

St Thomas More Catholic School

Special Needs Policy (Special Educational Needs and Disability) 2015-2016

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- Statutory Guidance on Support pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

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Section 1 Beliefs and Values around SEND

All children have a right to a broad, balanced and appropriate curriculum, relevant and differentiated and which demonstrates coherence and progression. This includes children having special educational needs and explains why at St Thomas More all teachers are teachers of children with special educational needs. All children have the right to reach their full potential; to be included fully in their school community and to make a successful transition to adulthood.

There is no mystique about providing for children with special educational needs; there is not a dividing line between these and other pupils, but a continuum of need. All children can learn and make progress, if only in small steps. Some ways in which the classroom teachers make the curriculum accessible to children with special needs at St Thomas More include:

- sequencing new concepts or skills
- appropriately paced presentation
- readability and presentation of materials

A learning environment which supports the academic and developmental needs of children with special needs will enhance the learning experience for all students.

Aims and objectives of the special needs department

1. To identify those pupils who may have special educational needs, by means of effective liaison and assessment as early as possible.
2. To address the needs of all pupils who may have special educational needs, either throughout, or at any period during their time at St Thomas More School.
3. To ensure that children with special educational needs have access to a broad, balanced and appropriate education, including the National Curriculum.
4. To co-ordinate the education of such children, except where appropriate, alongside their peers in mainstream classes.
5. To create a positive working relationship with parents, pupils, subject teachers and other professional colleagues, in order to implement the best provision for these pupils.
6. To take into account the views and wishes of the child whenever possible.
7. To exploit best practice when devising interventions.
8. To give specific help to those children with SEND by following the Code of Practice's guideline which recognises that there is a continuum of need.
9. To produce a Pupil Profile for each SEND pupil at the level of SEND Support and with an Educational Health Care Plan/Statement taking into account the nature of the pupil's difficulties and resources available.
10. To hold an Annual Review for each pupil with an Education Health Care Plan/Statement, in accordance with the guidance in the Code of Practice and the LEA advice.
11. To meet the needs of all pupils with special educational needs by offering continual and appropriate forms of provision by the most efficient use of all available resources.
12. To call on specialist expertise where necessary to help a pupil make progress, in consultation with parents.
13. To monitor and review regularly the provision and progress of children with special educational needs.
14. To disseminate information about pupils with SEND in order to enable appropriate and planned access to the National Curriculum.
15. To contribute to staff development and raise awareness of SEND provision.

Section 2 Identification of SEND

Identifying and supporting pupils with SEND on transition from KS2

Liaison with partner primary schools

It is important to develop a close working relationship with colleagues in partner school to ensure effective and coherent planning for the transition of pupils to St Thomas More. The transfer of relevant information should ensure the pupils receive the necessary specialist help and support as soon as they arrive at St Thomas More. Early identification, assessment and provision for SEND pupils is important if the child is to make good transition from primary to secondary school. The main source of information is that provided from the primary school; including SEND records; the results of key stage 2 assessment tests; meetings with primary school staff and any relevant external agencies. Information from parents is also vital and parents are encouraged to share this.

In order to fulfil our aims there is a regular contact between our schools. The SENCO visits in the summer term to discuss specific pupils. In addition, she also attends the year 6 and/or year 5 Annual Review of a pupil with an Educational Health Care Plan. We receive a copy of the latest Annual Review and the Educational Health Care Plan before transition. There is also a Year 6 Parents' Evening in June at St Thomas More, at which parents discuss any concerns with the Head, Deputy Head or SENCO. The pupils attend several induction days in July which gives the SEND department a further opportunity to smooth the transition. Some children experience additional induction sessions to enable successful transition.

During the first weeks of term, pupils are observed in lessons. Support for the pupils with Educational Health Care Plans is put into place as soon as possible and specific requests for support are also considered from subject teachers, parents and pupils. Pupils at the level of SEND Support will also benefit from support, within the limits of the school's resources.

Assessments and identifications of needs used for other SEND pupils in school

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions, adjustments and good quality personalised teaching. This is the case before the following are considered:

- evidence from teacher observation and assessment
- their performance against the level descriptions within the National Curriculum within a key stage and at the end of a key stage.
- standardised screening or assessments tools which include CATs

Diagnostic tests also help us to identify areas of weakness and to plan strategies to develop these areas. Pupils will be retested at the end of a programme of work to monitor progress and report attainment.

Tests which are used include:

Suffolk Reading Test; WRAT 4; Edinburgh reading Test 4; Vernon Spelling Assessment; Robin Hedderly sentence Completion Test; DASH British; Dyslexia Screening Test and others as applicable.

We ensure that the information revealed from all these sources is used productively to identify and plan the best provision for the specific needs of each pupil. We also ensure that our pupils' special educational needs are known to other schools and colleges to which they may transfer.

Assessment and intervention is guided by the four categories identified in the SEND Code of Practice 2014: Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health and Sensory and/or Physical. The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child or young person who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness and where pupils have already received good quality personalised teaching.
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional or social issues despite techniques usually employed for their management in the school being used
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum. These difficulties also impede the development of social relationships and cause substantial barriers to learning.
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service.

If staff conclude, after consulting parents, that a pupil may need further support to help them progress, they will seek the help of the Head of Department or SENCO and consider their reasons for concern alongside any information about the pupil already available to the school. In some cases outside professionals from health or social services may already be involved with the child. In such instances it is important for there to be liaison with these professionals. If these professionals have not already been working with a child, they will be contacted for advice and suggestions for intervention.

As a school we are aware of what is **NOT SEND** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Parents will always be consulted and kept fully informed of the action taken to help the pupil, and of the outcome of this action. Indeed parents may often be the prime source of further information about their child. The information collected will be maintained as part of the pupil's individual record that will also include previous observations on the child made as part of the assessment and recording systems in place for all pupils.

Section 3 A Graduated Approach to SEND Support

Teachers are responsible and accountable for the progress and development of the pupils in their classes, including where pupils access support from teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The school

acknowledges that additional intervention and support cannot compensate for lack of good quality teaching. Liaison with other stakeholders is also vital.

This school regularly and carefully reviews the quality of teaching by focus observation weeks; peer observation visits, teaching and learning INSET and departmental meetings.

As a school, the decision to place a child on our SEND register follows the “assess, plan, do, review” cycle named in the SEND Code of Practice (2014)

Assess – this involves taking into consideration all the information from parents or carers, the child, the teachers and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers

Do – providing the support or extra assistance for learning or learning aids as set out in the plan.

Review - measuring the impact of support provided, and considering whether changes to that support need to be made. This stage then informs the next cycle if necessary.

All teaching and support staff at St Thomas More will be informed of the specific needs of children on the SEND register. The school will:

- identify and focus attention on the pupil’s skills and highlight areas for early action to support the pupil within the class
- ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil’s achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil’s learning
- ensure that appropriate informal opportunities for the pupil to show what they know, understand and can do are maximised through the pastoral programme
- involve the pupil in planning and agreeing targets to meet their needs
- involve parents in developing and implementing a joint learning approach at home and in school

Liaison with other departments

The SEND department works closely with subject teachers, in order that pupils with special educational needs:

- have full entitlement to a broad, balanced and relevant curriculum (including the National Curriculum)
- are educated alongside their peers within the normal classroom whenever possible
- receive appropriate forms of education provision, so that they can reach their full potential

Liaison with other departments may include advice on adapting schemes of work or providing appropriate resources for evaluation. Information about SEND pupils and their needs is provided at the beginning of the school year, and throughout the year as necessary.

INSET is arranged for the staff when needed, for example, if a new pupil has a special need which the school has not previously had to address.

Liaison is particularly important to plan good support provision, and takes place regularly on both an informal and formal level. There is a formal arrangement once a month for teaching assistants and teachers to liaise.

Liaison with other secondary schools and local colleges

The SENCO is part of the local SENCO group which investigates and promotes all SEND issues. The group is comprised of representation from all Peak 11 secondary schools and enables the development of best practice.

Links with Aquinas College, High Peak College (University of Derby), Hope Valley College and other local colleges are also promoted especially at the point of transition to post 16 provision.

School request for statutory assessment

For a very few pupils the help given by schools through SEND Support may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LEA to initiate a statutory assessment.

Working with pupils with Educational Health Care Plans/Statements

All pupils with Educational Health Care Plans/Statements of special educational needs will have short-term targets set by subject staff. The strategies to meet these targets will be indicated on the Pupil Profile.

Annual review of Educational Health Care Plan/Statement of special education needs

The general procedures set out by the LEA will be followed during annual reviews of Educational Health Care Plans/Statements.

The SEND policy cross references and inter-relates to the school's:

Behaviour policy

Inclusion policy

Anti-bullying policy

Access plan

Section 4 Managing Pupils' Needs on the SEND Register

Provision Maps

A provision map for each pupil is produced which indicates in class support; any withdrawal; specialist programmes, access to lunchtime facilities overseen by the SEND department and all involvement by members of the SEND team. These are kept up to date following weekly SEND meetings, weekly Pastoral Team meetings, following liaison meetings between teachers and teaching assistants and reports and comments by subject staff.

How will the curriculum be matched to a child's needs?

The school encourages staff to match work to children's needs and teachers work closely with teaching assistants to achieve this. All staff have received training on this issue which is updated as required. The curriculum and learning environment are adapted to meet children's needs and reasonable adjustments are made whenever possible. At KS4 accredited additional courses to prepare young people for adult life are available as option choices.

Key Stage 3

The primary intention is to include all SEND pupils in mainstream classes by providing adequate adult teaching assistant support, additional strategies and differentiated approaches. Sometimes it is necessary to provide withdrawal opportunities for some pupils. Permission from parents is always sought before this is implemented. Such arrangements may be short term or for longer periods.

Key Stage 4

Each pupil with SEND is considered individually and an appropriate curriculum devised. This can be from a complete GCSE timetable to one including varying amounts of alternative curriculum aspects.

Additional activities a child with SEND can access

The SEND department offers several additional activities including lunchtime clubs most days. It also runs a staffed homework club every lunchtime and another after school every day. Some pupils are withdrawn individually and in small groups from lessons for additional input. A small group of KS3 pupils is withdrawn for half day every week to participate in a scheme entitled 'Skills For Life'

How a child with additional needs is included in activities such as school trips

All pupils are fully included in all trips and activities and extra support is provided when necessary.

Section 5 Criteria for Exiting the SEND Register

Such decisions are made following weekly SEND meetings, weekly Pastoral Team meetings, following liaison meetings between teachers and teaching assistants and received reports and comments by subject staff.

Section 6 Supporting Pupils and Families

Parents are guided to access the LA local offer and the school fulfils its statutory requirement to provide an SEND Information Report.

Liaison with parents

Liaison with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. It is therefore essential that we actively seek to work with parents and value the contribution they make. The work of professionals can be more effective when parents are involved and account is taken of their wishes, feelings and perspectives on their children's development. This is particularly so when a child has special educational needs. All parents of children with special educational needs will be treated as partners. Our aim is to support and empower parents to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

We agree with the Code of Practice. We place great importance on regular, meaningful and positive communication with the parents of pupils with special educational needs. Such communication may be in written or verbal form.

Letters are sent to parents of individual pupils for specific purposes e.g. attending a review meeting. Parents may also write to us about certain matters which are causing themselves or their children concern and these would be answered and often followed up by a meeting in school, or a phone call. Parents are informed when a child is receiving special educational provision.

Parents visit the school during the Open Days or evenings and for Parents' Evenings. In addition, we welcome individual pupil's parents into the department. These visits may be for an Annual Review, or at the request of the parent themselves. More frequently, we receive phone calls, during which we give information, reassurance, or advice and from which we receive information which is logged in the pupil's personal record. Parents are also informed when pupils are assessed for access arrangements by the SEND department.

Liaison with outside agencies

The SEND department supports the Code of Practice premise that a multi-disciplinary approach will achieve the best provision for SEND pupils. We have a wide variety of specialist teachers, advisers and other professionals on whom we are able to call for advice and support. The school consults the appropriate specialist at any time which is deemed appropriate. These include:

- **Educational Psychologist (Simon Priest)**

Part of the SENDST team, who will assess pupils and advise on their provision. The educational psychologist will also attend Annual Reviews when possible. The educational psychologist will also disseminate his knowledge of teaching and assessment.

The educational psychologist can be a very important resource for the school. Through regular consultation with school's educational psychology services can provide help in clarifying problems and devising problem solving strategies; in carrying out specialized assessments, including techniques in managing behaviour, and evaluating individual pupil progress. In addition to working with individual children, the educational psychologist can work with groups of pupils or teachers and teaching assistants at the classroom or whole school level.

- **School Health**

School Health doctors may assess and monitor pupils having a medical condition affecting their education. They may liaise with parents, the Head, the Deputy Head and SENCO to discuss suitable provision for their needs.

- **Speech and Language Therapist**

Philippa Bowen offers help and advice for pupils having difficulties with speech and language. Such children are usually referred in their early years, but may be referred by this school.

- **Visually Impaired Advisory Teacher**

Julie Goodfellow visits the school to advise on pupils with sight impairments. She is willing to provide INSET for the staff and will attend statutory Annual Reviews.

- **Hearing Impaired Advisory Teacher**

Sue Tucker visits the school to monitor pupils with hearing impairments. She has provided INSET for the staff and will attend statutory Annual Reviews.

- **Physically Impaired Advisory Teacher**

Julie Goodfellow gives advice for pupils having a physical disability which requires special provision or equipment. She will liaise with the parents of such pupils, to ensure they have all the relevant information and help they might need.

- **CAMHS**

This service offers help to children and their families when emotional or behavioural difficulties are disrupting their education or family life. Referrals can be from school or the family doctor and visits are

confidential. When the child and family agree the school should be involved, we work closely with the case worker to form part of the team approach.

- **Derbyshire Careers Service (Youthinc)/MAT Service**

The school is advised by this service who give invaluable advice to SEND pupils and attend relevant Annual Reviews. They have access to information on college courses and employment options. The year 11 tutors, the Careers staff and the SENCO liaise to ensure the most relevant advice is given to SEND pupils, and that they are supported in their decisions about their future. A Personal Adviser, will be located within school to work directly with a range of young people, including some of those with SEND.

- **Autism Outreach (Amanda Towers)**

The school is advised by services both with Derbyshire LEA and by additional LEAs. These services offer support and advice about pupils experiencing difficulties across the full autistic spectrum. They observe and monitor pupils in lessons and will attend Annual Reviews.

- **Derbyshire Information Advice & Support Service for SEND**

This service provides advice and information to parents of children with special educational needs. They liaise with the school over any relevant issues.

- **Educational Physiotherapist and Occupational Therapist**

These services work with the school to monitor physiotherapy programmes and occupational therapy input for individual pupils. Regular visits are made as necessary and advice from them is implemented with the pupils.

It is the belief of this department that some children with special educational needs have a range of difficulties and their educational objectives can best be achieved in partnership with parents, pupils, the health services and the LEA advisory services. We are fortunate in having supportive and helpful external agencies, who also regard co-operation as not merely a duty, but essential.

Section 7 Supporting Pupils at School with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education and where this is the case, the school will comply with its duties under the Equality Act 2010.

The SEND department fully supports the school's 'Pupils with Medical Conditions Policy 2015-16' and the underpinning ethos that the school is an inclusive community that aims to:

- support and welcome pupils with medical conditions.
- provide all pupils with all medical conditions the same opportunities as others at school.

When necessary an Individual Healthcare Plan (IHCP) will be developed in collaboration with the pupil, parents/carers, Headteacher, SENCO and medical professionals. These will be reviewed annually or when a child's medication or condition changes.

Section 8 Monitoring and Evaluation of SEND

Evaluating the effectiveness of provision

All interventions are recorded and details logged. On completion of each an assessment takes place so effectiveness can be quantified. In some cases parents, staff and children will also be asked for subjective feedback. Frequent references are made to interim and full school reports produced for all pupils. In a

process named Pupil Voice pupils are asked for their views on a variety of subjects including the SEND provision received. Parents are invited to comment on all interventions. The school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils including those with SEND. The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The SENCO will also check that a child is making good progress within any individual subject and in any group that they take part in. Regular book scrutinies and lesson observations will be carried out by members of the Senior Management Team to ensure that the needs of all children are met and that the quality of Teaching and Learning is high.

Letting parents know how well a child is doing

The school's evaluation and monitoring arrangements ensure all parents are informed of progress. However, in addition we encourage the use of the school planner by staff and parents to include such information. Most forms in school have a form link teaching assistant who will also inform parents of such details. We encourage an open house policy and will meet frequently with parents or contact them by telephone. The SENCO will attend all Parents' Evenings and meet with any parent who wishes to discuss their child's progress.

The criteria by which the monitoring and evaluation of the SEND provision is undertaken are described below. Effective monitoring of the SEND provision is dependent on the maintenance of accurate and up to date records and includes the consideration of adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in pupil's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment
- evidence of increase in self-esteem and confidence
- pupil evidence during their Annual Review

We also monitor and evaluate our policy in relation to parents and consider:

- the number of parents attending review meetings
- the amount of consultation with parents about provision for their child
- the number of parents of SEND pupils who request that their child be educated at this school
- requesting parental views

We also monitor and evaluate our policy in relation to staff and consider:

- involvement by all staff INSET courses relating to SEND issues
- involvement by staff in the setting of pupil targets
- the inclusion of SEND issues in department planning and department minutes

Section 9 Training and Resources

The SEND training needs of staff are identified and met where possible. The school is aware of the need to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils and all staff are encouraged to undertake training and development. Staff undertake induction on taking up a post to be made aware of the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENCO organises and attends the local SENCO network meetings in order to keep up to date with local and national updates in SEND. The SENCO also has NASEND membership.

Section 10 Roles and Responsibilities

SENCO – Mrs J Duncan

Alternative pathway teacher (Year 7) - Mrs J Walsh

Higher level teaching assistants - Mrs S Hampson, Mrs J Milling

Teaching assistants - Mrs T Abbott, Mrs J Buckley, Mrs C Burke, Miss H Faulkner, Mrs J Fitzgerald, Mrs G Gilman, Miss S Hale, Mrs R Holmes, Mrs M Kearney, Mrs C Keating, Mrs J Kenworthy, Mrs J Spencer, Mrs B Stephenson, Mrs J Taylor, Mr R Wild

SEND governor - Dr S Hardman

Member of staff with specific safeguarding responsibility and for managing Looked After Children (LAC) - Mrs T Ryan (Deputy Head)

The role of the SENCO

The SEND co-ordinator, who is a member of the Senior Leadership Team, is responsible for:

- overseeing the day to day operation of the school's SEND policy
- liaising with and advising fellow teachers
- managing the SEND team of teaching assistants
- co-ordinating provision for pupils with special educational needs
- overseeing the records on all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, the Connexions PA, health and social services and voluntary bodies

The role of the teaching assistant

Expectations within the job description

- Support for pupils
- Support for teachers
- Support for the school
- Support for the curriculum

The role of the HLTA

To cover the lessons of absent teaching staff, in-class support and to deliver some lessons in their own right.

The role of the SEND support team (SENDST)

The SENDST team comprises: Mr B Hickey (Headteacher, St Thomas More School),

Mrs J Duncan (SENCO, St Thomas More School), Simon Priest (Educational Psychologist)

The SENDST meetings are held at school approximately once each term, minuted by the Educational Psychologist, and copies are kept by the SENCO. The meetings are a forum to:

1. disseminate information about pupils at St Thomas More
2. receive information about pupils seeking admission to the school
3. receive information about LEA initiatives
4. consider the level of provision and any changes in provision for the pupils
5. seek advice in meeting the needs of SEND pupils
6. arrange for the Educational Psychologist to assess pupils and meet parents.

The role of the pastoral team

The school has two pastoral support workers: Mrs J Milling and Mr M Ryan the SEND team liaises closely with the pastoral workers over individual pupils. (SENCO attends weekly pastoral meeting chaired by the Deputy Head).

The role of the SEND administration manager

General administration of the department including cover organisation, production of key documents, organisation of access arrangements and all other related tasks.

Section 11 Storing and Managing Information

Record Keeping

Record keeping is important for all pupils, but for SEND children the pupil records are an essential part of the school programme for their provision. The records kept in the Special Needs room are comprehensive and detailed. In line with the LA policy, documents which stay on site once a pupil has left are kept until pupils have reached the age of 25 years. They are then disposed of by secure and confidential waste facilities. (Refer to the school's Information Policy).

A file is kept for each pupil on the SEND register containing:

- tests of cognition results to determine what the pupil understands
- screening test results to assess the pupil's level of attainment in literacy and numeracy results of diagnostic tests which seek to identify the reasons for difficulties and the possible means of remedying them
- a summary of the child's educational needs
- any pertinent background information
- copies of reviews held, including child's own views
- records of communication with parents
- copies of communication with external agencies
- records of external agency involvement
- relevant assessments
- information about the pupil's SEND provision and records of reviews and their outcomes
- an outline of the pupil's special provision
- other relevant information, such as school reports
- information about pupil's progress and behaviour from the school
- past provision maps

Each department also has access to a file on the school network containing all relevant information to enable planning for the needs of SEND pupils to be undertaken. Teaching staff also record and monitor the successful achievement of their individual targets.

Section 12 Reviewing the Policy

It is intended that this policy will be kept under review and revisited and updated annually

Section 13 Accessibility

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. This school has produced, in writing, accessibility plans in line with this guidance after consultation between senior management and the SENCO.

The school promotes access for disabled pupils to the school curriculum including teaching and learning as well as the wider curriculum. The physical environment has also been addressed by providing such items as a lift; ramps; marked edges of stairs; non slip floor surfaces and the provision of specialist equipment and materials (e.g. enlarged print, coloured paper, adapted chairs, writing slopes).

Section 14 Dealing with complaints

Parents should contact the school by phone or letter, in the first instance to the SENCO who will inform the Headteacher and Form Tutor

(Stage 1)

- The SENCO will arrange a meeting with the parents, SENCO and Form Tutor.
- Inform Headteacher of any outcomes.
- Appropriate action taken.
- Review the action taken and inform Headteacher

(Stage 2)

- Meeting arranged with SENCO and Headteacher.
- Appropriate action taken.
- Review action.

(Stage 3)

- Meeting arranged with SEND Governor and/or LEA officer.
- Appropriate action taken.
- Review action.

The course of action may be halted at the end of each stage if it is decided at a review meeting not to proceed further. In a complaint of a very serious nature, Stage 1 may be omitted.