENDCO cluster meeting and also attends Inclusion network meetings in the wider area.
- The ALTS Inclusion Manager has completed the Nurture UK's' training for running a Nurture Group.
- All staff are trained in how to best support all vulnerable learners in order to maximise their achievement. Specific training needs are identified through the performance management process.
- ALTS has a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. Visual timetables, individual work stations etc., as required.
- 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 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.

## **15. Equipment and Facilities**

### **SEN INFORMATION REPORT**

**Information about how equipment and facilities to support children and young people with special educational needs will be secured**

- When specialist equipment or a high level of staffing support is required to support a pupil with special education needs, ALTS will fund this as additional SEND 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, ALTS will apply to the Local Authority for High Needs 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. ALTS 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 recruitment policy and best practice. All vacancies will be competitively advertised and recruited.

## 16. Accessibility

### SEN INFORMATION REPORT

#### How accessible is the school environment?

- All areas of both sites in our school are accessible from the outside by wheelchair. Ramps are provided to allow access to each level of the school, however due to the nature of the key stage two building, which is Victorian in age, if wheelchair access is currently required for children, an adult must accompany the child as there are no internal ramps in the school.
- This means that ramped access is only available from outside at the key stage two site. There are two ramps available from the playground. One to the Year 3/4 and Lower Hall area, and a separate ramp from the playground to the Year 6 area. To reach the Upper part of the school, including the office, top hall, library, computer suite and the Year 5 area the main entrance is accessible to wheelchairs from a gate situated on Alfred Street.
- Within school, there are dual height banisters on the stairs from the lower hall to the Year 6 area and also from the Year 6 area up the upper part of the school.
- Any children with Hearing Impairments are supported by a Teacher of the Deaf from the Sensory Impairment Service. This may include intervention work with the child as well as advice and support with Audiology Equipment such as radio aids.
- For children with Visual Impairments, consideration is given to suitable seating in class, resources printed in a suitable font and size and on a suitable background colour and children are given programmes and resources to suit their individual needs with advice taken from the Sensory Impairment team.
- Accessible toilet facilities are available both in the upper part of the KS2 site (Year 5 area) and also in the Year 6 area.
- If you have specific access queries or concerns, please speak with us.

## 17. Partnership and Involvement

### SEN INFORMATION REPORT

**Arrangements for consulting parents of children with special educational needs and involving them in their child's education.**

**Arrangements for consulting young people with SEN and involving them in their education.**



### **17.1. Partnership with Parents/Carers**

All parents and carers of children with special educational needs are treated as partners. They have a critical role to play in their child's education. Parents and carers are fully supported and encouraged to be involved in decisions and we encourage this partnership by:

- Making parents and carers feel welcome.
- 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.
- 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 needs addressing.
- Supporting understanding of their child's entitlement and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the parent support, such as IASS (Information, Advice and Support Service).
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language (EAL) focusing on the child's strengths as well as areas of additional need.
- Being available to support parents/carers at regular intervals.

### **17.2. 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. We endeavour to involve pupils by encouraging them to:

- Share their views about their education and learning.
- Identify their own needs and learn about learning.
- Engage in and understand the steps involved to move their learning forward.
- Self-review their progress and next steps.

We seek to work effectively and collaboratively with external professionals, parents and carers and pupils to ensure best outcomes for children.

## **18. Involvement of other professional bodies**

### **SEN INFORMATION REPORT**

**How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families**

As a school, we seek to work collaboratively with external professionals to ensure best outcomes for children. These include:

- SEND Specialist Support Service.
- School Nurse.
- Specialist nurse services (Diabetic team).
- CAMHS (Child and Adolescent Mental Health Service including MHST.)

- Paediatricians.
- Speech and language therapists.
- Occupational and physiotherapists.
- Children’s services including: Early Help Assessment Teams.
- Social workers.
- Educational Psychologists.
- EIPT (Education, Inclusion Partnership Team).
- Specialist Outreach Services

## 19. *Links with Other Services*

Effective working links will be maintained with:

- Educational Psychology Service:  
Direct E-Mail: [Eduppsychology@northamptonshire.gov.uk](mailto:Eduppsychology@northamptonshire.gov.uk)
- [Educational Psychology Service | North Northamptonshire Council \(northnorthants.gov.uk\)](http://northnorthants.gov.uk)
- Education Inclusion Partnership Team.  
[Attendance, behaviour and home schooling | North Northamptonshire Council \(northnorthants.gov.uk\)](http://northnorthants.gov.uk)
- Inclusion Advice Support Service: Contact number: 01604 364772 (Monday to Friday from 9am to 5pm):  
[www.iassnorthants.co.uk](http://www.iassnorthants.co.uk)
- Email -sendiass@northnorthants.gov.uk
- Virtual School for Looked After Children: Contact number: 01604 365912:
- [Virtual School | North Northamptonshire Council \(northnorthants.gov.uk\)](http://northnorthants.gov.uk)  
Email - virtualschool@northnorthants.gov.uk
- Maplefields Teaching School Outreach Support service:
- [Maplefields Training & Development - SEMH Outreach for Primary North Northants \(maplefields-td.org.uk\)](http://maplefields-td.org.uk)
- Rowangate Outreach Service  
<https://www.rowangateprimary.co.uk/about-us/outreach-service>
- SEND Support Service.  
[Specialist SEND support services | North Northamptonshire Council \(northnorthants.gov.uk\)](http://northnorthants.gov.uk)
- Mental Health Support Teams ( NHS)  
Regular consultation meetings.  
Referrals made through the Referral Management Centre Northamptonshire.
- Information on where the local authority’s local offer is published:  
<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx> [7]

## 20. Arrangements for transition

### SEN INFORMATION REPORT

#### Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (Effective transition)

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in year 3 at our Key Stage Two site the Headteacher holds a meeting for parents in addition to planning a series of visits for children, in order to help children, parents and staff get to know each other.
- Transition meetings or conversations take place between the SEND team and teaching staff from ALTS and any feeder schools, prior to children transferring to us. The SEND Team/Teachers will visit settings to observe children where it is felt there is a need.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs and has an EHC Plan, then an EHCP review will be used as a transition planning tool at a meeting, to which we will invite staff from both schools.
- Transition between year groups within the school will be dealt with as part of ALTS annual programme of transition and there will be a handover to the next class teacher.
- At any point where a child with SEND is preparing to leave ALTS, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

## 21. Concerns and Complaints

### SEN INFORMATION REPORT

#### Arrangements made by the Governing Body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and Inclusion Manager /EMA Co-ordinator, then, if unresolved, by the Headteacher. The governor with specific responsibility for SEND/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 [9]).

## **22. Inclusion of pupils with English as an additional language**

### **22.1. Definition**

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

### **22.2. Ethos**

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 ALTS by respecting that diversity and reflecting it in the school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to the school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

### **22.3. Admissions**

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 and written information and help in first language which will facilitate the admission process and provide key information about ALTS. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### **22.4. Provision**

Pupils with provision for 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.

The following provision can be expected:

- Initial assessment of EAL using the EAL Assessment framework and tracker from the Bell Foundation to record stage of language acquisition.
- A further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.

- Additional support for pupils may be given through first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and 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.
- Progress of EAL pupils will be monitored against both the EAL “Assessment framework” and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Inclusion Manager. Provision will be recorded and monitored for effectiveness using the school’s provision map in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

### **22.5. Parental support**

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child’s progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents’ evenings and other school meetings and by providing key school information in translated format.

## **23. Inclusion of pupils who are Looked After in Local Authority Care**

ALTS 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.
- There are commonly understood reasons (Social Exclusion Unit Report:2003 [10]) why children who are looked after in local authority care often fail to make expected progress at school:
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (the designated teacher at our school is Kelly O’Connor). The responsibilities of ALTS designated teacher include:
  - Monitoring the progress of children who are ‘looked after’ to ensure that they have the best life chances possible and access to the full range of opportunities in school.
  - Ensuring that children who are ‘looked after’ have access to the appropriate network of support.

- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is reviewed a minimum of 3 times a year and as requested by Virtual Schools.
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern).
- 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 effective communication at all times.
- Celebrating the child's successes and acknowledge the progress they are making.

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

## **24. Inclusion of pupils who are more able learners**

In this section the term 'more able' refers to pupils who have a broad range of achievement at a very high level. Those children who are more able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- |                               |  |
|-------------------------------|--|
| • Physical talents            | sports, games, skilled, dexterity  |
| • Visual/performing abilities | dance, movement, drama   |
| • Mechanical ingenuity        | construction, object assembly (and disassembly), systematic, working solutions |
| • Outstanding leadership      | organiser, outstanding team leader, sound judgements                           |
| • Social awareness            | sensitivity, empathy,  |
| • Creativity                  | artistic, musical, linguistic  |

We respect the right of all children in ALTS, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of ALTS make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all ALTS children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for more able and/or talented children.

### **24.1. Identification**

Before identifying any child as 'more able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'more able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at ALTS does not necessarily mean that in another school or context the child would be identified.

A more able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination.
- Assessment results.
- Specialist teacher identification.
- Parental nomination.
- Peer nomination.
- Self-nomination.

Each year the school will draw up a register of more able and/or talented children.

This list will be kept under review. Provision for more able and/or talented children will be tracked on the school's provision map.

### **24.2. Provision**

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

- A task that allows the children to respond at their own level;
- A challenge activity that broadens a child's learning in a particular skill or knowledge area;
- The opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning but gives due regard to the more able and very able learner.

We teach the children in ALTS classes with appropriate differentiation and challenge, and we run 'more able groups' in English and 'strengthening activities' in mathematics.

We offer a range of extra-curricular activities for ALTS children. These activities offer more able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.



## 25. **References**

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- [9] Alfred Lord Tennyson School, "Complaint Policy".
- [10] Social Care Institute for Excellence, "A better education for children in care: Social Exclusion Unit report," 2003. [Online]. Available: <https://www.scie-socialcareonline.org.uk/a-better-education-for-children-in-care-social-exclusion-unit-report/r/a11G0000017ykvIAA>. [Accessed 15 Decemeber 2023].
- [11] Alfred Lord Tennyson School, "Child Protection and Safeguarding Policy".
- [12] Alfred Lord Tennyson School, "Online Safety Policy".
- [13] Alfred Lord Tennyson School, "ICT Acceptable Use Policy".



## 26. **Safeguarding**

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [11].

Online safety lessons are conducted regularly within the school to help to ensure that children stay safe online – see Online Safety Policy [12] and ICT Acceptable Use Policy [13]

All concerns must be reported to our Designated Safeguarding Leads:

Mrs K O'Connor, Mrs S Smith, Mrs J Appleby and Mrs L Bunker.