

HOLLIN PRIMARY SCHOOL



SEND POLICY

Hollin Primary School

SEN Policy

Hollin Primary School is an inclusive school.

We are inclusive because...

- Everyone is a part of the learning inside and outside of the classroom
- Learning is adapted to help all children understand it
- Activities are suited to a child's level of understanding and capabilities
- We find resources to make learning easier and more memorable

- Contextual experiences are part of everyday learning
- Children are challenged
- Children's individual learning needs are considered and we aim to meet them to the best of our capabilities
- We provide learning additional to and different from the broad curriculum to help children develop
- We personalise learning
- Children access learning in other classes and groups and we make best use of the facilities we have in our school and other settings
- We try to remove barriers to learning
- We don't say they can't do it – we find a way that they can
- Children are supported by adults and other children
- We recognise when we need help and support to meet a child's individual needs
- We ask for help
- We use professional advice and agency support to help children progress
- We know that every child has the right to a good education

Relevant legislation:

This SEND policy is written to comply with:

- Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012
- Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion. September 2017
- The SEND code of practice. 2014

This policy should be read in conjunction with the following school policies and documents:

Anti-Bullying Policy, Accessibility Plan, Exclusion Policy, Supporting Pupils with Medical Conditions Policy, Safeguarding policy, Medicines policy, Local Offer for SEND, SEND information report.

High aspirations and expectations for children and young people with SEN:

All children at Hollin Primary School are entitled to an education that enables them to make progress so that they:

- Achieve their best;
- Become confident individuals living fulfilling lives, and
- Make a successful transition into secondary school, adulthood, whether into employment, further or higher education or training.

Defining SEN:

The definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age, or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Issues which are not SEN:

It is important to point out the circumstances which are NOT classed as SEN, but which may hinder progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Having behavioural difficulties where the underlying cause has not been identified
- Being in receipt of Student Premium or Student Premium Plus Grant
- Being a Looked After Child

SEND provision at Hollin:

School objectives

How we aim to meet these objectives

Arrangements for full access to a broad and balanced curriculum

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (The Code of Practice 2014).

All children are entitled to full and equitable access to the National Curriculum and high quality teaching.

- All efforts are made to overcome individual pupils' barriers to learning

- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- A range of teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated through the school's reward system
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
- A range of different organisational settings are planned to provide class, group, paired and individual work

When pupils work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

SENDco (Special Educational Needs and Disabilities coordinator)

The role and responsibilities of SENDCos

The SENDco is the individual with overall responsibility for ensuring the coordination of provision for all learners with SEND within the school is undertaken. The role should be viewed in the same light as other strategic roles undertaken within the school.

The SENDco, working closely with the headteacher, senior management and fellow teachers, should be closely involved in the strategic development of SEND policy and provision. The SENDco has responsibility for day-to-day operation of the education setting's SEND policy and for coordinating provision for learners with SEND.

Enquiries about an individual child's progress should be addressed at first to the class teacher. If your child has an EHCP you will be invited to attend annual review meetings and interim annual review meetings if the child is under 5. These are held 6 monthly and involve the team around the child. Other enquiries can be addressed to the school SENDco. Please make an appointment with the school office if you wish to speak to the SENDco.

The responsibilities of a SENCO are:

Overseeing the day-to-day operation of the school's SEND policy.

- Supporting the identification of children with special educational needs.
- Co-ordinating provision for children with SEND.
- Liaising with parents of children with SEND.
- Liaising with other providers, outside agencies, educational psychologists and external agencies.
- Ensuring that school keeps the records of all pupils with SEND up to date.

The roles and responsibilities of the staff at Hollin Primary School.

The staff at Hollin have a duty of care to safeguard children. This includes being aware of children's special needs and understanding who to discuss issues with and where to seek advice from, when difficulties arise.

Other key responsibilities for SENCO include:

- Liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- Advising on the graduated approach to providing SEN support;
- Advising on the development of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and smooth transition is planned;
- Working with Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;

Meeting the Needs of Children with SEND.

This windscreen shows the structure we have in place to meet the needs of all SEND children. There is a graduated approach at Hollin:



A graduated approach:

The needs of most children with SEND are met through Quality First Teaching (QFT). This is often seen as **universal** or the **first wave** of intervention.

The graduated response is a four part cycle of assessment, planning, doing and reviewing which is recorded on the child's provision map. This process will happen termly in line with the assessment and monitoring policy.

Assess

The teacher identifies pupils with learning needs in the class; this 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 will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's provision map with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at

home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. To track child's long term progress and level intervention he/she will be included on the SEN register by the SENDco.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupils response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by class teacher and other staff and summarised on the provision map in preparation for the termly progress review.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. - Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

Some children require additional support and interventions to help break down barriers to learning. These represents **Wave 2** intervention or **SEND Support** .This might include:

- Additional language and literacy interventions including accelerated reader, phonic sessions, precision teaching and wellcomm;
- Subject specific interventions and catch-up sessions;
- Small group interventions, bespoke interventions;
- Mentoring;
- Pastoral support;
- Modified curriculum
- Differentiation and individualisation;
- Personal classroom strategies;
- Social stories;
- Transition;

- Personal time tables;
- Lunch or play time tables;
- A behaviour support plan
- A sensory diet
- Intense interaction

Some children having received Wave 2 intervention make sufficient progress to move back to Wave 1, whilst others will continue to need some support at Wave 2. For some pupils, where progress is significantly below peers, where is a complexity of needs and where these needs have been apparent for some time, a referral to outside agencies may be required.

For children who have severe, complex or long term needs and who have had wave 2 interventions, without significant success could be considered for EHCP (Education Health Care Plan) needs assessment. The process of obtaining an (EHCP) is managed by the Local Authority. Schools, health professionals, parents and the young person themselves, can all apply to the Local Authority who will decide if a Statutory, Education, Health and Care Plan should be assessed.

Advice on how to apply for a statutory assessment can be found on the Rochdale Council website.

Children with an EHCP require **Wave 3** intervention additional to and different to the broad curriculum and will be given extra support to help them and their families achieve their outcomes and long term goals. The support for those children on an EHCP will include many of the interventions outlined at Wave 2, but the level of support should be enhanced, very specific, child-centred and evidence based. Some may not be able to access subject specific learning and be on a parallel curriculum.

Identifying children with SEN

Children with SEND are identified by one of three assessment routes all of which are part of the overall graduated approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress despite Quality First Teaching they are discussed with SENDco and a plan of action is agreed;
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised as progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers

- Parents can ask to look more closely at their child's learning. We take all parental requests seriously and have a measured approach to addressing them. The school will put in place appropriate strategies, personalised differentiation and/or specialist interventions. All decisions will be made in consultation with parents/carers.

Although the school can identify special educational needs, assess the needs and make provision to meet those needs, we do not offer diagnoses.

Parents are advised to discuss with their SENDco or GP if they think their child may have special educational needs or a disability.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEND.

Identifying and assessing SEND for children whose first language is not English requires particular care. We should look carefully at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. We can organise for the language team to assess children in their home language to identify additional needs.

Broad areas of needs

When managing SEND, Hollin Primary School recognises the broad areas of need and support:

Communication and interaction

Some children may have speech, language and communication needs (SLCN). This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Their speech may be unclear. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times or their lives. Children with ASC (Autistic Spectrum Condition), including Asperger's Syndrome, may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. We can refer children to the CAON (Children's Acute and Ongoing Needs) team for more targeted support with Speech, Language and communication.

For one day a week we have a resident SaLT (Speech and Language Therapist) from the schools service. They provide targeted and specialist support and resources to children in our school with SLCN. They work on a needs based approach and work directly with the SENDco to prioritise support for the children.

Cognition and learning

Support for specific learning difficulties may be required when children and young people learn in a different way than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory need. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and DCD (Development Coordination Difficulty).

Social, emotional and mental health needs (SEMH)

Children may experience a wide range of social and emotional needs which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as: attention deficit hyperactivity disorder or attachment disorder. We seek advise and refer for assessment from CAMHS (Child adolescent mental health service) if there is a significant need in this area.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with MSI have a combination of vision and hearing difficulties. Some children with physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We seek support from RANs (Rochdale Additional Needs) PD team as well as Occupational therapy) OT and physio therapy to ensure our pupils with a physical disability have their needs met.

National Curriculum, adaptations to the Curriculum, specialist curriculum, programs and strategies used at Hollin.

In addition to the broad and varied curriculum, children with SEND access interventions and benefit from the following strategies used in school.

- Work stations
- Dedicated learning spaces
- Social stories

- Sensory breaks
- Precision teaching
- Pre teaching
- Blast
- Talk Boost
- Wellcomm
- Sign
- Wellbeing Warriors
- Mental Health Support teams
- Positive Behaviour Support Plan
- Emotion coaching
- Restorative practice.

Teaching and Learning:

We aim for all children to work with the rest of their class. Our aim is for all children to be engaged in learning, working to their potential and being challenged to make progress.

Children with SEN are supported by the class teacher as well as teaching assistants. Support is used flexibly to meet the needs of the children. We put in sufficient support to enable the child to reach their intended outcomes. We aim to instil independence to avoid developing a learned dependence on an adult. We aim for engagement and personalised targets and provision reflect this. Not all children can access an age appropriate curriculum so support and provision are key to ensure our children make progress.

If a child has an EHCP they will have a 'My Plan' issued by the LEA (Local Education Authority). The plan details the needs, outcomes and provision the child needs. It also indicates the band of support a child is allocated from the Local Education Authority. A needs based assessment determines which band is given based on a child's individual needs.

Some children cannot access subject specific learning and have a parallel curriculum to their peers. They may access learning outside of the classroom in dedicated spaces. We have one room that houses internal alternative provision for a small number of children (5) with SLCN. They access some – not all of their learning from this room.

Interventions

Hollin Primary School offers a wide range of academic and social interventions. When considering an intervention, we look first at the child's profile of learning taking into account: sensory needs, language and vocabulary understanding, fine and gross motor skills and social skills in order that we can select the intervention which is best matched to the child's needs.

Hollin Primary School plan interventions in attempt to:

- close the attainment gap between the children and their peers;
- increase independence and organisational skills;
- improve social skills and play skills;
- develop positive behaviour and self-regulatory skills and right attitudes towards learning;
- develop the children's use and understanding of language

Interventions are led by teachers and teaching assistants

The class teacher keeps a record of intervention for the class to detail what it is, where it happens, who takes part, who leads it and what the aims are.

The SENDco conducts monitoring exercises to quality assure interventions and evaluate their impact and effectiveness. This includes informal observations, the reviewing provision of maps and professional discourse with teachers and TAs.

Whilst some interventions are bespoke, others rely on more well founded and evidenced based approaches including precision teaching and emotion coaching.

Targets

Targets for children with SEND are established carefully. They need to reflect realistic outcomes and be measurable.

Interventions are often crucial in closing these attainment gap between the children and their peers, so are monitored closely by both the class teacher –who monitors progress towards the targets during the intervention – and SENCO who monitors overall progress after the intervention.

Interventions are planned usually for a time specific period.

At the end of each block, children's progress towards their targets is assessed and recorded.

A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow the child to demonstrate their transferral of skills in whole class environment.

Some specialist Wave 3 interventions are assessed and recorded on a daily basis and tasks are modified or changed accordingly dependent on outcomes.

All children's progress is discussed with a member of the senior leadership team at termly pupil progress meetings.

Assessments

If a child is not on track to make adequate progress from their starting point or previous attainment this would raise a concern.

Hollin Primary School aims to identify if a child is not making adequate progress as early as possible, using teacher assessments. This would be discussed termly with a member of the school's senior leadership team at a pupil progress meeting. The Educational Psychology service and Speech and language team can also assess children on request with more specific, targeted assessments if needed.

We also consider child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations.

The children are teacher assessed against year group standards for core subjects. Data is analysed and tracking meetings are held that include each class teacher and a member of the Senior Leadership Team.

Parents are consulted to gain their insight into their child's progress at parents evenings. If after consultation with parents and relevant intervention trialled it is decided that a child has underlying needs then through negotiation he/she will be placed on the SEN register and a provision map written to identify how the needs are to be addressed and outcomes identified.

Differentiation

Teachers at Hollin differentiate. They manage the spread of ability in their class by planning and delivering learning that suits the needs of the individual children. They consider the realistic outcomes for the children in their classes and tailor the learning experiences in order for the children to reach achievable yet challenging goals. This may be through the facilitation of groups to access and support learning, learning support from a teacher or TA, support from peers, concrete materials and visuals to support learning, making activities more achievable by personalising them and on occasion accessing curriculum which is developmentally appropriate in different class or group.

Children with social, emotional and mental health needs (SEMH)

Displaying challenging behaviour is not classified as a Special Educational Need however it can be an indication of further needs such as: social communication difficulties, emotional wellbeing or a mental health issue. Any behaviour is a manifestation of feelings and we are pleased we can offer social and emotional support to our children to decipher whether there are any emotional wellbeing needs. See Behaviour support Policy 2023.

If a child displays consistent, unwanted or challenging behaviours, the class teacher will consider the child's needs, taking into account environmental factors and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-

based experience (e.g. bereavement, parental separation) we would inform our children's welfare officer who would aim to establish communication with the family and signpost support which may mean a referral to outside agencies. Further intervention could include the completion of an Early Help Assessment with the family offering support through regular meetings which identify desired outcomes and how these outcomes can be achieved. The Children's welfare officer acts as lead professional for children within our setting or can offer a supporting role if a child had siblings in other settings. The child is supported through personalised intervention.

In some cases a behaviour support plan is used to document proactive and reactive strategies in order to help the child. Interventions include Play Based Therapy, Wellbeing Warriors and various social skill interventions e.g. talkabout. These are generally delivered by trained TAs who develop good, trusting relationships with the children. Outside agencies may be contacted if this is appropriate.

If parents and school are concerned that the child may have emotional wellbeing and or mental health needs, parents can ask their GP or school for a referral to Healthy Young Minds (formerly CAMHS). Schools can also refer to a Community Paediatrician for more targeted health needs.

All children's behaviour is responded to consistently in line with our Behaviour Policy, reasonable adjustments are made to accommodate individual needs. The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice. Please see appendix A.

The school has zero-tolerance approach to bullying.

The majority of Hollin staff have engaged with emotion coaching for children.

Transition

We understand how difficult it can be for children and parents as they move into a new school setting or a new class. We make an action plan according to the individual needs of the child, to make transitions between: schools, classes, settings (swimming, trips etc.), and activities as smooth as possible. This may include, for example:

- additional meetings for the parents and child with new teacher;
- additional visits to the school or classroom environment;
- transition booklets with photographs of key people, places and routines;
- additional time for children in small groups/individually to express their concerns and to address them.

Enhanced transition arrangements are tailored to meet individual needs. We have strong links with our partnership schools. At Hollin we are committed to fully communicating the needs of the children to their new educational settings and document this accordingly.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following requirements of the Code of Practice 2014.

The SENDco reports actions taken by the school termly to Governors. Our SEND link governor is Mr Saib Connor.

Responsibility:

- Ensuring that the best possible provision is made for all pupils with SEN
- Monitoring the quality of SEN Provision
- Ensuring information about the implementation of the policy for SEN is published on the school website and this is updated annually
- Ensuring the integration of pupils with SEN in the school community
- Ensuring that the budget for SEN is allocated appropriately
- Electing a designated SEN Governor to liaise with the SENDCo
- Supporting the school should a complaint be brought to the SEN and Disabilities Tribunal

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, first an appointment can be made by them to speak to the Head teacher or SEND Co, who will be able to advise on formal procedures for complaint.

Any complaints are taken seriously and heard through the school's complaints policy and procedure.

Use of data and record keeping

Data and records are stored securely on the schools system – CPOMs in conjunction with SIMs. It has two factor authentication and can only be accessed by the Senior Leadership team.

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Hollin's Local Offer is available from the website www.hollin.rochdale.sch.uk. Here you will also find our school SEND information report.

Review Framework

This policy will be reviewed regularly and will follow the evaluation of the effectiveness of the provision made for children at Hollin (or sooner in the event of revised legislation or guidance).

Policy written Oct 2023

Policy agreed by Governors

Policy review Oct 2024

Appendix A

Exclusion from maintained schools, academies and pupil referral units in England

Statutory guidance for those with legal responsibilities in relation to exclusion

The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.

'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

In addition to the approaches on early intervention set out above, the head teacher should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. For example, schools might draw on the support of the fair access team.

Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school.

The head teacher should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked after child. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to looked after children, schools should co-operate proactively with foster carers or children's home workers, the local authority that looks after the child and the local authority's virtual school head.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
 - Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
-