



## **SECTION F**

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

Approved by Governors' Welfare Committee January 2020  
Next Review Date: January 2021

Person responsible for the monitoring, evaluation and implementation of this document:  
Mrs K Taylor

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## 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 SEND 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 students' 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 Individual Education Plans (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 Senior Leadership Team and Special Educational Needs Co-ordinator;
- 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, Disability Discrimination Act and Disability Equality Scheme, 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 SEND provision
- d) Admission arrangements
- e) Arrangements for Coordinating SEND Provision
- f) Identification, Assessment Arrangements and Review of SEND
- g) Allocation of Resources
- h) Facilities for Pupils with SEND 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) Personal and Professional development
- l) Links with Support Services
- m) Working in Partnership with parents/carers
- n) Complaints procedures
- o) Monitoring and 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 has a *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 Local Authority other than special schools, in the area.'

SEND 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 SEND 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 SEND, the governing body should make sure that:

- they are fully involved in developing and monitoring the school's SEND policy;
- all governors, especially any SEND governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the school development plan;
- the quality of SEND provision is continually monitored;
- Ensure that the SEND 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 Mr Ronnie Barker, who ensures that the full Governing Body is kept informed of how the school is meeting the statutory requirements and meets regularly with the SENDCO.

## c) ROLES AND RESPONSIBILITIES FOR THE COORDINATION OF SEND PROVISION

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

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

- The SENDCO, in collaboration with the Headteacher and Governing Body, plays a key role in helping determine the strategic development of the SEND policy and provision in the school to raise attainment and achievement of pupils with SEND. The SENDCO carries the day to day responsibility for the operation of the SEND policy and coordination of the provision made for individual pupils with SEND, working closely with all school staff, parents/carers, students and other agencies. The SENDCO also provides related professional guidance to colleagues with the aim of providing high quality teaching and learning for students with SEND.
- The SENDCO, 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 SENDCO 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 SENDCO are:-
  - Overseeing the day to day operation of the school's SEND policy.
  - Managing the SEND 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 SEND Register is up to date and reviewed termly.
  - Overseeing the maintenance of the records on all pupils with SEND.
  - Ensuring that parents/carers are informed that special educational provision is being made for a student because the student has SEND. (sec 317A, Ed. Act 1996).
  - Ensuring that all school staff are aware of students with SEND and are aware of the importance of identifying and providing for those students who have SEND.
  - Liaison with Head of AG6 to ensure that those students with SEND have appropriate provision to meet their needs.
  - Liaise on a weekly basis with the wider AG+ team.
  - Ensure any student with identified SEND, as reasonably practicable, is able to participate in school activities alongside students who do not have SEND.
  - Contribution to staff PPD to ensure that staff are kept up to date with SEND matters.
  - Liaison with external agencies.
  - Have a written SEND policy containing information as set out in the Special Education Needs Code of Practice 2014.

#### d) ADMISSION ARRANGEMENTS

Students with SEND 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 SEND 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 SEND 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 SEND 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 SENDCO is informed of the names of Pupils with EHC plans as soon as places have been accepted by parents.
- The SENDCO contacts the Primary school and arrangements are made for them to attend the Year 6 Annual review and any other relevant meetings.
- The SENDCO will liaise with the Deputy Headteacher with responsibility for Primary/Secondary Transition regarding the coordination of visits to primary schools.
- The SENDCO/ 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 SEND are identified by Primary staff and the information relayed to SENDCOs 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 transition. Once information is received, intervention work will be prioritised by the SENDCO.
- When a pupil's needs have a more pastoral implication than a Learning difficulty or SEMH, the Deputy Headteacher or Year 7 Achievement Leader may take the lead on the liaison with the Primary school and/or parents/carers.
- All information gained is shared with the Assistant Headteacher 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, e.g. Welfare Team.
- On the Induction Evening held in July, parents of pupils with SEND have an opportunity to discuss issues with the SEND Team as well as the ag+ Team and Achievement Leaders.
- For any pupil who has an EHC or identified special educational need, joining the school at a point other than KS2/KS3 transition, all data should be immediately passed to SEND team.

## e) COORDINATION OF SEND PROVISION

The following arrangements which have been made for co-ordinating the provision of education for pupils with SEND 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 SEND 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 SEND team via the Achievement Leader.
- See *Appendix 2a: Flow chart - Referrals to SEND Staff*.
- *Appendix 2b: Referral to SEND staff form*.
- When a referral is received the SEND 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 SEND

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 4).

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 **SEND Support** Stage on the Code of Practice model. If a pupil 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 SEND 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. The use of various diagnostic tests e.g. WRAT test, Diagnostic Reading Analysis.
- iii. 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 SENDCOs.
- If a significant need is identified or suspected, the SENDCO administers further tests such as Macmillan New Reading Analysis and SNAP assessments.
- 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 SEND data and CAT scores are passed to the SEND team from the Achievement Leader via a Transition SEND proforma.
- If a SEND need is suspected that had not previously been identified and investigated, e.g. SEMH, the SEND team would discuss a strategy for that pupil.

*f.1.2 Dissemination of initial SEND information (e.g. 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 SEND representatives;
- to Teaching staff via Department meetings;
- to Achievement Leaders personally by SEND team and via Achievement Leaders meetings;
- to Form Tutors via Achievement Leaders and/or SEND Team;
- to Learning Support staff via team meetings;
- to parents/carers, when relevant via SEND Team;
- to pupils, when relevant via SEND Team;
- To wider AG+ team through team around child 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 SEND team in consultation with others as appropriate:*

- If a pupil has an EHC plan, the EHC plan 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.
- SEND Team member will consult with the Achievement Leader and where relevant Curriculum Leaders and class teachers involved with the needs.
- Through the use of 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, e.g. 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 SENDCO attends the final Year 6 review.
- All pupils with EHC plans (Yrs 7, 9, 10 & 11) have a statutory annual review. The review is organised by the SENDCO and attended by all named personnel as indicated in the Code of Practice.
- Year 8 Pupils with EHC plans have a Transitional Review.
- Pupils with Support Plans have a review at least annually of their needs. 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 SEND needs might be discussed at *Team Around Child Meetings*.
- All pupils in Public Care have a Personal Education Plan (PEP) which is reviewed at least every six months.

#### f.1.5 SEND Resources

##### Income

(a) All SEND 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 pupils with EHCPs;
- that ensuring maximum value for money is always the first priority.

Funding for pupils with SEND 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 SENDCO'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 SEND 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 pupils with ASD
- Teaching Assistant support in and out of class
- Individual withdrawal programmes with the SENDCO
- Alder Grange teacher support, in-class or withdrawal e.g. Year 10 & 11 course work organisation i.e. support for pupils with organisational problem

- Specialist/extra resources, e.g. ICT programmes
- Home-school programmes and strategies
- Access to AG+ for short term intervention programmes or respite
- Alternative curriculum strategies, e.g. training providers or college links. To include travel expenses
- Outside agencies support, e.g. from Lancashire Education Inclusion Services for Visual Impairment, Hearing Impairment, Physical Disability etc.
- Administration, e.g. finance monitoring, differentiated materials etc.
- Time for monitoring SEND provision

### **g.1.3 SEND Support pupils**

- SENDCO time - withdrawal, in-class support & observation
- SENDCO time - assessment and withdrawal work, particularly specific learning difficulty
- 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 SEND e.g. specialised computer programmes and games

### **g.1.4 Individual departments**

- The SEND 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 SEND AND DISABILITIES**

*h.1.1* There are several rooms available within AG+, 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. AG+ provides short term interventions and respite as part of the overall Inclusion Strategy.

- It is used for working with pupils with SEND for assessments, withdrawal work, support plan work and statutory statement reviews/meetings.
- It is also available at break, lunch times and after school for all pupils with SEND 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 SEND 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.
- SEND staff meetings and training are also held in AG+.

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

Arrangements are in place for providing access by pupils with SEND to a balanced and broadly based curriculum. All pupils at Alder Grange are expected to follow the full National Curriculum. Pupils with SEND are supported to do this through differentiation, TA and teacher support and withdrawal lessons with SEND 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 SEND 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 SEND staff or Form Tutors. Pupils approaching Transitional Reviews also have their views sought and recorded via the Young Peoples 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 SEND staff and external providers. Staff who attend further training feedback through the PPD, newsletter, SEND 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 SEND. Much of the multi-agency work is facilitated through the use of the Common Assessment Framework. Agency intervention is monitored and recorded through Provision Mapping and Team Around the Child.

The SEND department works in partnership with following agencies/support services:-

- Community Paediatrician
- School Nurse
- ELCAS, Educational Psychology Service
- Area SEND Office: Accrington
- Specialist teachers from Inclusion and Disability Support Service
- Oswaldtwistle Short Stay School
- 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
- Inclusion Solutions

## m) WORKING IN PARTNERSHIP WITH PARENTS/CARERS

The SEND 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 decided to provide a pupil with SEND 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 SEND.

## n) COMPLAINTS PROCEDURE

The SEND 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 SENDCO. 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 SEND Governor, Mr Ronnie Barker who is also the Chair of Governors 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 SEND 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 SEND 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 SENDCO 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).

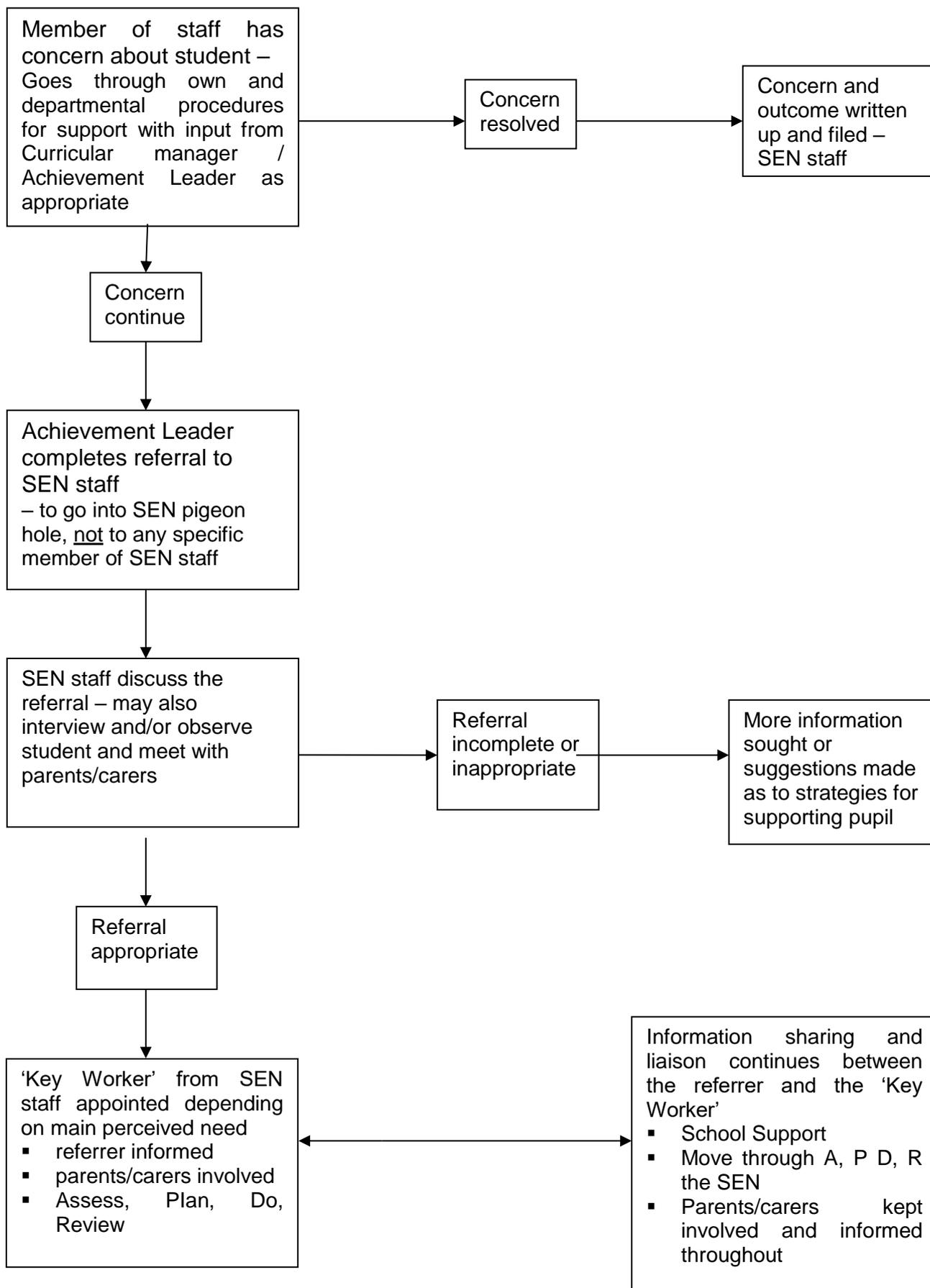
## **CONCLUSION**

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

## Appendix 1.1 Staff responsible for the co-ordination of SEND provision

SEND Governor	Governor - Ronnie Barker
Head Teacher	Mrs Joanna Griffiths
SENDCo	Miss Karen Taylor

Appendix 2a: Flow chart - Referrals to SEND Staff



**REFERRAL TO SEND 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 <input type="checkbox"/> • round robin from teaching staff <input type="checkbox"/> • a summary of what is happening if the pupil is on report <input type="checkbox"/> • a brief history - how long has the issue been going on for? <input type="checkbox"/> • relevant family details / contacts / feelings about the issue <input type="checkbox"/> • other information from the pupil's file which might help <input type="checkbox"/>	
Referred by	Date

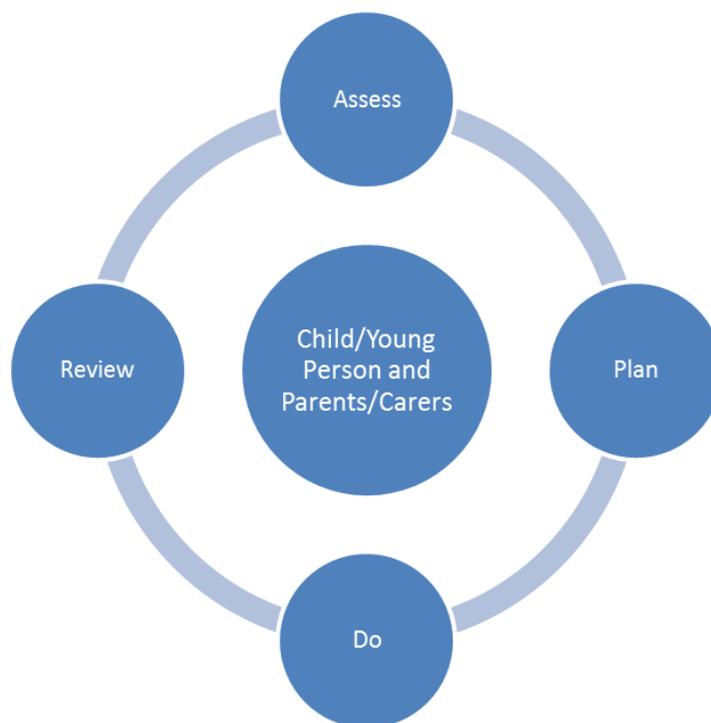
### Appendix 3: Acronyms

ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAT	Cognitive Abilities Test
EHC	Education, Health and Care
ELCAS	East Lancashire Child and Adolescent Services
IEP	Individual Education Plan
KS	Key Stage
LA	Local Authority
LEIS	Lancashire Education Inclusion Service
NFER	National Foundation for Educational Research
PEP	Personal Education Plans
PPD	Personal and Professional Development
SAT	Statutory Assessment Test
SEMH	Social, emotional and mental health
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs & Disabilities Co-ordinator
SLG	Senior Leadership Group
SLT	Senior Leadership Team
SNAP	Special Needs Assessment Profile
TA	Teaching Assistant
TAF	Team Around the Family
WRAT	Wide Range Achievement Test

## Appendix 4: 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