

CHESLYN HAY SPORT AND COMMUNITY HIGH SCHOOL

GOVERNORS' POLICY

Special Educational Needs and Disability (SEND) policy (incorporating the local offer)

Introduction

At Cheslyn Hay High School we are committed to the inclusion of all students. We believe that all young people should have the same opportunities for learning and for realising their potential, regardless of race, gender or ability. All students are entitled to a broad and balance curriculum, including the National Curriculum, and their relative progress will be recorded, valued and reviewed. We believe that all teachers are teachers of special needs. As such, all members of staff will work with the authorities, the Governing Body and Staffordshire Directorate for Children, Young People and Families (CYP&F), to provide for students with Special Educational Needs and Disabilities (SEND) in accordance with current Acts and the Every Child Matters Framework.

This policy identifies how the school will: implement procedures for assessment, identification and provision for students with special needs within the framework of the **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014 (2nd draft April 2014); **Equality Act 2010**; **Children and Families Act 2014**

Definition

We adhere to the definition as given in the Special Educational Needs Code of Practice 2014; 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.'

Objectives for SEND Provision

All staff and governors at Cheslyn Hay will do their best to meet the special educational needs of all students at the school. This will be achieved by:

1. To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
2. To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
3. To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>.
4. To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical
5. To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
6. To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
7. To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
8. To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Roles and Responsibilities

Governing Body

The Governing Body has important statutory duties towards students with special educational needs.

- The governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEND students.

- Through the school's self-review procedures governors monitor the effectiveness of the school's SEND policy and provision
- Whilst all governors are expected to have a working knowledge of the school's SEND provision, a named governor will be designated to have a more detailed knowledge in order to fulfil a more specific SEND role
- Through the Headteacher the Governing body will make available annually via the school prospectus a report to parents on the school's SEND policy.

The Headteacher

The Headteacher has responsibility for:

- setting objectives and priorities in the School Development Plan
- Day to day management of all aspects of the school's work including provision for students with SEND
- Ensuring the governors are informed of relevant issues relating to SEND provision
- working closely with the SENCO

Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible:

- to the Headteacher via the appropriate line manager for the management of SEND provision and the day-to-day operation of the Special Needs Policy
- for monitoring departmental delivery of the Special Educational Needs Policy
- for disseminating information and raising awareness of special educational needs issues throughout the school
- the management of SEND provision through the devolved SEND budget
- for the efficient use of resources in making the appropriate provision for students with special needs
- for managing and developing the roles of Teaching Assistants
- for recruiting and deploying the School's Learning Support Department which includes Teaching Assistants, the SEND tutor and Cover Supervisors working part-time within the department
- for screening and identifying students with special educational needs
- for overseeing the production, review and monitoring of Individual Education and Health Care Plans (EHCPs) and Classroom Support Plans (CSPs) for students with statements and those on School Support.
- for keeping accurate records of all students with special educational needs
- liaising with and advising fellow teachers and support staff
- liaising with the schools inclusion / multi-agency team
- liaising with parents of SEND students
- contributing to in-service training
- liaising with external agencies
- liaising with other schools

Heads of Department

Heads of Department have responsibility for:

- interpreting the school's Special Needs Policy as departmental practice, including writing their departmental special needs statement
- ensuring appropriate curriculum provision is clearly stated in the department's learning schemes e.g. deployment and use of Teaching Assistants, Dyslexia Friendly initiatives etc
- grouping students appropriately within their subject area
- ensuring subject staff provide the necessary teaching that caters for the full range of ability making appropriate use of differentiated activities and resources
- ensuring appropriate teaching resources for students with special educational needs are purchased from departmental capitation
- ensuring that their department is represented at meetings concerning special needs updates
- ensuring subject staff are aware of the departmental responsibilities towards special educational needs issues

Heads of Year

Heads of Year have responsibility for:

- the oversight of their year group including students with SEND whilst ensuring that there is close liaison with SENCO and the Learning Support Team
- Monitoring the progress of students and informing SENCO if students not already identified on the SEND register become a cause for concern in any of the areas identified as SEND

Teachers

Teachers are responsible for:

- devising strategies and identifying appropriate methods of access to the curriculum.
- using Teaching Assistants effectively by informing them about relevant learning schemes and lesson plans and clarifying their role in the classroom
- recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes
- ensuring EHC targets and CSPs are delivered in their lessons
- monitoring the progress of students with special educational needs
- completion of relevant special educational needs proformas/documentation by required deadlines
- ensuring that work is available to students who are absent owing to illness/injury or exclusion
- being fully aware of the schools procedures for special educational needs
- raising individual concerns to SENCO particularly for students who made need to be included on the register
- planning and delivering individualised programmes as necessary
- not treating current and prospective disabled students less favourably and to make reasonable adjustments as appropriate

Assistant SENCO

The Senior Teaching Assistant works under the direction of the SENCO to:

- manage departmental administration
- organise visits by outside agencies
- lead and manage the team of Teaching Assistants

Teaching Assistants

Teaching Assistants support the teaching of learning of individuals and groups of students throughout the school, particularly by:

- supporting students in achieving targets identified in EHCs / CSPs and Statements in the classroom or in small group settings under the direction of a teacher
- differentiating provision for groups of students as identified in school support strategies and the planning of individualised programmes where appropriate
- monitoring and recording progress through assessing students' work as appropriate
- assisting with the drawing up of EHCs / CSPs for students for they work with
- Contributing to the Annual Review process

Tutors

Tutors have responsibility for:

- the oversight of their tutor group including students with SEND whilst ensuring that there is close liaison with SENCO and the Learning Support Team
- Monitoring the progress of students and informing Year Head and SENCO if students not already identified on the SEND register become a cause for concern in any of the areas identified as SEND

Admission arrangements

The admission arrangements for special educational needs students without a statement are the same as those for other children. Local education authorities are responsible for placing students with Statements of Educational Need after liaising with the school.

Special Facilities

In line with the guidance in the Code of Practice the school will not treat disabled students less favourably, and will make reasonable adjustments to ensure that disabled students are not discriminated against. Students with disabilities and identified needs will be given access to the following additional in-school provisions:

- Learning Mentors for those students experiencing behavioural, emotional and social difficulties
- Dyslexia tutor to support identified statemented and School Support students.

Allocation of resources

The school is funded to meet the needs of all students through its core budget but is additionally funded to support provision for SEND through:

- deprivation and underachievement factors, based on the number of students receiving free school meals (FSM) and those underachieving on entry using test scores at KS2 and teacher assessments at KS3
- funding for specific students to meet their assessed needs (Additional Educational Need)
- grants as elements of TSF funding, including those for employment and training of Teaching Assistants
- Pupil Premium as some students entitled to FSM or who are Looked After Children (LAC) may also have SEND
- specific grants, for which the school may bid, that are for identified purposes.

Students with medical needs who are absent from school

Medical conditions may have a severe impact on students' experiences and the way they function in school. Their condition may affect cognitive or physical abilities, behaviour or emotional state. The effects may be intermittent and the impact on the student may vary at different stages in their school career. Individual arrangements are made for students experiencing such difficulties according to their needs.

Identification, Assessment and provision

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has special educational needs and identify appropriate provision to meet the child's needs. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment
- Poor communication or interaction, requiring specific interactions to access learning.

Students will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught. Students with a learning difficulty may also have a particular gift or talent and this is addressed through the Gifted and Talented Policy in addition to provisions made for their special need.

Initial Identification

In the summer term the Head of Year for the incoming group of students and the SENCO visit the main feeder primary schools to collect information. Parents are able to add to this at the Year 6 Induction Evening. If necessary, students will then be assessed and placed on the register published in September.

The SENCO attends transitional statement review meetings for Y5 and Y6 students who may possibly transfer to the school. A programme is in place to aid the transition of all Statemented students and other students identified as vulnerable or having particular educational needs. These students attend at least three afternoon sessions in addition to the full day arranged by the primary liaison co-ordinator. Support members of staff from the primary schools are also invited to accompany the students if they wish. Autism Outreach, the Physical Development Team, and Educational Psychologists etc also attend with some students.

In the first half term at Cheslyn Hay all students are screened using the MidYIS Test and assessed in reading using the NFER Group Reading Test and the Frank Spooner Group Literacy Test. Any student whose scores indicate a problem not previously recognised will be diagnostically tested to establish the nature of the problem and added, if necessary, to the register in December. Behaviour of individual students will also be monitored over the course of the first term and CSPs written for those giving most concern but not previously identified at primary school. Referral to the Educational Psychologist (EP) will be made, when necessary, on a basis of need.

Continuous Identification

Throughout their time at Cheslyn Hay students experiencing difficulties will be identified by external tests (SATS), internal tests (departmental tests and assessments) and continuous monitoring by teaching staff. Difficulties will be discussed with the Special Educational Needs Support Service.

Screening by Year Group

Year 7

Students identified in September as requiring support with reading are retested in the summer term. The Vernon Graded Word spelling test is also administered to the whole year group. Optional tests and progress tests if taken are also used to further identify any cause for concern as is the final end of year report.

Year 8

Students identified at the beginning of Year 8 as requiring support with reading and/or other literacy difficulties are retested in the summer term of Year 8 and spelling scores are also checked for students who have failed to make progress. Again the end of year report is also used as a means to identify students needing additional support.

Year 9

Students identified at the beginning of Year 9 as requiring support are retested in July of Year 9 to assess the support needed in assessments as regards access arrangements. KS3 Teacher Assessment Levels are then used to further highlight students who may have developed difficulties since the beginning of the year.

Year 10, Year 11, Year 12 and Year 13

Students identified during Key Stage 4 or 5 as requiring support are automatically screened for eligibility for Exam Access Arrangements.

Individual diagnostic Assessments

Individual diagnostic assessments are used for students who it is thought may have Specific Learning Difficulties (Dyslexia). These assessments may include some or all of the tests listed but others may also be included e.g. The Dyslexia Portfolio, the Neale Analysis of Reading Ability, The British Picture Vocabulary Scale, the Phonological Assessment Battery, Vernon Graded Spelling and tests to assess for difficulties in auditory and visual memory and processing speed.

Staff Observation

Members of staff are encouraged to report concerns about individual students to the Learning Support Department at the earliest opportunity and information is gathered in order to assess if the problem is subject based or of a wider nature. Individual assessments may then be carried out and support agencies involved as necessary.

Referrals by Parents

Parents are encouraged to contact the Learning Support Department if they have concerns about their child. The procedures are then as above.

Other referrals

Concerns from other professionals e.g. health are welcomed e.g. and will be acted on as necessary.

Provision

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

Once a student who may have special educational needs has been identified a Graduated Response is adopted, providing a level and type of support, which will enable the student to achieve adequate progress. This provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response

Provision is 'educational provision, which is additional to, or otherwise different from, the education provision made for other children of the same age.' This may include: provision of specialist or adapted equipment or learning materials; additional regular individual or small group support; and access to specialist support from other agencies.

Differentiated school support

Prior to identification as having SEND a student will have had access to a differentiated programme this may include: targeted support by the class teacher within the classroom environment; and additional home learning opportunities. Where a child fails to make adequate progress despite this then the school will consider further intervention and identify the student as having special educational needs.

School Support

School Support will be initiated where students have failed to make adequate progress. They will be identified by the SENCO, who will consult with all staff and parents, as well as the student. Following evaluation of the school's interventions and assessment of the child, the SENCO will identify provision from within the school's resources that are designed to meet the student's needs.

Such interventions may include:

- additional planning of learning programmes
- provision of different learning materials or specialist equipment
- additional staff training
- group support on a regular basis
- provide specialist assessments
- give advice on teaching strategies or materials
- provide short-term support or training for staff

Parents and the child will also be involved and as a result of this the CSP will be revised and new strategies put in place. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school may apply for additional resources. The application will be evaluated against criteria established by Staffordshire CYP&F.

Evidence that will be used in this process will include:

- The school's action through School Support
- Records of regular reviews and the outcomes
- The student's health including medical history where relevant
- National Curriculum Levels
- Attainment in literacy and mathematics
- Educational assessments, e.g. specialist teacher, educational psychologist
- Views of parents and students
- Involvement of any other professionals

Formal Assessment

Following School Support intervention, if a student fails to make adequate progress and has demonstrated significant cause for concern, the school may decide to request a formal assessment. This may lead to the student being awarded a Statement of Special Educational Needs.

Early Help Assessment

Formerly the CAF, this is a key part of delivering frontline services that are integrated and focused around the needs of children and young people. The EHA is a standardized multi-agency approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. This is done in agreement with parents and / or young people. Appropriate members of staff in school have been trained to complete the EHA and be involved as members of a 'team around the child'. Typically, the appropriateness of an EHA will be considered when a young person is placed on School Support and will definitely be triggered if School Support is proving to be unsuccessful in addressing a student's needs.

Cheslyn Hay Inclusion Panel (CHIP)

The CHIP is a school based multi-agency group made up of teaching and support staff together with partnership agencies and it acts as the 'team around the child' for the school's students. Meetings are split into two parts: the first being to discuss local developments and initiatives designed to support the work of the school and the local community and the second to discuss the needs of individuals and groups of students.

Individual Education Plans, Classroom Support Plans and Reviews

The curriculum for students with SEND is differentiated according to need, and access to a broad and balanced curriculum is supported by Teaching Assistants and Learning Mentors. The provision for children whose needs are 'additional to and different from' the normal differentiated curriculum are recorded on IEPs / CSPs.

All students whose names appear on the register (School Support and Statemented / EHC students) are reviewed twice yearly, in September and in March in consultation with parents and students by post or at individual meetings. The Learning Support Department uses information from subject and pastoral staff (reports, etc) to review and set new IEP targets / CSPs as appropriate. SENCO oversees this process and advises on targets. For Statemented students and those at School Support, the School Support Services may also suggest targets. For Statemented students this information is also used in annual reviews and sent to the District Assessment Team to inform decisions regarding the level of provision needed for the student.

The reviewing of Statemented students follows the guidelines set out in the Code of Practice. When a formal annual review is carried out all teaching members of staff responsible for the student are consulted using a standard form or the most recent full school report. This information is collated and a meeting with parents, TAs, outside agencies and the student is convened. Opinions of student and parents are added to the review document. Review document is produced with copies sent to The District Assessment Team and parents.

Teaching Assistants monitor IEP targets in the classroom and add to review processes. Copies of IEPs / CSPs are attached to SIMS. Copies are also sent home to parents and they are encouraged to contact school to discuss their child's progress if they wish.

SEND In-service training

The school is committed to developing the expertise of all staff in SEND to enable them to meet the needs of students through:

- departmental meetings
- SENCO support
- In-service training managed by the SENCO.

Parents

The school actively seeks to work with parents and values the contribution they make. The school's Parent Support Worker also contributes to this work. The school aims to support parental partnership by:

- ensuring positive attitudes towards parent
- effective communication
- acknowledgement of the parents' role as a partner in the education of their child
- recording parental views as part of any review procedure

Students

The school acknowledges the student's role as a partner in their own education, developing their participation in the decision making process by:

- listening to and valuing their views
- involving students in Review Meetings to discuss progress and future provision
- involving students in targets setting and formation of IEPs / CSPs
- record students' views as part of any review procedure
- effective communication

Links to support services

Links and partnerships exist with outside agencies to provide support and advice to enable the school to meet students' needs effectively. Agencies include:

- Staffordshire CYP&F through the School Improvement Division (SID)
- Additional Needs Department
- School Psychological Service
- School Health Service
- Educational Welfare
- Behaviour Support Co-ordinator
- Local Support Teams
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Other agencies and voluntary organisations

The school aims to foster links with available support agencies and voluntary organisations in order to extend opportunities for students with special educational needs. Other agencies involved include:

- Connexions
- Social Services
- CAMHS

Monitoring and evaluation of policy and procedures.

As part of the evaluation of school effectiveness the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of students with SEND. Success factors will include:

- early identification of students with SEND
- having an effective system for the two-way exchange of information between the department and other staff
- staff, student and parent views and opinions

- impact of interventions and provision as judged by individual student academic and personal progress and via annual review of Statements and IEPs / CSPs and data collection (e.g. RAG Audits; end of key stage results; attendance figures; exclusion figures; NEET figures)
- the level and impact of co-operation with other agencies and the fostering of multi-agency work

Arrangements for Considering Complaints

In keeping with the whole school complaints policy, if parents are not satisfied or have a concern regarding SEND provision they are encouraged to first speak to the person in question or if that proves impossible, to speak with the SENCO. Very often this will resolve the matter. If this does not happen parents are asked to write to the Headteacher who will ensure the complaint is investigated. Should this not lead to a satisfactory conclusion, the third stage is to write to the Chair of Governors via the school. Parents are also encouraged to contact the Parent Partnership Service.

Lead SLT member: GCG

Date of next review: 07.17

Reference: SEND Policy SMA 07.16

School Offer – Reviewed July 2014

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The school works closely with our feeder primary schools to ensure that the head of year and SENCO meet with each child during the progression from Y6 to Y7. As a part of this arrangement primary schools share information with us, part of which includes SEN information, assessments and their results. Once at school, children complete standardised tests, including reading comprehension and vocabulary along with ability and aptitude tests, the results of which are shared with staff to aid appropriate teaching and learning in the classroom. If a child needs further help, concerns should be raised by parents/carers or teaching staff and the SENCO involved as necessary; further assessments may then be carried out. Your child's head of year will also look at the assessment data of all pupils each time it is collated and any concerns will be discussed with the SENCO. If you believe that your child may have special educational needs, we would ask you to contact the school SENCO through your child's head of year. The SENCO will use best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need; Communication and interaction, Cognition and learning, Social, mental and emotional health and Sensory/physical needs.

2. How will school staff support my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENCO and external verifiers
 2. ongoing assessment of progress made by pupil in specific intervention groups
 3. work sampling on a termly basis.
 4. scrutiny of planning.
 5. teacher meetings with the SENCO
 6. pupil and parent feedback when reviewing target attainment
 7. whole school pupil progress tracking
 8. attendance and behaviour records
- Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEN Information Report
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between head of department / SENCO and a member of the Senior Leadership team.
- For some pupils with literacy difficulties, additional support may be provided through Additional English lessons, where pupils follow the Corrective Reading Programme or through work with our Literacy Mentor or Dyslexia Tutor. For pupils with additional needs in numeracy additional support may be given within maths lessons or through small group work with our Numeracy Mentor. The school also work with a range of external agencies and referrals to these will be made, where necessary, by the SENCO.

- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Special Educational Needs Support Service (SENSS)
 2. Behaviour Support Service
 3. Dyslexia Centres
 4. Autism Outreach Team
 5. Hearing Impairment team
 6. Visual Impairment team
 7. Autism and Sensory Support in Staffordshire (ASSIST) Post 16
 8. Educational Psychologist Service
 9. Educational Welfare Officers
 10. Physical and disability support service
 11. Social Services
 12. School Nurse
 13. CAMHS (Child & Adolescent Mental Health Service)
- For a small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

3. How will the curriculum be matched to my child’s needs?

When children join us in year 7 they are placed in tutor groups with careful consideration to their needs and the needs of others in the group. For the majority of their lessons pupils will be taught in these tutor groups and support will be provided through high quality classroom teaching. For some children with SEN, the school may reduce the curriculum to allow for small group or individual support. As children enter year 10 and complete their option choices, appropriate

pathways will be offered according to their particular needs. For some students this may include college placements, a reduced number of GCSEs and / or the opportunity to study alternative courses e.g. ASDAN.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Where children have identified special educational needs there will be an annual review meeting with the SENCO as well as two further opportunities to meet with staff and tutors to discuss your child's progress. The normal school reporting system will generate 3 reports each school year which will include some grades, written feedback and targets. Within school, close monitoring is carried out by heads of year and the senior leadership team of the school each time reports are created. If necessary you will be contacted to discuss possible interventions which may be put in place to support your child. We strongly believe that your child's education should be a partnership between parents and teachers and therefore we encourage you to contact the school whenever necessary. Each child is given a Learning Journal which acts as a record of work completed in class, home learning and any comments between home and school.

5. What support will there be for my child's overall well-being?

Within school children are assigned to tutors as a first point of contact for all of their daily needs. Each year group has a head of year with responsibility for the well-being of each child and normally is able to support your child. All children in school follow a Well -Being curriculum that aims to provide the pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. The school has Healthy Schools Status and actively promotes sport and fitness activities as part of a healthy lifestyle. In addition to this many children with special educational needs form high quality relationships with our SENCO and Teaching Assistants. We also have a team of Learning Mentors who are none teaching staff, employed to work with children on emotional, behavioural and social issues. These teams will also work closely with external agencies, such as the SENSS team, youth support services and the school nurse. For children with medical issues a care plan will be created and storage and access to medicines will be managed through the school reception. The school has an effective anti-bullying policy and where incidents do occur; they are investigated and responded to by a member of the senior leadership team.

6. What specialist services and expertise are available at or accessed by the school?

The school works closely with a range of external agencies, including the school nurse. Staff who may be required to administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**. Our SENCO coordinates many aspects of support in school and is very experienced, having qualifications including B.Ed. Hons, Advanced Diploma in Special Educational Needs, Certificate in Theory and Counselling Skills in Educational Settings and Post Graduate Certificates in Professional Development for SENCOs and Difficulties in Literacy Development (Dyslexia).

7. What training are the staff supporting children with SEND having or have had?

Training in school over the last two years has included specialist training in Autism, Sensory Impairment, CAMHS, Speech, Language and Communication needs, developing independent learners and differentiation. This training is in addition to the ongoing vital updates on SEND best practice and changes to the national Code of Practice. Within school best practice and new initiatives are shared with staff through an extensive professional development programme that runs each week throughout the academic year.

8. How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Where appropriate, parents will be a key part of formulating risk assessments.

9. How accessible is the school environment?

The school is a multi-level site with 3 stories in some parts of the building. This requires the use of stairs to access classrooms on the upper levels. Ongoing adaptations include the addition of a disabled parking space near reception, yellow edging on steps to support those with a visual impairment and ramps placed alongside steps around the perimeter of the building. A medical room is provided in order to provide a safe place for insulin testing and injections. The school's ongoing Accessibility Plan is available on the school website.

10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

A number of strategies are in place to enable effective pupil transition. On entry a planned programme of visits are provided in the summer term for pupils starting in September. Parents are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns. As part of IAG all children are supported in identifying and arranging the next part of their education.

11. How are the school's resources allocated and matched to children's' special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through in-class support from teaching assistants, small group support from teaching assistants and learning mentors e.g. nurture groups, literacy and numeracy support, specialist support from teachers e.g. 1:1 tuition, bought in support from external agencies e.g. speech and language support, provision of specialist resources e.g. assessment software and CPD relating to SEND for staff.

12. How is the decision about what type and how much support my child will receive made?

For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or at the annual review.

13. How are parents involved in the school? How can I be involved?

We encourage an open channel of communication with parents and look forward to seeing parents at parents' evenings, information evenings and other school events. Parents are encouraged to be a part of our school through membership in the governing body, PTFA and Parent Forum Meetings. Parents will always be part of a meeting regarding a child with special

educational needs and therefore part of the decision making process when planning additional support.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling we would ask you to contact the child's tutor, classroom teacher or our SENCO. Where the issue you wish to raise cannot be dealt with to your satisfaction you can contact the headteacher who will usually ask a member of the senior leadership team to contact you directly. Where necessary, complaints can be made to the governing body. The School Governor with responsibility for SEN is Mr P Hinton.

Support services for parents of pupils with SEN include:

Parent Partnership

(<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>)

If you have a general enquiry, would like to speak to one of the team or are a parent wanting to request information and support please telephone 01785 356921 during office hours.

Alternatively email on spps@staffordshire.gov.uk.

Parent In The Know newsletters

(<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>)