

The Crestwood School

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

This policy details how The Crestwood School will ensure that the necessary provision is made for any student who has Special Educational Needs, it also details how all staff are kept informed of both student need and provision.

All members of staff, in conjunction with the authorities, (Governing Body and Trust Board) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, and their relative progress will be recorded, valued and reviewed.

The school will encourage students with Special Educational Needs to participate in all activities as far as reasonably practical and compatible with the student receiving the additional provision that is required and the efficient education of other students.

Mission Statement

To create a happy, caring and stimulating learning environment where everyone feels valued and able to maximise their potential.

Definition of Special Educational Needs at The Crestwood School

In accordance with the Special Educational Needs Code of Practice (2014) we recognise that: "Pupils have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Pupils have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local authority
- c) are under compulsory school age and fall within the definition a) or b) above or would do so if special educational provision was not made for them.

Once a potential special educational need is identified, school will try to take action to remove barriers to learning and put effective special provision in place. This is 'SEN support' which should take the form of a four part cycle – assess, plan, do review.

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

Special educational provision means:

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision generally made for pupils of their age in schools maintained by the LA, other than special schools, in the area
- b) for pupils under two, educational provision of any kind.

Section 312 Education Act 1996

A person has a disability if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day to-day activities. Disability Discrimination Act 2001

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local authority.

The broad areas of need are :-

1. Communication and interaction,
2. Cognition and learning,
3. Social, emotional and mental health
4. Sensory and/ or physical needs.

Aims

At The Crestwood School we believe all pupils are capable of “excellence” and our policy is to raise standards throughout the school –“for all pupils, including those with special educational needs”.

The underlying principle of this policy is that every pupil has the right to an excellent education.

We believe in equality of opportunity and will combat discrimination and prejudice on the grounds of ethnicity, gender and disability. (Please see the school Accessibility Plan – Paragraph 3 of schedule 10 to the Equality Act 2010.)

The school believes that:

- The needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- The family, school and the community should work together.

Parents of disabled students are advised to have a personal tour of the school first to identify possible hurdles so they can be addressed and to give them and their child a clear idea of how well we can cater for pupils with disabilities.

Crestwood has wheelchair access to most of the classrooms. We have a lift in the main teaching block, which can be used in the event of fire and the new science block will have a lift in it when it is finished. There are three disabled toilets. One near the main entrance, one by the swimming pool and one in the sports hall. Students who are physically vulnerable are allowed to leave lessons a few minutes early to avoid moving at busy times.

Every effort is made to fully include disabled students in any school activity and to go on any trip. If it is not possible (eg a history trip to walk along the canal), then other arrangements are made to make sure this time is used productively.

SEND and Safeguarding

The Crestwood School is a safe and accessible building and is welcoming to our students, parents and the community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing

bodies and proprietors ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

Objectives

In order to achieve these aims, the staff at The Crestwood School will:

- Ensure that all pupils with special educational needs have their needs identified and met. SEN students are identified through liaison with primary schools and by baselines tests when in the first few weeks at Crestwood. Staff refer any concerns to the SEN department.
- Make effective provision to ensure their inclusion.
- Give all pupils with special educational needs access to a broad, balanced, differentiated and relevant curriculum.
- Ensure that the progress of all pupils with special educational needs is carefully monitored. Assessments are recorded three times a year on Space and the results are monitored and strategies put into place to help student who are underachieving achieve their levels.
- Recognise all pupils as individuals with their own strengths and weaknesses and deliver appropriate support.
- Encourage a positive attitude to enable all pupils to achieve their potential in all areas, but particularly literacy and numeracy.
- Develop confidence and self-esteem so that all pupils value themselves.
- Involve parents, in partnership, in the education of their child by being invited termly to meet with the SEN department, but also available to deal with any concerns in-between.
- Classroom teachers to talk to students about their lessons and to find the best way they can access them with their disability. Eg where to sit, if they need any additional resources etc
- Ensure all pupils participate in taking responsibility for their learning.
- Request advice from outside agencies as appropriate.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.

Special Educational Needs Provision may be allocated when students are identified via baseline testing, transfer information, parent/carer views, staff referral, or failure to make adequate progress over time, and/ or failing to access the curriculum. Parents/Carers, the student and staff will be involved in discussions and identification of provision which will be implemented. This will include documenting that the child has special educational needs.

Lack of progress over time may be indicated by:

- Little or no progress despite the use of quality first teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent social, emotional and/or behavioural difficulties, which have not been managed successfully by the appropriate strategies usually employed.

- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Roles and Responsibilities

All staff are involved with the development of the school's SEN policy and are aware of the school's procedures for the identification, assessing and monitoring of pupils on the SEN Register.

Governing Body

The governing body at The Crestwood School, in co-operation with the Head teacher, determines the school's general policy, including the policy for SEN. In carrying out this duty they:

- Have appointed Mrs L Goodman as the link governor for SEN. Mrs Goodman takes an interest in SEN and closely monitors the school's work and provision for pupils with special educational needs. Mrs Goodman meets on a regular basis with the SENCO.
- Have appointed the Head teacher as the "responsible person" as recommended in the Code of Practice.
- Will, where necessary, consult with the LA and other schools to co-ordinate special educational provision in the area.
- Make available a copy of the school's policy for special educational needs upon written request.

Head teacher

The Head teacher is ultimately responsible for the day-to-day management of the school, including provision and funding for pupils with special educational needs.

SENCO

The SENCO – Miss A Mohamed and the deputy SENCO Miss L Baker – in close co-operation with the rest of the staff are responsible for the day-to-day operation, the monitoring of the policy and coordination of the provision for pupils with SEN.

You can contact them through:-

- the school telephone number +44(0) 01384 686850
- the school email info@crestwood-s.dudley.sch.uk
- by post to Bromley Lane, Kingswinford, Dudley, West Midlands, DY6 8QG

This role includes –

- Collecting relevant information where necessary
- Liaising with parents and pupils with special educational needs termly.
- Liaising with external support agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Ensuring Individual Education Passports are effectively implemented and Evaluated
- Planning, delivering and monitoring intervention for identified pupils
- Managing the effective deployment of teaching assistants within the department.
- Monitoring and reviewing the progress of pupils

- Keeping the Head teacher and governors informed
- Liaising with, advising and supporting class teachers
- Ordering and allocating resources
- Organising training for staff as appropriate
- Liaising with schools including feeder primaries and specialist settings
- Arranging the transfer of records to other schools

To enable efficient discharge of these duties the co-ordinator will have the support from senior management of the school, the governing body and the LA.

Curriculum

The curriculum, in line with government guidelines, is broad and balanced and is adapted or made accessible for pupils with SEN. It is adapted through learning objectives, learning and intervention programs, differentiated tasks, by differentiated resources, by differentiated self-study support, by variation in time given to pupils to complete work, by setting work which involves different types of learning style, by use of language and level of literacy expectations, by grouping/pairing pupils, by role allocation, through teacher questioning, through teacher individual support, by use of teaching assistants, by outcome, through marking and feedback, homework and group size. Progress is monitored regularly to assess the effectiveness of the things we have put in place for a particular pupil and re-evaluated if adequate progress is not being made.

Provision is provided through the following process:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account;
 - National expectations and examination syllabuses
 - Continuity and progression
 - Departmental development plans
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self image.
5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET
 - Provision of appropriate interventions
 - Provision of in-class support
 - Use of reasonable adjustments
6. Using outside agencies when necessary and appropriate.
7. Monitoring individual progress and making revisions when necessary.
8. Ensuring that parents/carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.

10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
11. Teaching Assistants collaborate effectively.

Teaching Staff

The class teacher is responsible for:-

- Planning effectively for the full range of learners in the class. All staff at Crestwood are teachers of SEN. They are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialised staff. Staff at Crestwood aspire to high quality teaching and provide differentiated work for individual pupils when required.
- When pupils are falling behind or not making expected progress given their age and starting point they should be given extra support
- Identifying pupils with SEN
- Ensuring that any expression of concern is dealt with appropriately
- Informing the SENCO and recording and acting upon concerns
- Collecting relevant information and liaising with the SENCO
- Consulting with the parents of the child and keeping them informed of progress
- Working with the pupil in the classroom, with, if appropriate, support and resources provided by the SENCO
- Writing and evaluating Individual Education Passports in conjunction with SENCO
- Attending reviews and setting targets for pupils in consultation with the SENCO, outside agencies and parents
 - Managing the effective deployment of classroom assistants in support of pupils with SEN

Teaching Assistants

Will promote progress and access to the curriculum by:

- Supporting students with SEND and the wider school population.
- Deliver individualised programmes where appropriate under the direction of the SENCo or Deputy SENCo.
- Monitor progress against targets.
- Record and relay information to appropriate staff
- Contribute to the review process.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational visits, as required.
- Jointly plan with teachers, where appropriate.
- Raise awareness of SEN/issues to SENCo/ Deputy SENCo
- Attend meeting as required.

Student Support Centre

The Student Support Centre (SSC) is run by Mrs L Goodman and it provide intervention for students who need extra support because they may have issues which are affecting their learning, such as attendance, punctuality, social, emotional or behavioural. They may be referred by a subject teacher because they are struggling with the work or the content of the topic being taught or simply need time out because of barriers caused by lack of confidence, distractions or poor organisational skills. In

the SSC they will receive very specific support and mentoring for a period of 2 weeks initially to help them overcome their difficulties. A transition period with support will then allow the student to return to subject hopefully with better coping strategies and able to progress with their studies. The SSC also provides a safe haven for the more vulnerable student, a quiet, calm environment, where they can go for time out if necessary.

Transition

The transition period between primary and secondary for SEN pupils is handled well. There are designated staff who collate the information and meet with primary school and parents, if necessary, so school has things in place ready in September for their child. This may include care plans, risk assessment, and peeps. A profile on each pupil is put together which gives an overview to the class teachers of pupil's difficulties and strategies to support that pupil. When practical the SENCo attends the annual review of students with EHCP's. Transition into KS 4 also runs smoothly with meetings and advice given to each pupil on what option to pick. PHSE lessons and Connexions help with the transition between school and college and identify those who are going to need support towards independent living.

Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at The Crestwood School learn and progress through these differentiated arrangements.

A graduated Response is adapted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress.

Graduated Response

Wave 1 – Quality First teaching by all teaching staff.

Wave 2 – Initiated when students fail to make expected progress over time

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as Literacy and Numeracy.
- Smaller group sessions.
- Appropriate teaching groups/ sets
- Additional staff training
- Reduced breadth of curriculum
- Production of Individual passport

Wave 3

Where students fail to make progress over time, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to :

- Provide specialist assessment
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

Individual Passport is revised and new strategies are put in place following the involvement of the student and parent/ carers. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the Local authority.

Statutory Assessment for an Education Health and Care Plan

If a student does not make progress over time and has demonstrated a significant cause for concern, the school and / or a parent/ carer may decide to request that the Local Authority undertakes a statutory assessment. This may lead to the student being provided with an EHCP.

Intervention Pathways

The code of practice 2014 identifies the following as areas of need:

Cognition and learning
Speech, Language and Communication
Social, Emotional and Mental Health
Physical and Sensory

Below is a pathway of intervention for each area of need, the interventions are not exhaustive and are applied on a 'best fit' model.

Cognition and learning

Wave 1

Individual passport
Quality first teaching including – Differentiation, alternative tasks/ homework/ resources, concrete examples, chunking, provision of glossaries
Phases instruction
Pace of lesson
Visual Reinforcers
Clear, concise instructions
Seating Arrangements
Accelerated reading programs
Homework club
Reasonable adjustments
Overlearning

Wave 2

In- class Support
Intervention Groups
Access arrangements assessment
Discussions with staffs about specific students
Additional support work packs
Individual advice on option choices
Use of ICT

Wave 3

Individual Academic mentoring
Provision of access arrangements
Educational Psychologist
Reduced curriculum
Connexions
In class support
Application for an EHCP

Speech, Language and Communication

Wave 1

Individual passport

Quality first teaching
Phased instructions
Pace of lesson
Visual reinforcers
Clear concise instructions
Seating arrangements
Accelerated reading programme
Homework club
Reasonable adjustments
Overlearning techniques

Wave 2

Assessed by Speech and language team
Autism outreach
In class support
Intervention groups – social skills, friendship groups
Mentoring
Peer mentoring
Advanced notification of change
Individual discussions with staff regarding specific student
Training regarding specific needs
Individual advice regarding option choices

Wave 3

Educational Psychologist
Individual sessions with school staff or specialist staff
Mentoring
Reduced curriculum
Connexions
In class support
Application for an EHCP

Social Emotional and Mental Health

Wave 1

Individual passports
Quality first teaching
Phased instructions
Pace of lesson
Visual reinforcers
Clear, concise instructions
Clear expectations
Code of conduct
Detentions
Seating arrangements
Reasonable adjustments
Overlearning techniques

Wave 2

Form group
School nurse
Mentoring
Peer mentoring
Behaviour Programmes

Time out cards
Safe haven provision
Access to outside agencies
Affiliated activities
Intervention groups
Fixed term exclusion
Early help referral
Individual discussions with staff regarding a specific student
Training regarding specific needs
Work in liaison with CMHs
Individual advice regarding option choices

Wave 3

Educational Psychologist
Alternative provision (bungalow) to gradually reintegrate
Reduced Curriculum
School health advisor
Individual mentoring
Part time timetable
Pastoral support plan
Connexions
Managed move
In class support
EHCP application

Physical and Sensory

Wave 1

Individual passports
Quality first teaching
Phased instructions
Pace of lesson
Visual reinforcers
Clear, concise instructions
Print size
Seating arrangements
Colour differentiation
Homework club
School nurse
Reasonable adjustments at an individual level
Use of ICT
Over learning techniques

Wave 2

Reasonable adjustments at school level
Risk assessments
Personal Evacuation and Egress Plans
Hearing impaired service
Visual Impaired service
Physical Impairment and medical inclusion service
Care plans
Toilet pass
Individual discussions with staff regarding a specific student

Training regarding specific needs
Individual advice regarding option choices

Wave 3

In-class support to allow physical access to the curriculum
Adaption of the curriculum
School Health advisor
Work in liaison with Occupational therapy/ physiotherapy
Connexions
Referral to Cherry Trees
Application for EHCP

Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is always carefully considered and will be offered to students who require Wave 3 support if they are not making sufficient progress.

In service Training

The SENCo provides INSET for NQT's and other new staff at the school on Code of practice procedures at Crestwood.

Whole school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions

Parent Partnership

At The Crestwood School we believe that the involvement of parents is crucial to meeting a pupil's special educational needs. Parents are kept informed of their child's progress at all times either by the class teacher or SENCO through review meetings.

The authority provide legally based advice, information and support on all matters relating to SEN and disabilities, including health and social care issues, through 'Dudley SENDIASS'. It is free, impartial and confidential.

Tel 01384 236677 email Dudley.sendiass@dudley.gov.uk.

Web: www.dudley.gov.uk/dudleysendiass

Parents

- The Crestwood School actively seeks to work with parents/ carers and values the contributions they make.
- Parents views are recorded as part of the EHCP annual review process and Individual passport review procedure.
- Parents are actively encouraged to help their child in many ways, for example: hearing them read, learning spellings, teaching them life skills like learning to tell the time and using money.
- Parents and carers are encouraged to attend parents evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, texts, emails, telephone calls or in the student's planners.
- Year 6 parents are encouraged to attend an Information Evening prior to intake.
- Parents can make an appointment to see a member of staff at any time but will be offered an appointment each term
- Parents are expected to support the school by monitoring homework

- Parents are expected to follow up targets set on profiles where appropriate and to work in co-operation with the school to support their child
- Parents are expected to keep the attendance of their child's as high as possible. Low attendance has a strong link to low achievement.
- Parents should take their children for regular eye checks, and support school in making sure their children wear appropriate glasses/ lenses. If a pupil cannot see well, it can have a dramatic effect on their ability to progress.

Pupils

At The Crestwood School we believe that pupils have a right to be heard and, where practicable, their views are taken into account when making decisions about their needs. The student council have managed to see some major changes to the school environment in the last 2 years.

Arrangements are in place for consulting students with SEN about and involving them in their education.

Admissions

Pupils are admitted according to the school's criteria. The school operates an equal opportunities policy with regard to those pupils with SEN. (See Admissions Policy).

At The Crestwood School we have disabled toilets, a fire lift in the main teaching block, TAs that are trained in safer people manual handling and ramps to get up some areas where the floor is of varying height. In order to meet the needs of all pupils with physical and sensory impairment, we recognise that adaptations to meet these needs may have to be made to prevent disabled children being treated less favourably than their able-bodied peers are.

Equality of Educational Opportunity

The general principle governing the curriculum at The Crestwood School is that every pupil shall be entitled to a curriculum, which is balanced, broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.
- Prepares pupils for the opportunities, responsibilities and experiences necessary to take them forward into further education and adult life, by providing an education that enables them to make progress, so that they achieve their best and become confident individuals.
- Pupils at The Crestwood School have equal access to all activities in the school. Most GCSE subjects are available to choose when transferring key stage for SEN students. SEN students will receive advice on their choices and receive help in making the right choices for them. From KS4- KS5, SEN students will have the opportunity to meet with our Connexions officer, to help them to choose an appropriate course for KS5. S/he will help students to fill in application forms if they need extra assistance and give advice on appropriate courses that are available. For students who have a statement of special needs or who have the new EHCP, s/he will complete a moving forward plan to give their next education provider detailed information about the support they are likely to receive to move towards employment, independent living and participation in society.

Involvement of outside agencies

The school has access to advice and support from the Local Authority and Social Services. This includes:

- Learning Support Service 01384 813731

- Educational Psychology Service 01384 814359
- Councillor – contact through pupils head of year
- Hearing Impaired Service 01384 818006
- Visually Impaired Service 01384 818005
- Educational Welfare Service 0300 555 2345
- Physical and Sensory Service 01384 8007
- Speech and Language Therapy Service 01384 321347
- School Nurse 01384 321343
- SEN Inspectors (Authority) 01384 814271
- Autism outreach 01384 816974
- Connexions 01384 811400

The authority have put together a local offer which lists services which are available in Dudley. The list is on this website <http://www.dudley.gov.uk/resident/localoffer/> and is continually being updated. This is for the use of students, parents and staff.

Resources

Individual teachers keep their own resources used for differentiation within their classroom. Additional resources are maintained in a central bank and are available for staff to support provision made for IEP targets.

Extra funding for SEN pupils depending on their level of learning difficulty (Learning Difficulty Factor LDF) is used to purchase resources and support staffing costs.

Expertise

All staff in the SEN department are trained in safer people handling and have a rolling program of training in SEN fields. Within the department there is a trained councillor and staff are trained to oversee exam concessions. Expertise is secured by employing staff who are qualified to support SEN students and attend training available to them.

Strands of Action to meet Special Educational Needs

The school aims to make a graduated response to pupil's individual needs. This will involve:

- Class teachers' continuous curriculum assessment, identifying pupils causing concern and making provision within the normal differentiated curriculum.
- The school responding to all appropriate concerns from those involved with the pupil including parents, the pupils themselves and other agencies.
- Where concerns continue, the SENCO, with any additional information, will identify further strategies.

If, after a reasonable period of time using school-based strategies, the concerns persist and progress is not adequate, the involvement of outside agencies may, with parental agreement, be sought. These agencies may provide advice towards more specifically focused strategies to meet IEP targets.

For pupils who demonstrate a continuing significant cause for concern, a request for a statutory assessment may be made to the Local Authority. Such a request will be accompanied by all relevant evidence about the strategies and programmes implemented for the pupil over a reasonable period of time. Also included will be any resources or special arrangements put in place by school staff.

Emotional and social development

Crestwood offers a variety of support for improving emotional and social development within lessons. There are also extra pastoral support arrangements for listening to the views of students with SEN through our Buddy system, where older students support the younger students in school. Also available is Chat, a service which is available every lunch time, to talk through any problems with a specially trained pupil in school. The pastoral system in school is done through year groups. There are also places set aside in school for vulnerable students at break and lunchtimes. Form tutors act as mentors to the students in their tutor groups and we have a counselling service within school when things get a bit more serious.

Homework Club

There is a homework club which operates on a Tuesday, Wednesday and a Thursday after school in a computer suite with a colour printer. This is run by two TAs and is mainly used by SEN students. It is informal, with a drink and biscuits, and is a great way of providing additional support in the completion of homework.

Bullying

Read bullying policy on web for in depth provision.

Between School

The SENCo liaises with other SENCo's;

- From local secondary schools to discuss local and national SEND issues.
- At Trust run 'SENCo-network meetings.
- On the transfer of a student with SEND

Records

Each teacher has access on Space. The information is attached to the pupils home page and is confidential.

- Relevant information about the individual needs of the pupils in their class
- Information about any health issues of individual pupils
- Results of formal assessments
- The result of any Diagnostic Testing is kept by the SENCO and available on the network.

ICT and Special Educational Needs

All information concerning pupils with special needs is now kept on a special needs database. A password is required to enter the database.

ICT is being increasingly used to support work carried out in the classroom and for teaching small groups of pupils with special needs.

Complaints Procedure

Complaints will be referred to either Miss A Mohamed (SENCo), Mr S Naujeer (Assistant head teacher and special needs line manager) or the Head teacher Mrs C Sutton. They are dealt with and resolved as soon as possible.

Monitoring and Reviewing the SEN Policy

- Work with outside agencies is reviewed at the end of the academic year
- The SEN policy is reviewed annually and updated as necessary

Inset and Training

In service training will be provided for staff as required, in line with government recommendations. This often relates to any issues arising from the provision for pupils with special educational needs.

Links with other Policies

Co-ordinators of all subject areas will be made aware of pupils with special educational needs so that they can access the curriculum area e.g. pupils with a physical disability in PE. The school is committed to a full inclusion policy for all pupils.

Signed: Miss A Mohamed

Date: November 2021

Updated Review: November 2022