

Littleover Community School



and Sixth Form Centre

SEND Policy

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Link Governor	James Law

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By:	Governing Board	Signed:	

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By:	B Bush	Signed:	<i>Bernadette Bush</i>

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SEND POLICY

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SENDCo: Bernie Bush

Inclusion Coordinator: Mark Pestell

The Inclusion Coordinator, SEND governor and SENDCo were all involved in the development of this policy.

Any relevant SEND objectives are addressed in the School Improvement Plan and SEND Curriculum Review.

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School Policy Statement

As a Local Authority school, Littleover Community School values the abilities and achievements of all its students, and is committed to providing, for each student, the best possible environment for learning.

Inclusion Statement

This policy builds on our School Inclusion Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEND Policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.

Littleover Community School's policy is based on and guided by the requirements of the Education Act 2011 and the Special Educational Needs and Disability code of practice: 0 to 25 years (2014) (henceforth referred to as the SEND Code of Practice (2014)).

The SEND Aims of the School

At Littleover Community School (LCS) we believe that all students should be valued equally and must be given every opportunity to achieve their potential, both academically and socially. Through the school's SEND Policy and the Graduated Response we actively seek to identify and remove barriers to learning and achieve inclusion within the school community. We consider ourselves to be a caring learning environment where students with SEND are inspired to develop high aspirations and independence to help them address and cope with future challenges.

Our aims are:

- To ensure that all students have access to a broad and balanced curriculum in line with their peers in order to attain the highest level of achievement possible.
- To ensure the identification of all students requiring SEND provision as early as possible in their school career.
- To ensure that students with SEND take as full a part as possible in all school activities.
- To ensure that parents/carers of students with SEND are kept fully informed of their child's progress and attainment, along with carers and relevant agencies.
- To ensure that students with SEND are involved in decision making at all stages of the Graduated Response.

We recognise that many students will have additional needs at some time during their school life. In implementing this policy, we believe students with SEND will be supported to achieve their potential both academically and socially.

This policy takes into consideration the school's Behaviour, Equal Opportunities, Safeguarding and Wellbeing policies.

It is recognised that all staff are teachers of students with SEND.

Teaching and non-teaching staff are committed to the principles laid down in this policy and receive appropriate training.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, teachers and students working together.

Definition of Special Needs

LCS adopts the definition of special educational needs (SEN), which appears in the SEND Code of Practice (2014).

“A child or young person has SEN if they have 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 he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has 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.”*

Definition of Special Educational Provision

The SEND Code of Practice (2014) states that:

“For children aged 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.”

The SEND Code of Practice (2014) Four Areas of SEND

These are as follows:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, emotional and mental health (SEMH)
- Sensory and/or physical

Admissions

No student will be refused admission to school on the basis of his or her special educational need. In line with the SEND Code of Practice (2014) we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Admissions procedures are as laid down by the Local Authority.

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for students with SEND
- The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

The Role of the SENDCo

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- overseeing the day to day operation of this policy
- coordinating provision for children with SEND
- liaising with and advising teachers
- managing the Deputy SENDCo, Access Arrangements Assessor, Higher level Teaching Assistant (HLTA) and Teaching Assistants (TAs)
- overseeing the records on all students with SEND
- liaising with parents/carers of students with SEND in conjunction with the Designated Safeguarding Lead, Learning Mentors, Heads of Year, class teachers, SEND staff and Form Tutors
- contributing to the in-service training of staff regarding SEND
- liaising with external agencies including LA support and educational psychology services, health and social services, and voluntary bodies
- overseeing annual reviews for all students with EHCPs and securing funding for these students
- overseeing transition to KS3 or KS5 for students with SEND
- the SENDCo is responsible for reporting to the Head and the Governor with Responsibility for SEND on the day to day management of the SEND Policy

The Role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting students with Education, Health and Care Plans.
- Ensuring that SEND students are fully included in school activities
- Having regard to the SEND Code of Practice (2014) when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND provisions and policies

The Role of the SEND Link Governor

The SEND link governor is James Law.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Role of the Headteacher

The headteacher will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Support the SENDCo in advising the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

The Role of the Subject Teacher

Each teacher is responsible for:

- Reading the Strategies and Targets, and the One Page Profiles/Student Support Plans for students with SEND, and acting upon the advice contained in them.
- Planning and providing high quality adaptive teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents' concerns and agree their aspirations for the student

Identification, Assessment and Provision

At LCS we have adopted a whole-school approach to the SEND Policy and practice in accordance with the Graduated Response. Students identified as having SEND are fully integrated into mainstream classes. Students with SEND have full access to the National Curriculum and are integrated into all aspects of school life.

The SEND Code of Practice (2014) makes it clear that all teachers are teachers of students with Special Educational Needs.

All teachers are responsible for raising concerns about students with possible SEND and, in collaboration with the SENDCo, will ensure that those students requiring different or additional support are identified at an early stage. Parents may also raise concerns over possible SEND.

Assessment is the process by which students with SEND can be identified.

Whether or not a student is making progress is seen as a significant factor in considering the need for SEND provision. It is recognised that the majority of students' SEND needs can be met through the school's 'Universal Offer' of High Quality Teaching and a robust pastoral system.

Early Identification

Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain whether a student needs extra support through:

- Evidence obtained by teacher observation/assessment
- Progress measured against target grades
- Records from and liaison with primary schools, and information from the LA Transition Portal
- Information from parents/carers
- Data from KS2 SATS and teacher assessment.
- External exam results
- Behavioural evidence from GO 4 Schools
- Attendance data
- Liaison with the DSL/Heads of Year/Inclusion Coordinator
- The use of Derby City SEND criteria

The SEND Register is updated throughout the year as part of the 'Assess Plan Do Review' cycle and Strategy/Target review process, where, in agreement with parents, students may be added or removed and subsequently 'Monitored'.

For a small number of students a more in depth individual assessment may be undertaken by the school, this may include an Educational Psychologist, Learning Mentor or Behaviour Support Specialist.

SEND Provision

On entry to the school, each child's attainment will be assessed in order to ensure continuity of learning from primary school, or transference from another secondary school. For students with identified SEND the Head Teacher, SENDCo, and pastoral colleagues will:

- Use information from the primary school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's difficulties and note areas that require support
- Identify a Key Worker who will support the student in producing a One Page profile (see appendix 1) which will be shared with teachers and parents. This will include targets that the student has agreed.
- Ensure on-going observations/assessments which provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Involve parents/carers in a joint home-school learning approach
- Discuss students' needs at Head of Year Link meetings or Vulnerable Child meetings where appropriate

The Graduated Response

The Graduated Response (GR) is how Teachers, TAs, Wellbeing Coaches, Learning Mentors and all adults in school work together to improve to improve the outcomes for young people with SEND at LCS. It follows a four-stage process:

Stage 1: A universal offer of High Quality Teaching for every student along with pastoral support and enrichment/extracurricular opportunities.

Stage 2: Where students are not making expected progress at Stage 1 due to their SEND needs, they will be added to the SEND Register, allocated a Key Worker and will have a One Page Profile or a Sixth Form Student Support Plan as well as 3 Strategies for teachers and 3 targets on Go4Schools.

Stage 3: If a student is still not making expected progress, further support and specific interventions are put in place. This could include 1:1 sessions with a TA, Nurture/Social Skills Groups, ELSA Intervention or the involvement of outside agencies such as Educational Psychology or CAMHS.

Stage 4: If a child or young person has still not made expected progress following specific intervention at Stage 3, the school or parents can consider requesting an Education, Health and Care needs assessment. If this is successful the student will be given a statutory EHCP outlining how his/her needs should be met, and the school will receive extra funding to enable it to meet those needs. Students at Stage 4 will have an EHCP.

LCS will have due regard for the SEND Code of Practice (2014) when carrying out our duties towards all students with Special Educational Needs and ensure the parents/carers are involved at all stages of the Graduated Response.

Students transitioning from KS2 to KS3 may begin year 7 at any of the above stages. The Graduated Response follows an 'Assess, Plan, Do, Review' cycle. This means that each term, Key Workers will examine students' progress to consider whether they should move up or down the stages of the Graduated Response and how support can be changed to enable the student to make progress. It also means that if a student is not making expected progress teachers should consider how their classroom practice can be adapted to meet the student's needs as part of high quality adaptive teaching for the whole class.

The Range of Provision

The main provisions available for students at Stages 2, 3 or 4 of the GR are:

- Full-time education in classes and High Quality Teaching, with additional help and support by class teacher/subject teachers through scaffolded tasks and adaptive teaching
- Withdrawal to work 1:1 or as part of a small group with a TA or HLTA
- Shared in-class support with adult assistance from a TA
- Learning Support homework and social clubs at lunchtime and after school
- Provision of alternative learning materials/special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Nurture and Social Skills Group intervention small groups
- ELSA Group or 1:1 interventions for selected students

- Provision of TA support on school trips including residential trips
- Provision of TA support in extra-curricular activities or clubs
- Support from specialists within class or as part of a Study Support option in KS3 & 4
- KS4 Vocational Options
- KS3 Maths intervention
- Touch typing programme
- Exam Access Arrangements for Key Stage 4
- Assessment support for Key Stage 3
- Reciprocal Reading Group and Phonics Intervention

Other bespoke support can be provided based on students' needs.

SEND Provision at Key Stage 5

SEND information for Sixth Form students is sought from their KS4 placement. These students are then supported using a range of interventions tailored to the individual student's needs and in agreement with them:

- A Key Worker who they can go to for advice or help
- 'Littleover Sixth Form Student Support' document with information and strategies for teachers
- Exam access arrangements
- Other support as necessary

English as an Additional Language (EAL)

Students must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs.

It will be necessary to assess their proficiency in English before planning any additional support that might be required. Students joining the school with English as a second or foreign language will be supported by their teachers.

Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is regarded as progress that:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access

- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour or attendance
- Is likely to lead to further education, training or employment

Where teachers decide that a student's progress is unsatisfactory, concerns are raised via information from teachers or Head of Year meetings. The SENDCo and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through the student being added to the SEND Register. The student will then be set termly targets which can be found on Go4Schools or their 'Sixth Form Student Support Plan' (though optional in the Sixth Form). Where concerns remain despite sustained intervention and a Graduated Response, the school will consider requesting an EHC plan. Parents/carers will be fully consulted at each stage. The school also recognises that parents/carers have a right to request a Statutory Assessment for an EHC plan.

Half termly cross curricular meetings are held with the SENDCo and representatives of each of the school departments.

Record-keeping

The school will record the steps taken to meet students' individual needs. The SENDCo will maintain the records and ensure access to them when required. In addition to the usual school records, the student's profile will include:

- Information from previous school
- Information from parents/carers
- Information on progress and behaviour
- One Page Profile/Sixth Form Student Support Plan
- Student's own perceptions of difficulties through the One Page Profile/'Sixth Form Student Support Plan'
- Information from health/social services
- Information shared from other professionals in school
- Information from other agencies – Independent Careers Advisory Service, Educational Psychology Service, Behaviour Support Service and Specialist Support Teaching Service. (PI, HI, VI, Language and Communication)

One Page Profiles and Sixth Form Student Support Plans

All students who receive SEND support have a One Page Profile or Sixth Form Student Support Plan. These are co-produced by the student and their Key Worker, and present the following information:

- 'All about me and my plans for the future'
- 'My strengths'
- 'What I find difficult'
- 'How my teachers and TAs can help'

The SENDCo and Deputy SENDCo conduct a One Page Profile/Student Support Plan Scrutiny each time these documents are reviewed as a quality assurance measure and to look at how they can be improved. Profiles are reviewed each year, alongside interim reports and yearly reports by teachers of the students, as well as an annual review for students with an EHCP (with other stakeholders present). The school will endeavour to hold the reviews in an informal manner, and parents'/carers' views on their child's progress will actively be sought through communication with the student's Key Worker or SENDCo/Deputy SENDCo. Students will be fully involved in both the EHCP and One Page Profile review process.

Strategies and Targets

Three classroom strategies are selected from each students' One Page Profile. These strategies support students in accessing the curriculum and making progress in line with their ability. The strategies are presented along with 3 targets closely related to their SEND. These can be accessed by teachers along with their One Page Profile /Sixth Form Student Support Plan on Go4Schools. These targets and strategies are discussed and selected by students together with their Key Worker. Parents are invited to comment on these strategies and targets through the Key Worker or SENDCo/Deputy SENDCo.

The SENDCo and Deputy Head (Curriculum) monitor the use of these strategies during department curriculum review classroom visits and SEND reviews. The quality of these strategies is measured by the SENDCo who scrutinizes them after each review.

SEND targets and strategies are reviewed each term by teachers, followed by a meeting between the student with their Keyworker in which they are updated.

Request for Statutory Assessment for an Education, Health and Care Plan (EHCP)

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained SEND intervention and the Graduated Response being followed, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed by the school to provide support
- The student's One Page Profile
- Evidence of the Assess, Plan, Do, Review cycle
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history (if known)
- LCS curriculum levels
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents/carers
- The views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

Education, Health and Care Plans (EHCPs)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer.

However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Shorter term One Page Profile targets, established through parent/carer-student consultation and implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

EHC plans must be reviewed annually. The LA will inform the Headteacher/SENDCo at the beginning of each school term of the students requiring reviews. The SENDCo will organise these reviews and invite:

- The student's parents/carers
- The student
- A representative of the LA (where appropriate)
- Any other person the LA considers appropriate
- Any other person the Headteacher/SENDCo considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to their targets
- Review the provision made to meet the student's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new targets for the coming year

At Key Stage Phase Transfer Reviews, receiving schools/colleges (if known) should be invited to attend in order to plan appropriately for the new school year. It also gives parents/carers the opportunity to liaise with teachers from the receiving school/college.

Within the time limits set out in the **SEND Code of Practice (2014)**, the SENDCo will complete the Annual Review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC plan.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents/carers informed and giving support during assessment and any related decision-making process about the SEND provision
- encouraging parents/carers to respond to their child's Key Worker after receiving the One Page Profile
- working effectively with all other agencies supporting children and their parents/carers
- giving parents/carers opportunities to play an active and valued role in their child's education
- making parents/carers feel welcome
- providing all information in an accessible way
- encouraging parents/carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as their areas of additional need
- allowing parents/carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice (2014)). All students are involved in monitoring and reviewing their progress. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition students who are identified as having SEND are invited to participate in:

- One Page Profile/'Sixth Form Student Support Plan' reviews
- Setting of targets and review of SEND strategies
- regular meetings with named adults
- regular email contact with their Key Worker
- Annual Reviews for students who have EHC plans

Links Within School

The SENDCo meets and shares information with other professionals within school in order to identify SEND student issues and tailor interventions. This information is shared during Head of Year link meetings and Vulnerable Child meetings. Students with SEND will often be known to other professionals within school and an integrated strategic approach is necessary to provide the most appropriate and successful support.

These professionals are:

- Safeguarding and Wellbeing Lead
- Wellbeing Coaches
- Pastoral Support Manager
- Behaviour Mentor
- Learning Mentor
- Heads of Year
- Deputy Head-Pastoral
- Attendance Officer

Transition

The school recognises that transitions can be difficult for students with SEND and their families. We will take steps to ensure that any transition is as smooth as possible and we will provide different levels of support tailored to a student's needs.

Key Stage 2 - Key Stage 3:

- Our Primary Liaison Teacher and SENDCo will visit the primary school
- Information and records will be shared
- A series of four additional Induction Afternoons in June
- An afternoon tea where parents/carers of students with SEND can meet the SENDCo and key staff at LCS
- Enhanced transition sessions including visits and activities with support staff
- An induction evening for parents
- 3 'Common Transfer Days' in July

Key Stage 3 - Key Stage 4:

- Support with Options and meetings with Key Worker to discuss Options
- Options evening for parents/carers and students with the opportunity to speak to subject staff and the SENDCo
- Testing for examination access arrangements

Key Stage 4 - Key Stage 5:

- Liaison and visits to post-16 providers
- Opportunities to visit our Careers Library and work with our Careers staff
- Meetings with an external Careers Advisor
- Mock Interview Night and Work Experience
- Record sharing

Special Provision/Enhanced Resource Facility (ERF)

The school has the following facilities to assist students who are disabled; wheelchair access to parts of the school, lifts in parts of the school, disabled toilets and parking, highlighted stairs for partially sighted students, textured surfaces, ramps, handrails, showers, easy access for taxis/other transport. The school does not have an ERF.

The school employs TAs who provide support in lessons for students, deliver programmes of intervention and provide other tailored support. K Block (The Learning Support Area) is used as a base to provide intervention and is also used for clubs offering support to students at lunchtimes. K Block is also used for students who may need short breaks from lessons or time to work in a quiet calm environment, and there is a Sensory Room which can be used for this purpose.

Accessibility

The school has the following facilities to assist students who are disabled:

	Main School Buildings
Wheelchair access	Partial access - Lift in S and G block
Disabled toilets	D block, S Block, G Block and Sports Hall
Disabled parking	Yes
Highlighted steps (outdoor) for partially sighted students	Yes
Highlighted stairs for partially sighted students	Yes
Textured surfaces	Yes
Ramps	To main entrance and some other entrances
Handrails	Yes, where there are steps.
Showers	Yes (shower cubicles in sports hall).
Easy access for taxis/other transport	Yes

Links with External Support

Education support services:

We aim to maintain useful contact with support services in Children and Young People's Services.

- Specialist Teaching and Psychology Service (STePS)
- CAMHS
- Educational Welfare Service

The SENDCo will maintain links with other SENDCos through the SENDCo network meetings.

Links with other services:

Effective working links are maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service
- Social Care Services

Links with other schools/integration links:

Links are also maintained with the following schools:

- Network meetings with other Secondary Schools in Derby
- Partner Primaries - through a teacher with responsibility for transition and the SENDCo

The Expertise and Training of Staff

In order to maintain and develop the quality of its provision, the school ensures staff are given the opportunity to undertake appropriate training:

- 3 HLTAs
- SENDCo lead CPD sessions
- Inclusion Lead and Pastoral lead CPD sessions
- Curriculum Lead Teaching and Learning CPD
- SENDCo network meetings
- LA training
- Staff training on supporting students with hearing and vision impairments
- Specialist network groups, for example supporting Autistic students in school
- 'Emotional Literacy Support Assistant' trained Staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Complaints

If there are any complaints relating to the provision for students with SEND these will be dealt with in the first instance by the SENDCo and then by the Headteacher, in line with the school's normal Complaints Policy.

Links with Other Documents

This policy links to the following documents:

- SEND information report
- The local offer
- Disability Policy and Accessibility plan
- Access Arrangements and Word Processing Policy
- Behaviour policy
- Equality Statement
- Equal Opportunities Policy
- Supporting students with medical conditions policy
- Safeguarding and child protection policy
- Complaints policy

Review of the SEND Policy

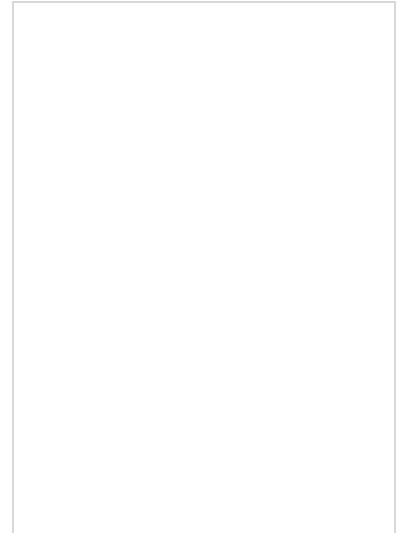
The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Review of the SEND Policy

Appendix 1

SEND One Page Profile

Name	
Form	
Academic Year	
Date of Birth	
SEND	
Key Worker	



My strengths:

All about me and my plans for the future:

What I find difficult:

How teachers and TAs can help: