John Hellins Primary School

Special Educational Needs and Disabilities (SEND) Policy (including children with health needs that can/cannot attend school)

Policy Written:	Feb 2026
Approved by Staff	Feb 2026
Approved by Governors	Feb 2026
Review date	Feb 2027

SEND POLICY FOR JOHN HELLINS PRIMARY SCHOOL

Legislative Compliance

This policy complies with the guidance given in the SEND Code of Practice 0-25 years 2014. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

Special Educational Needs and Disability Regulations 2014

Department for Education – Schools: A guide to the 0 to 25 SEND codes of practice

Ofsted Section 5 Inspection Framework 2012

Equality Act 2010

Education Bill 2011

Children and Families Act 2013

Statutory guidance on supporting pupils with medical conditions 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children, including vulnerable learners, whilst meeting their individual needs.
- Teachers provide adapted 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 a full access to the school curriculum.
- A Special Educational Need might be an explanation for delayed or slower progress, but 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. Adapted work and individual learning opportunities are provided for children who are learning EAL as part of our 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 our school may be underachieving, but will not necessarily have a special educational need. It is our responsibility to assess our pupils regularly and ensure that appropriate interventions are put in place to help these pupils close the gaps.
    - 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 achieve 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 SEN Support funded from the devolved school's budget.

Aims and Objectives of this Policy

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

- To provide curriculum access for all
- To secure high levels of achievement 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.

1. **Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.**

   and

2. **The school's arrangements for assessing the progress of pupils with special educational needs.**

In agreeing these 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)

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

STAGE 1 Quality first teaching, including, where appropriate, adapted resources and the use of Wave 1 or Wave 2 Interventions.
All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- 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.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. 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 an adaptation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
    - Plan strategically to meet pupils' identified needs and track their provision
    - Audit how well provision matches need
    - Recognise gaps in provision
    - Highlight repetitive or ineffective use of resources
    - Cost provision effectively
    - Demonstrate accountability for financial efficiency
    - Demonstrate to all staff how support is deployed
    - Inform parents, LEA, external agencies and Ofsted about resource deployment
    - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification and Assessment at Stage 1

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

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. Using the Graduated Approach of Assess, Plan, Do, Review
- Following up parental concerns
- Tracking individual children's progress over time, including progress in EAL
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining EDUKEY provision map for all vulnerable learners, which clearly identifies pupils receiving Additional SEN Support. This provision map is updated every 6 weeks, 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 adapt work as part of quality first teaching
- Wave 1,2,3 interventions
- Other small group interventions
- Individual class support / individual interventions
- Bilingual support/access to materials in translation
- Further adaptation of resources
- Study buddies/cross age tutors
- Homework / tutoring support club
- One page profile tutorials

Monitoring and Evaluation

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

- Classroom observation by the SENDCO and Pupil and Family Wellbeing Leader
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis
- Scrutiny of planning
- Teacher interviews with the SENDCO and Pupil and Family Wellbeing Leader
- Informal feedback from all staff
- Pupil interviews when setting new targets or reviewing existing targets
- Pupil interviews when formulating one page profiles.
- Pupil progress tracking using assessment data whole-school processes
- Monitoring one page profiles and targets, evaluating the impact of one page profiles on pupils' progress
- Attendance records and liaison with Pupil and Family Wellbeing Leader
- Regular meetings about pupils' progress between the SENDCO, Pupil and Family Wellbeing Leader and the head teacher
- Head teacher's report to parents and governors

Stage 2 Additional SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the adapted curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- 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.
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.

- It may be decided that some, **but not all** pupils on the SEND list will require a one page profile to ensure their underlying special educational need is being addressed. This would particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. It would be usual for pupils with Educational Health Care Plans to have a shorter term one page profile as a working document.
- Our approach to one page profiles is as follows:

    - Our one page profiles are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
    - Our one page profiles will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
    - Our one page profiles will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets". This will be ensured though the use of a "Pupil Voice"
    - Our one page profiles will be based on informed assessment and will include the input of outside agencies.
    - Our one page profiles have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
    - Our one page profiles will be time-limited – at termly review, there will be an agreed "where to next?"
    - Our one page profiles will have a maximum of four short / medium term SMART targets set for the pupil.
    - Our one page profiles will specify how often the target(s) will be covered
    - Our one page profiles will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
    - Targets for a one page profile will be arrived at through:
        - Discussion between teacher and SENDCO
        - Discussion, wherever possible, with parents/carers and pupil
        - Discussion with another professional
    - Our one page profiles will be reviewed three times per year by class teachers in consultation with the SENDCO.

Stage 3 Education and Health Care Plan

- Pupils with an Education and Health Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for
    - Targeted Funding
    - An Education and Health Care Plan

  and will ensure that all pre-requisites for application have been met through ambitious and pro-active Additional SEND Support.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local WNC policy and guidance - particularly with regard to the timescales set out within the process.

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need but are seen to benefit from the ability to live and learn in more than one language.

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

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 our school. 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.

Provision

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

The following provision can be expected:

- Initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- 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
- Pupils will be placed in groups which match their academic ability
- Work in class will be adapted for the pupils to lessen linguistic difficulties without significantly reducing academic challenge
- Adapted 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
- Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level
- Progress of EAL pupils will be monitored against both A Language in Common (where below English NC level 2) 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, SENDCO and or Pupil and Family Wellbeing Leader
- 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

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.

Inclusion of pupils who are looked after in local authority care

Our school recognises that:

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

- There are commonly understood reasons (Social Exclusion Unit Report :2003] 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 name of the current designated teacher at our school is given in this inclusion policy). Please refer to the Looked After Children Policy for more details. Our school 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.

Supporting children with medical needs at school and supporting children with medical needs at home where they cannot attend school.

Children with medical needs will be fully supported in school. They will have a health care plan and dedicated staff will be trained to support with the administration of medicines.

The school will work closely with the Northants Health Team and School Nursing Team to ensure that staff are competent in the administration of medical assistance.
If a child with medical needs is unable to attend school, we will support the child and family at home. Work will be provided and the Pupil and Family Wellbeing Leader, class teacher and SENDCO will liaise with the family and health care professionals to ensure that the child's education continues at home.

3. The name and contact details of the SEND co-ordinator.

Candace McColgan cmccolgan@johnhellins.co.uk

The name and contact details of the Pupil and Family Wellbeing Leader

Gill Wilcox gwilcox@johnhellins.co.uk

The name and contact details of the Designated Teacher for Looked After pupils

Jodie Matthews head@johnhellins.northants-ecl.gov.uk

Management of Inclusion within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of 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.

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 head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCO) and Pupil and Family Wellbeing Leader
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
    - analysis of the whole-school pupil progress tracking system
    - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENDCO)
    - pupil progress meetings with individual teachers
    - regular meetings with the SENDCO and Pupil and Family Wellbeing Leader
    - discussions with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 0-25 years 2014 and the Special Educational Needs and Disability Regulations 2014, the SENDCO 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 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
- Liaising with parents of children with SEND, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an Education and Health Care Plan
- Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- Carrying out referral procedures to the Local Authority to request targeted funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention Additional SEN Support, that a pupil may have a special educational need which will require significant support, possibly to the age of 25 and beyond
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- Monitoring the school's system for ensuring that one page profiles, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENDCO to ensure that these meetings occur)

- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress
- Attending area SENDCO network meetings and training as appropriate
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support vulnerable learners

Pupil and Family Wellbeing Leader

The Pupil and Family Wellbeing Leader 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
- In collaboration with the SENDCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- 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 each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- In collaboration with the SENDCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- In collaboration with the SENDCO, 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 network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teacher

- Liaising with the SENDCO and Pupil and Family Wellbeing Leader to agree:
    - which pupils in the class are vulnerable learners
    - which pupils are underachieving and need to have their additional interventions monitored on the provision map – but do not have special educational needs
    - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list

- Some of these pupils may require advice/support from an outside professional and, therefore, a one page profile to address a special educational need (this would include pupils with Education and Health Care Plans)

- Securing good provision and good outcomes for all groups of vulnerable learners by :
  - providing adapted teaching and learning opportunities, including adapted work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

4. 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.

- Our Special Educational Needs Coordinator will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.

- The SENDCO and Pupil and Family Wellbeing Leader will regularly attend local network meetings.

- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

5. 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 educational needs, our school 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, the school will apply to the Local Authority for Targeted Funding.

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

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

6. The role played by the parents of pupils with special educational needs (and other learning needs).

Partnership with Parents/Carers

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

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

Involvement of Pupils

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

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets
- (For some pupils with special educational needs) monitor their success at achieving the targets on their one page profile

Effective Transition

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

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

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

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

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

7.Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Admission Arrangements

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

Complaints

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 SENDCO or Pupil and Family Wellbeing Leader, then, if unresolved, by head teacher. 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)

8.The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 630082

Education Entitlement Team : Contact number: 0300 126 1000

IASS : Website: www.iassnorthants.co.uk

Virtual School for Looked After Children : Contact number : 0300 126 1000

9. Information on where the local authority's local offer is published.

The authority's local offer is published online and on our school website; in the statutory information section, under SEND.
The school's information report is published on the school website; in the statutory information section, under SEND.

Home - John Hellins Primary School

Local Offer | West Northamptonshire Council