

**AG+**



## **SECTION F**

**Curriculum & Welfare Committee  
(F3 EQUALITY OF OPPORTUNITY)  
F3.2 Special Educational Needs**

Reviewed  
April 2017 (SLG)

Approved by Governors' Curriculum & Welfare Committee May 2017

Next Review Date May 2018

## **RATIONALE**

It is accepted that one fifth of the general population of pupils in mainstream schools may have a special educational need of some kind at some point(s) in their school lives. It may also be necessary for some to have Education, Health Care Plans under the current regulations or other interventions at SEN Support. As an inclusive, comprehensive school, these circumstances apply to Alder Grange School, normally at a higher rate than national norms.

## **AIMS**

As set out in the Code of Practice in our School Values and Aims Statement we commit ourselves to the rights of all children to develop fully their academic and personal potential. In order for these aims to be fulfilled the following objectives must be met.

## **OBJECTIVES**

- 1.1 To identify additional needs and intervene at the earliest possible stage to ensure that student's needs are met and attainment raised through the timely sharing of data between all teams and partner schools, agencies and parents/carers.
- 1.2 To monitor students' individual needs across the school and provide support/strategies to ensure progression, attainment and achievement are maintained.
- 1.3 To manage and deploy resources to ensure maximum impact on outcomes for students with a Special Educational Needs and value for money
- 1.4 To plan, in conjunction with other departments, an effective curriculum where the needs of students are met throughout the school and ensure that meaningful targets are set on IEPs/Student Support Plans, which are revised in a timely fashion.
- 1.5 To involve students and parents/carers in the identification and review of their targets and ensure that these are shared with all stakeholders.
- 1.6 To work in partnership with parents/carers and students, involve them in the planning and review process and take account of their views in respect of the child's particular special educational needs.
- 1.7 To work in partnership and share information, where appropriate, with outside agencies to meet the needs and support provision for children who have special educational needs
- 1.8 To ensure that staff have a clear understanding of the range of special educational needs and their potential impact on learning, achievement and attainment.
- 1.9 To ensure that all staff have a clear understanding of their accountability for the progress of students with special educational needs.

## **PURPOSE**

The purpose of this policy is to:

- define the duties of the Governing Body with respect to special educational needs;
- define the roles and responsibilities of the SLT, SENCOs;
- define the strategies deployed to satisfy the Aims and Objectives outlined above and how the identified strategies are monitored and evaluated;
- link to the Teaching and Learning , DDA and DES, Accessibility Plan, the Inclusion and Behaviour Policies.
- Refer to Part 3 of the Children and Families Act 2014 and associated regulations; The Special Educational Needs and Disability Regulations 2014

## **GUIDELINES**

The Policy Guidelines are categorised under the following headings:

- a) Definitions of Special Educational Needs and Disability
- b) The duties of the Governing body
- c) Roles and Responsibilities for the coordination of SEN provision.
- d) Admission arrangements
- e) Arrangements for Coordinating SEN Provision
- f) Identification, Assessment Arrangements and Review of SEN
- g) Allocation of Resources
- h) Facilities for Pupils with SEN and Disabilities
- i) Access to the curriculum and wider activities
- j) Strategies for ensuring that the views of the pupils are sought and taken into account
- k) PPD
- l) Links with Support Services
- m) Working in Partnership with parents/carers
- n) Complaints procedures
- o) Monitoring an Evaluation

### a) **DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

'A child or young has special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for him or her.

A child of compulsory school age or a young person *learning difficulty* if he or she:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'

Special educational provision means:

'for children of two or more, special educational provision is educational or training provision that is additional to, or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools,

mainstream post 16 institutions or by relevant early years providers maintained by the LA, other than special schools, in the area.'

SEN Code of Practice Sept 2014

## b) **THE DUTIES OF THE GOVERNING BODY**

'There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.'  
Section 6.3, Special Educational Needs Code of Practice 2014

Governors play a major part in school self-review and should establish mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEN, the governing body should make sure that:

- they are fully involved in developing and monitoring the school's SEN policy;
- all governors, especially any SEN governors, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the school development plan;
- the quality of SEN provision is continually monitored.
- Ensure that the SEN information report is prepared and the Local Offer information is kept up to date.

Currently the Governor with oversight for Special Educational Needs provision is Mrs A Broughton, who ensures that the full Governing Body is kept informed of how the school is meeting the statutory requirements and meets regularly with the SENCO.

## c) **ROLES AND RESPONSIBILITIES FOR THE COORDINATION OF SEN PROVISION**

- Legally, the school governors have overall responsibility for the co-ordination of SEN provision.
- One member of the Governing Body has responsibility for overview of SEN issues and reports to the Governing Body Curriculum Committee and the full Governing Body.
- The Headteacher has responsibility for the day to day management and leadership of all aspects of the school's work, including provision for children with SEN. The Headteacher, via the Deputy Headteacher with responsibility for SEN, should keep the governing body fully informed and also work closely with the school's SENCO.
- All teaching and non-teaching staff should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, referring, assessing and making provision for students with SEN.
- The SENCO and team should work closely with the Headteacher and Deputy Headteacher, in the strategic development of the SEN policy and provision.
- The SEN Team consists of SENCO, an Assistant SENCO and Teaching Assistants. The names of individual staff are detailed in *Appendix 1*.
- The SENCO has responsibility for day to day **operation** of the school's SEN policy and for coordinating provision for pupils with SEN, particularly through SEN Support.

## **The Role of the SENCO at Alder Grange School**

- The SENCO, in collaboration with the Headteacher and Governing Body, plays a key role in helping determine the strategic development of the SEN policy and provision in the school to raise attainment and achievement of pupils with SEN. The SENCO carries the day to day responsibility for the operation of the SEN policy and coordination of the provision made for individual pupils with SEN, working closely with all school staff, parents/carers, students and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of providing high quality teaching and learning for students with SEN.
- The SENCO, with the support of the Headteacher and colleagues should seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of students' needs, by monitoring the quality of teaching and support strategies, and standards of students' achievements, and by setting targets for improvements.
- The SENCO should work in partnership with Curriculum Leaders, Achievement Leaders, Literacy and Numeracy Coordinators, pastoral colleagues and Extended Services to ensure that learning for all pupils is given equal priority, and that available resources are used to ensure maximum impact.
- The key responsibilities of the SENCO are:-
  - Overseeing the day to day operation of the school's SEN policy
  - Managing the SEN team of teachers and teaching Assistants
  - Ensuring that the necessary provision is made for any student who has special educational needs
  - To use provision mapping to ensure the efficient deployment of resources in order to secure maximum impact for students and value for money.
  - Ensuring the SEN Register is up to date and reviewed termly.
  - Overseeing the maintenance of the records on all pupils with SEN.
  - Ensuring that parents/carers are informed that special educational provision is being made for a student because the student has SEN. (sec 317A, Ed. Act 1996)
  - Ensuring that all school staff are aware of students with SEN and are aware of the importance of identifying and providing for those students who have SEN.
  - Liaison with Head of AG6 to ensure that those students with SEN have appropriate provision to meet their needs.
  - Liaise on a weekly basis with the Behaviour and Attendance Team.
  - Ensure any student with identified SEN, as reasonably practicable, is able to participate in school activities alongside students who do not have SEN.
  - Contribution to staff PPD to ensure that staff are kept up to date with SEN matters.
  - Liaison with external agencies
  - Have a written SEN policy containing information as set out in the Special Education Needs Code of Practice 2014.

## d) **ADMISSION ARRANGEMENTS**

Students with SEN will be admitted to Alder Grange School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use induction meetings to work closely with parents/carers to ascertain whether a student has been identified as having a SEN and where necessary, facilitate transition through AG+. If the school is alerted to the fact that a student may have a difficulty in learning, they will endeavour to collate all relevant information and plan a differentiated curriculum. To ensure access for students and parents/carers with disabilities, the school has an Accessibility Plan and Disability Equality Scheme.

*Arrangements for Pupils with SEN prior to commencement at Alder Grange School.*

*It is recognised that transition can impact on children and young people's learning and that some pupils are more vulnerable to the effects of transition than others. To this end, the following procedures are in place.*

- The SENCO is informed of the names of Pupils with EHC plans as soon as places have been accepted by parents.
- The SENCO contacts the Primary school and arrangements are made for them to attend the Year 6 Annual review and any other relevant meetings.
- The SENCO will liaise with the Assistant Headteacher with responsibility for Primary/Secondary Transition regarding the coordination of visits to primary schools
- The SENCO/ Behaviour Support Mentor might arrange to observe pupils in their Primary school setting.
- Pupils with Education Healthcare Plans or those with significant needs are invited to attend Alder Grange and/or AG+ for a day in the Summer term to begin their Transition programme. Individual pupils with very specific needs might visit at other times with their Support Assistant.
- In consultation with the primary schools, those pupils who are identified to be particularly vulnerable on transition, will be considered for inclusion in the Nurture group and assessed in the first half summer term using the Boxall profile.
- Pupils with SEN are identified by Primary staff and the information relayed to SENCOs who arrange visits to the Primary schools in the early part of the Summer term, again in consultation for the Assistant Headteacher with responsibility for 1<sup>o</sup>/2<sup>o</sup> transition. Once information is received, intervention work will be prioritised by the SENCOs.
- When a pupil's needs have a more pastoral implication than a Learning difficulty or SEMH, the Assistant Headteacher (Pupil Guidance) or Year 7 Achievement Leader will take the lead on the liaison with the Primary school and/or parents/carers
- All information gained in above is shared with the Deputy Headteacher (Personal Development and Well-being) and Year 7 Achievement Leader and from them, to Year 7 Form Tutors and eventually to all teaching staff and when relevant to Associate staff, eg Welfare Team.
- On the Induction Evening held in July, parents of pupils with SEN have an opportunity to discuss issues with the SEN Team as well as the BAT Team and Achievement Leaders.

- For any pupil who has a EHC or identified special educational need, joining the school at a point other than KS2/KS3 transition, all data should be immediately passed to SEN team.

#### e) **COORDINATION OF SEN PROVISION**

The following arrangements which have been made for co-ordinating the provision of education for pupils with SEN at the school

- 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' Section 6.36, Special Educational Needs Code of Practice 2014
- Each department co-ordinates their SEN provision. The Curriculum Leader carries responsibility for the co-ordination and all departments have a teacher who develops expertise and co-ordinates specialised provision.
- For some pupils it may be necessary for them to undertake small group work (wave 2 intervention) or be withdrawn from the classroom for specific, timed activities related to the needs identified. When a department identifies a pupil whose needs it is having difficulty meeting, the Curriculum Manager makes a referral to the SEN team via the Achievement Leader to the SEN Team.
- *See Appendix 2a: Flow chart - Referrals to SEN Staff*
- *Appendix 2b: Referral to SEN staff form*
- When a referral is received the SEN team assesses the needs and determines the provision and its co-ordination. This type of intervention may be undertaken at AG+ via the referral panel and will complement the class work, so that skills, knowledge and understanding will be transferred to the classroom and ensure curriculum continuity.

#### f) **IDENTIFICATION, ASSESSMENT ARRANGEMENTS AND REVIEW OF SEN**

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated response and emphasises the importance of early identification assessment through the Assess, Plan, Do and Review cycle.(Appendix 3)

The Code does not assume that there are hard and fast categories of need, but recognises that needs or requirements may fall within at least one of four broad areas, with many pupils having inter-related needs. The impact of these combinations on a pupil's ability to function, learn and succeed should be taken into account. The areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

When a pupil receives interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies, they will be considered to be at **SEN Support** Stage on the Code of Practice model. If a pupils fails to make adequate progress despite additional support/strategies in relation to targets set, or is working at National Curriculum levels significantly lower

than his/her peers, advice and support will be sought from external agencies/specialists and a SEN Support Plan will usually be devised.

The following procedures are in place to ensure the early identification and progress of pupils with special educational needs.

#### f1.1 New Year 7 Intake

- The new intake are assessed on the following:
  - i. Primary information, including SAT scores, Teacher assessments and external agency information, e.g. Behaviour Support, LEIS and information from parents/carers
  - ii. NFER Cognitive Ability Test scores administered early in the first half term
  - iii. The use of various diagnostic tests e.g. WRAT test, Diagnostic Reading Analysis.
  - iv. School based testing such as Young's Parallel Spelling tests; NFER Group reading test and NFER Sentence completion administered by the English Department early in the first term.
- The data is collated and analysed by the SENCOs.
- If a significant need is identified or suspected, the SENCO administers further tests such as Macmillan New Reading Analysis.
- The analysis of the CAT scores might also indicate a problem of a quantitative nature. The SENCO would liaise with the Maths Department and/or administer further maths analysis tests.
- For some pupils it may be appropriate to undergo further assessment at ag+ regarding Social, emotional and mental health difficulties.

#### *New pupil to the school*

- Transition data including SEN data and CAT scores are passed to the SEN team from the Achievement Leader via a Transition SEN proforma.
- If CAT scores were not available the SENCO ensures that the pupil was tested and passes the information to the appropriate staff responsible for collation of data.
- If a SEN need is suspected that had not previously been identified and investigated, eg SEMH, the SEN team would discuss a strategy for that pupil.

#### f.1.2 *Dissemination of initial SEN information (eg test results, analysis and diagnosis)*

- to the SLT via data, reports and Pupil Guidance and Achievement meetings;
- to Curriculum Leaders via Middle Leaders meetings
- to Designated Departmental SEN representatives
- to Teaching staff via Department meetings;
- to Achievement Leaders personally by SEN team and via Achievement Leaders meetings;
- to Form Tutors via Achievement Leaders and/or SEN Team;
- to Learning Support staff via Learning Development meetings;
- to parents/carers, when relevant via SEN Team;
- to pupils, when relevant via SEN Team.
- To Behaviour and Attendance Team through weekly Inclusion list meetings



### f.1.3 *How individual pupil's needs are met*

All pupils have unique needs and these are met individually.

a) *The methods to be used to meet the needs are decided upon by the relevant member of the SEN team in consultation with others as appropriate:*

- If a pupil has an EHC plan, the EHC is used to guide the strategies. Relevant outside agencies, the parents/carers and the pupil are consulted.
- Depending on level of need of School Support, consultation with the relevant outside agency will take place and the parent and pupil consulted.
- SEN Team member will consult with the Achievement Leader and where relevant Curriculum Leaders and class teachers involved with the needs
- Through the use of an School Support Plans which will include:-
  - The pupil's strengths and weaknesses
  - Short term targets
  - Teaching strategies
  - Provision to be put in place
  - Review dates
  - Required outcomes
  - Impact (to be recorded when the plan is reviewed)
- In some cases a CAF and TAF plans may be substituted for, or form part of the Support Plan

b) *Extra provision could include:*

- Specialist teacher support
- Learning Support Assistant support
- Language enhancement support
- Individual in-class teacher support
- Individual withdrawal programmes
- Specialist/extra resources
- Home-school programmes and strategies
- Referral to ag+
- Alternative curriculum strategies, eg training providers or college links
- Outside agencies

### f.1.4 *Review arrangements*

- Pupils are always invited and encouraged to be involved in reviews
- Whenever possible, the SENCO attends the final Year 6 review.
- All pupils with EHC plans (Yrs 7, 8, 10 & 11) have a statutory annual review. The review is organised by the SENCO and attended by all named personnel as indicated in the Code of Practice.
- Year 9 Pupils with EHC plans have a Transitional Review
- Pupils with Support Plans have a review at least annually of their needs. This review is organised by the Assistant SENCO and in order to make it easier for parents it is often arranged for a Parents' Evening.
- Year 7 who have an IEP from primary school, reviews take place following the discussion of the assessment with parents at the first Parents Evening in September.

- Pupils with SEN needs might be discussed at a Pupil Guidance and Achievement meeting and at the weekly Inclusion meetings which could suggest additional to their needs.
- *All pupils have a Form Tutor review which might reveal information that could be fed back to the appropriate member of the SEN team to influence a review of needs.*
- All pupils in Public Care have a Personal Education Plan (PEP) which is reviewed at least every six months.

#### f.1.5 SEN Resources

##### Income

(a) All SEN funding is delegated to the school budget with the exception of high needs block top up funding.

(b) *It is normal for the main school budget to subsidise heavily the needs of EHC plan pupils. In any given year, the school may choose to continue to do so when circumstances permit but it is school policy:*

- to ensure that the school budget allocation is spent on the pupils for whom it is intended;
- to accept that when resources are tight it may not be possible to provide every desirable solution for statemented pupils;
- that ensuring maximum value for money is always the first priority.

Funding for pupils with SEN is the sole source of specialist support for those pupils. Out of this funding the following should be paid for:

- the full cost of the SENCO's salary;
- the full cost of TA's salaries;
- the cost of specific support from other teaching staff members;
- the cost of all working practices (e.g. meetings in the school day);
- the cost of SLG time when considering and responding to SEN issues;
- the cost of administering reviews (i.e. admin. assistant's time, reprographics cost, postage);
- ad hoc support arrangements.

#### g) ALLOCATION OF RESOURCES

*g.1.1* Resources are allocated according to individual pupil's need. Value for money and impact is tracked through the provision mapping of interventions across the school.

*g.1.2 Pupils with EHC Plans may access:*

- Specialist teacher support, particularly ASD pupils
- Teaching Assistant support in and out of class
- Language Enhancement support with the Language Enhancement TA
- Individual withdrawal programmes with the SENCO
- Alder Grange teacher support, in-class or withdrawal eg Year 10 & 11 course work organisation ie support for pupils with organisational problem
- Specialist/extra resources, eg ICT programmes
- Home-school programmes and strategies
- Access to AG+ for short term intervention programmes or respite.

- Alternative curriculum strategies, eg training providers or college links. To include travel expenses
- Outside agencies support, eg from Lancashire Education Inclusion Services for VI, HI, PD etc
- Administration, eg finance monitoring, differentiated materials etc
- Time for monitoring SEN provision

#### *g.1.3 SEN Support pupils*

- SENCO time - withdrawal, in-class support & observation
- SENCO time - assessment and withdrawal work, particularly SpLD
- Alder Grange teaching time - in-class support
- Access to AG+ for short term intervention programmes or respite.
- AG+ provides resources for a wide range of pupils with SEN eg specialised computer programmes and games

#### *g.1.4 Individual departments*

- The SEN team offer advice and some resources to assist individual departments
- Departments provide appropriate material resources and differentiate work according to need. This is funded from their departmental allocation.

### **h) FACILITIES FOR PUPILS WITH SEN AND DISABILITIES**

*h.1.1* There are several rooms available within the Inclusion Department, two in the main school building and also the AG+ facility which is in the base of the sixth form building. AG+ has two small group teaching rooms, a counselling room, a meeting room, social area and accessible toilet. The SENCO is based in this area along with the Assistant Head (Inclusion)

AG+ provides short term interventions and respite as part of the overall Inclusion Strategy. This is available for all pupils in school.

- It is used for working with pupils with SEN for assessments, withdrawal work, support plan work and statutory statement reviews/meetings.
- It is also available at break, bunch times and after school for all pupils with SEN and those who are deemed 'vulnerable', to work on the computers, read books, complete work or generally relax.
- A supervised breakfast club is also held in the AG+.
- At breaks and lunchtimes TA and SEN staff are timetabled to supervise pupils.
- The AG+ also holds small group work sessions, lunchtime clubs which aim to build confidence and enhance social skills
- SEN staff meetings and training are also held in AG+.

#### *h.1.2* AG+

i) **ACCESS TO THE CURRICULUM AND WIDER ACTIVITIES**

Arrangements are in place for providing access by pupils with SEN to a balanced and broadly based curriculum. All pupils at Alder Grange are expected to follow the full National Curriculum. Pupils with SEN are supported to do this through differentiation, TA and teacher support and withdrawal lessons with SEN staff. In the case of some pupils, it may be that they are experiencing difficulties which make it very hard for them to cope with the everyday demands of school and a fragmented curriculum, alternative timetables and changes of set, staff or group may be made. AG+ can facilitate respite packages and part time timetables to ensure curriculum continuity, and where appropriate, this provision will be provided in conjunction with partner agencies/professionals. However these are short term interventions and if the school feels that they are unable to meet a pupil's needs, alternative provision may be sought. This will be done in consultation with the pupil, parents/carers and the Area SEN office.

Activities outside the formal curriculum

All pupils are equally encouraged to enter into wider school activities such as the House system, mentor system, clubs and informal activities. Pupils are also actively encouraged to participate in Extended Services activities, and their uptake is monitored, and evaluated. Alternative curriculum solutions are available through the use of outside providers, these are sometimes used to re-engage pupils in the learning process

j) **STRATEGIES FOR ENSURING THAT THE VIEWS OF THE PUPILS ARE SOUGHT AND TAKEN INTO ACCOUNT**

Pupils are included in Review meetings and their views are sought prior to meetings, both formally through the Review documentation and informally via SEN staff or Form Tutors. Pupils approaching Transitional Reviews also have their views sought and recorded via the Young People's Service and other agencies as appropriate.

k) **PERSONAL AND PROFESSIONAL DEVELOPMENT**

*k.1.1* Training needs are identified as part of the PPD/Performance Management cycle and link to the Departmental, School Development plans and personal, professional development objectives. In addition to this, there are timetabled INSET slots throughout year for all staff, these being delivered both by SEN staff and external providers. Staff who attend further training feedback through the PPD newsletter, SEN staff meetings and departmental meetings. Some training will be necessitated to meet the needs of a particular pupil and will be carried out as the need arises.

## **l) LINKS WITH SUPPORT SERVICES**

The school takes a multi agency/professional approach to Special Educational Needs and as such, maintains a close relationship with both LA services and other relevant agencies, in order to secure the most effective assessment, intervention and deployment of resources for pupils with SEN. Much of the multi agency work is facilitated through the use of the Common Assessment Framework, which is overseen by the designated Deputy Headteacher (Personal Development and Well-being). Agency intervention is monitored and recorded through Provision Mapping. The SEN department works in partnership with following agencies/support services:-

- Community Paediatrician
- School Nurse
- ELCAS, Educational Psychology Service
- Area SEN Office: Accrington
- Specialist teachers from Inclusion and Disability Support Service
- Oswaldtwistle Short Stay School
- ACERS formerly Lancashire Educational Medical Service
- Young Carers
- Attendance Improvement Workers
- Specialist Educational Psychologists
- Special Schools, other mainstream schools and local colleges
- Children's Social Care and Child and Parenting Support Services
- Voluntary Agencies
- Alternative Providers

## **m) WORKING IN PARTNERSHIP WITH PARENTS/CARERS**

The SEN department actively encourages parental engagement through a supportive ethos, which ensures an effective working relationship with the school in ensuring their child's progress, achievement and attainment, and where necessary, assist in development of parent/carer relationships with other professionals. Where it is decided to provide a pupil with SEN support, the parents will be notified and involved in the four part Assess, Plan, Do, Review cycle.

On transition, contact is made in Year 6 during Primary Reviews for Pupils with EHC plans and also through the Year 7 Induction evening. Contact continues regularly on Parents Evenings, at Review meetings and as necessary through arranged appointments. Parents are encouraged to express their views both informally and through the Review process. They are fully involved in the identification, assessment and any necessary interventions and their input is highly valued. Parents/carers are also encouraged to work alongside their child when any interventions are proposed, and in the implementation and review of Support Plans. All relevant information is passed to parents/carers and pupils.

Information is also given to parents/carers regarding support groups in the locality such as the Action for ASD group and the Lancashire Special Needs and Disabilities Information Support Service. We can also inform parents of Internet sites for SEN.

## n) **COMPLAINTS PROCEDURE**

The SEN department aims to work in partnership with parents/carers at all times, however, should a parent/carer have a concern about the special provision made for their child they should in the first instance discuss this with the SENCO. If the concern cannot be dealt with at this stage it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the difficulty, then the concerns should be put in writing to the SEN Governor, Mr Michael Carr. The Chair of Governors, Mr Lawrence Forshaw will be involved after other avenues to resolve the situation have been exhausted.

The school will also make available contact details regarding Lancashire Special Needs and Disabilities Information Support Service, an organisation which provides neutral and factual support for parents/carers of children and young people with SEN and also information regarding how to make representations to the Local Authority.

## o) **MONITORING AND EVALUATION**

Much of the monitoring and evaluation of the work of the SEN department occurs through the working practices and systems in place for supporting pupils. As well as this, the teaching staff and Teaching Assistants all take part in the school's PPD system. The SENCO is also responsible for completing the school's departmental Self Evaluation Form (SEF) which is overseen by the Deputy Headteacher (Curriculum) and Deputy Headteacher (Personal Development and Well-Being)

In relation to reviewing this policy, it is anticipated that it will be reviewed bi-annually in the first instance and then annually thereafter. It is likely that much of the information in this current policy will move into the Departmental Handbook and a more concise policy will then be written.

## **CONCLUSION**

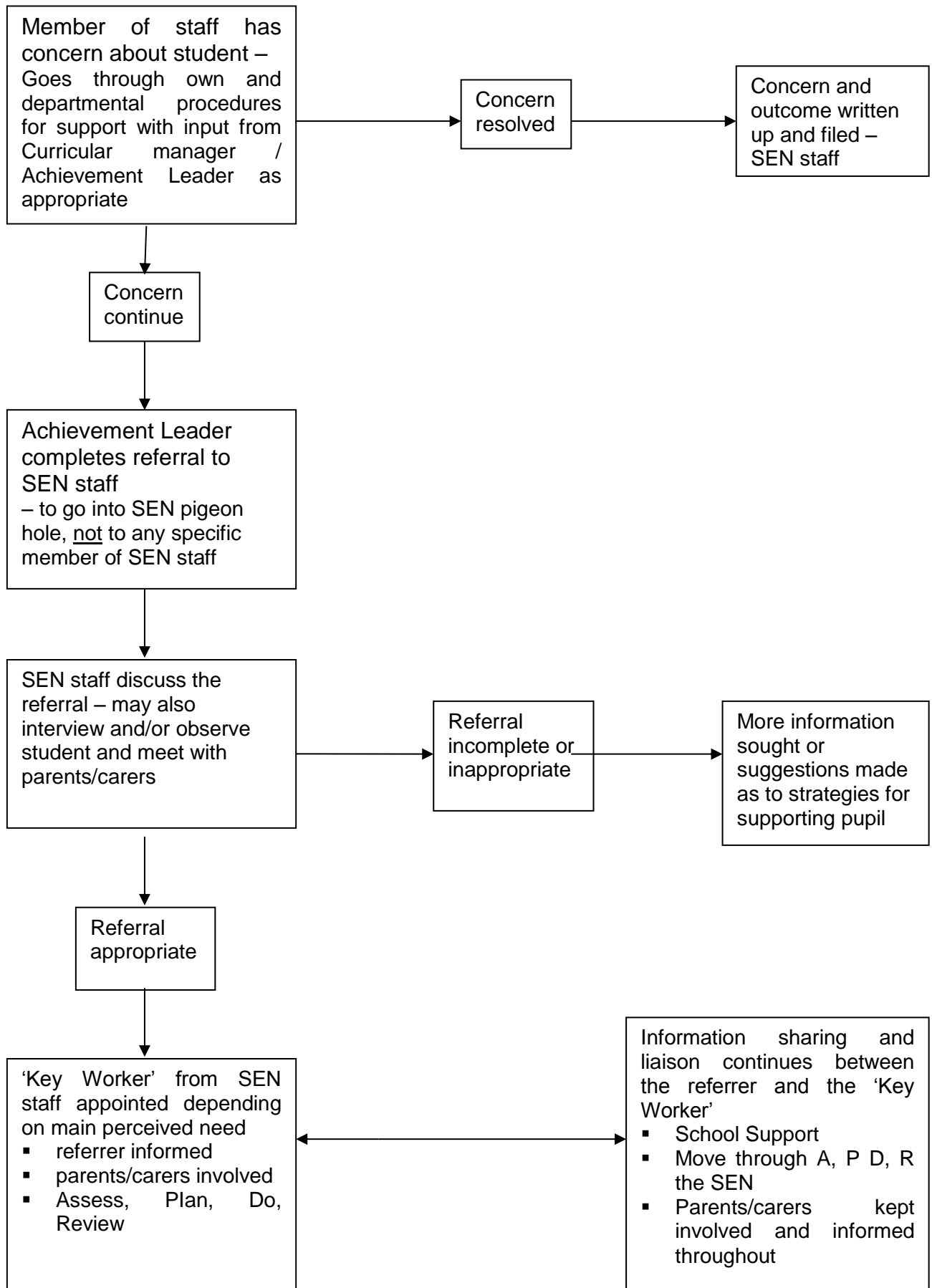
Pupils with SEN are the responsibility of the whole school. The SEN Department will seek to promote best practice in SEN throughout the school and ensure that new practices and policy developments in SEN are implemented both in the Department and where necessary across the school.

## **Appendix 1**

### **1.1 Staff responsible for the co-ordination of SEN provision**

SEN Governor	Mrs Alison Broughton
Head Teacher	Mr David Hampson
SENCO	Mrs Sarah Walmsley
Behaviour and Attendance Leader	Mrs Beverley Williams

## Appendix 2a: Flow chart - Referrals to SEN Staff





## Appendix 2b: Referral to SEN staff form

### REFERRAL TO SEN STAFF

Pupil's name

Form

Reason for referral

Previous strategies tried (please include any paperwork you think would be helpful)

What would be the intended benefit for  
a) the student?

b) the school?

What does the student feel about this referral?

What are the pupil's strengths / interests / positive qualities?

Please attach the following:

- relevant yellow slips
- round robin from teaching staff
- a summary of what is happening if the pupil is on report
- a brief history - how long has the issue been going on for?
- relevant family details / contacts / feelings about the issue
- other information from the pupil's file which might help

Referred by

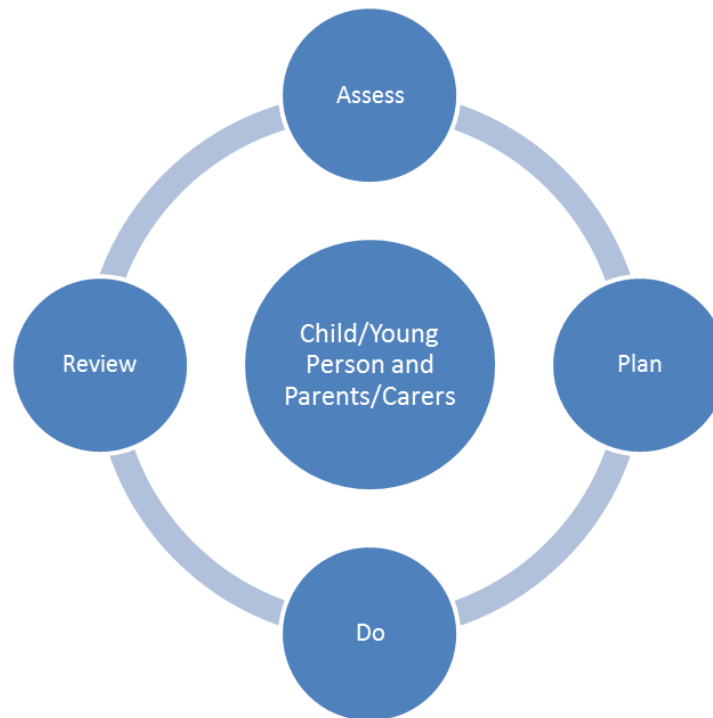
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## Appendix 3

### ASSESS, PLAN, DO AND REVIEW CYCLE

- Analysis of Needs
- Individuals development compared to peers
- View of Parent/Pupil
- Regularly reviewed
- Liaison with other professionals

- In line with date set in plan
- Involve parents and pupils
- Revisions made in light of progress
- Done in consultation with parents and pupils



- Evidence based interventions
- Clear expected outcomes
- Impact on progress
- Involvement of parents and pupils
- SENCO involvement
- Specialist staff involvement
- Review date set
- Outcome focussed move away from hours of support – culture shift required

- Class or subject teacher remains responsible on a daily basis
- Including if withdrawal group used
- Class teacher should plan and assess impact of interventions
- SENCo to support, advise and further assess
- Any support and interventions to be based on reliable evidence and delivered by staff with sufficient knowledge and skills