



ALLESTREE WOODLANDS SCHOOL

SEND POLICY

Reviewed & Updated:
October 2017

Special Educational Needs Policy

ALLESTREE WOODLANDS SCHOOL, Blenheim Drive Allestree DERBY, DE22 2LW

Mission Statement

At Woodlands School we believe that all children should be valued equally and have an entitlement to personal, social and intellectual development and must be given every opportunity to achieve his/her potential in learning. The motto of the Enhanced Learning Faculty is '*Learning 4 Life!*'

1 Introduction

- 1.1 This policy refers to children and young people with special educational needs and disabilities (SEND), including why and how Allestree Woodlands School works with them. The guiding principle informing this policy is ensuring that children and young people with SEND are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.
- 1.2 The *Education Act 1996* states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools. Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.
- 1.3 *The Disability Discrimination Act (DDA) 1995* defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs
- 1.4 It is therefore possible to be disabled under the DDA and not have SEND, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the *SEND Code of Practice, DfES 2001*, the school accepts that a medical diagnosis may mean that a child is disabled but is not necessarily SEND. The school will always consider the child's educational needs rather than a medical diagnosis or disability.
- 1.5 The new SEND Code of Practice that came in to force September 2014 outlines all changes to Special Educational Needs provision and is adhered to stringently.
- 1.6 Pupils with SEND and/or disabilities admitted to Allestree Woodlands School could have difficulties with one or more of:
 - cognition and learning
 - communication and interaction
 - social, mental & emotional health
 - sensory and/or physical

At Allestree Woodlands School there is a recognition of these 4 areas of SEN and for the purposes of everyday working SEN are broken down into the following:

Specific Learning Difficulties (SLD)

Students who have difficulties in reading, writing, spelling or manipulating numbers which are not typical of their general level of performance. Students may have difficulties with short-term memory, organisational skills, hand-eye co-ordination and with orientation and directional awareness. Dyslexia, dyspraxia and dyscalculia all fall under SLD.

Moderate Learning Difficulties (MLD)

MLD is used to describe developmental delay across a number of areas. Students with MLD will have attainments below expected levels in most subjects across the curriculum. Students will have difficulty in acquiring basic literacy and numeracy skills.

Social Mental and Emotional Health

Social, mental and emotional difficulty covers a continuum of severity and the full range of ability. It describes students whose difficulties present a barrier to learning and persist despite an effective school behaviour policy and curriculum.

Speech and Language and Communication Needs (SLCN)

Students with SLCN have difficulty in understanding and/or making others understand information conveyed through language. Their acquisition of speech and/or language skills is noticeably behind their peers. Their speech may be poor or unintelligible.

Hearing Impairment (HI)

For educational purposes students are regarded as HI if they require either adaptations to their environment and/or support through hearing aids/cochlear implants in order to access the curriculum.

Visual Impairment (VI)

For educational purposes students are regarded as VI if they require either adaptations to their environment and/or physical support through the provision of visual aids and additional learning support in order to access the curriculum. Students whose vision is corrected by spectacles or contact lenses are not included in this group.

Physical Difficulty (PHI)

Some students with physical disabilities are mobile; some walk with aids and others may be wheelchair users. Students with physical disabilities may also have sensory impairments, neurological problems and learning difficulties.

Autistic Spectrum Difficulties (ASD)

ASD indicates that there are a number of sub-groups within the spectrum of autism. All students with ASD share a triad of impairments in their ability to understand and use non-verbal and verbal communication, understand social behaviour which affects their ability to interact with children and adults, think and behave flexibly which may be shown in restricted, obsessional or repetitive activities.

Global Delay Difficulties (GDD)

GDD is defined as having a lower intellectual functioning than what is perceived as 'normal'. It is usually accompanied by having significant limitations in communication and comprehension.

Dyslexia, Dyspraxia, Dyscalculia

Dyslexia is a learning disability that alters the way the brain processes written material.

Dyspraxia is a type of developmental co-ordination disorder, a disability that affects movement and co-ordination.

Dyscalculia relates to problems in working memory and visualising mathematical concepts.

Specialist Provision at Allestree Woodlands School

Allestree Woodlands School SEN faculty (Enhanced Learning Faculty) is housed in the HUB. The school is also an Enhanced Resource School for students with Hearing Impairment.

Currently the school can accommodate up to 25 students who have a statement for hearing impairment. Students have a range of hearing loss and are supported by staff who have relevant qualifications in this field and British Sign Language skills:

- 1.6 Teachers of the Deaf (1 designated as Deputy SENCO)
- 6 (equivalent) Communication Support Workers

Equipment available includes:

A specialist soundproofed room for the work of the Hearing Impaired Team. This will be increasing to two rooms with the new school build due to be finished in 2016.

A sound field system is available in the school theatre and 4 Science laboratories.

Radio aid systems are used by students

Test box for checking radio and hearing aids

The Hearing Impaired team liaises with relevant outside agencies and the Sensory Team from the LA. There are also well-established links with the relevant departments at the local hospitals. This is especially important where some of the students are cochlear implant users.

2 Aims

2.1 The aims of this policy are:

- to ensure that the school complies with the requirements of the *Education Act 1996*, *Disability Discrimination Act 1995 and 2005*, the *SEN Regulations*, the *SEN Code of Practice 2001* and other statutory guidance and are implemented effectively within the school.
- to ensure that every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the following outcomes :
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic well being

3 Objectives of the governing body in making provision for pupils with SEN:

- Do its best to ensure that the necessary provision is made for any pupil who has SEN.
- Determine the role of the School Director for Learning Support (SENCO) in relation to the leadership and management of the school.
- Determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities.
- Make sure that all staff are aware of the importance of identifying and making provision for pupils with SEND.
- Make sure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Make sure that pupils with SEND join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the pupil receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Make sure that, where the LA has informed the Headteacher that a pupil has SEND, those needs are made known to all who are likely to teach them.
- Ensure that all staff are aware of the SEND policy of the school and work appropriately with all SEND children.
- Have regard to the SEND Code of Practice when carrying out its duties toward all pupils with SEND.
- Report to parents on the implementation of the school's SEND policy.
- Consult the LA and governing bodies of other local schools, when it seems to be necessary or desirable so as to co-ordinate SEN provision in the local area
- Provide detailed information of the School SEND offer as part of the City Local Offer for Special Educational Needs.

4 Implementation

- 4.1 The school has regard to all the requirements of *the SEN Code of Practice*. The SEN Code promotes a common and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to help children who have SEN make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing. The new SEN Draft Code of Practice includes the move towards Provision Mapping and Education Health and Care Plans. These are completed for all Wave 3 EHCP students and Provision Maps are completed for all students at Wave 2 level who receive specialist intervention.
- 4.2 The focus of the graduated response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each pupil and the way they teach. All teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each pupil learn. This is one way of personalising teaching and learning. All teachers are teachers of SEN.

5 Co-ordination of the school's special educational provision

- 5.1 The School Director for Learning Support (SENDSCO) and Deputy SENDSCO are responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs at the school.
- 5.2 A list of all teaching and support staff with responsibility for areas within SEN can be found in the staff handbook.
- 5.3 Teaching Assistants and Communication Support Workers are allocated a 'champion status', allowing them to focus on and deliver more specialised work within a designated curriculum area.
- 5.4 The Enhanced Learning Faculty, led by the SENCO, co-ordinate regularly with external professional services such as Educational Psychology, STEPs, Kingsmead Centre, Community Paediatrics, Hospital School, Audiology, The Cochlear Implant Team and Junction 16 (alternative education providers).

6 The arrangements for co-ordinating the provision of education for pupils with special educational needs at the school.

6.1 Identification and Assessment

- Wherever possible the School Director for Learning Support (SENCO)/SEN staff attends Year 6 annual reviews of pupils with statements of SEN naming Allestree Woodlands School as their next school.
- SEN staff liaise with partner Primary schools in the summer term to identify and plan to support children with known SEN/disability issues.
- Key Stage 2 SATs results are used to identify Year 7 pupils working below Level 3.
- Reading and spelling age testing is carried out early in Year 7 for all pupils, along with CATs.
- Termly re-assessments are made and concerns are identified via the SEN trackers
- Teaching and support staff identify pupils causing concern who may require additional support though their day-to-day dealings with them.
- Parents are encouraged to contact the School Director for Learning Support (SENCO)/SEN team if they have concerns about the progress of their child.
- Specialist Dyslexia, Maths and Literacy testing also takes place to identify specific needs of students.

Transition into Year 7

In the summer term of Year 5, a statutory annual review meeting is held for students with a statement of Special Educational Need/EHCPlan at their primary school. This meeting will consider the move into secondary school. Parents are encouraged to make use of the Parent Partnership Service and Umbrella to arrange visits to secondary schools to identify the school they wish to consider for their child.

In the September and October of Year 6 many secondary schools hold Open Evenings when parents of Year 6 students are invited to visit the school. Staff from the Learning Support Team are always available at this evening at Allestree Woodlands School. Additional Transition work is completed in the summer term of each academic year.

When parents make a request for a school to be named the Local Authority will write to the school requesting consideration of a place. The Governing Body has a set time in which to consider the request and respond to the LA.

When the revised statement of Special Educational Needs or EHCP has been issued, with the receiving school named, the School Director for Learning Support will make arrangements to visit the student and staff at the primary school to discuss the needs of the student and any issues surrounding transfer. Additional induction visits may be arranged for the student to Allestree Woodlands School prior to the Induction Day for all new Year 7 in July prior to transfer in September.

The SENCO and/or HLTA will attend meetings at the primary school after Allestree Woodlands School has been named as the school for transfer. This will happen as long as the primary school gives notification of the meeting.

The Primary Liaison Team from Allestree Woodlands School will visit partner primary schools during May / June prior to transfer in September into Year 7 for discussions with staff and students; including students at Wave 2 level.

Transition into Post 16

As from the statutory review meeting in Year 9 for students with statements of Special Educational Needs, external professionals and support staff join the meetings regarding transition and are involved with the students to consider the path for moving on to 6th form, college, employment or modern apprenticeship. Assistance through meetings with students and/or parents continues throughout Key Stage 4 and career action plans are drawn up.

The Personal and Social Educational Programme delivered to all students includes a great deal of support with their transfer into the various options that are available for when they leave school.

Within the Learning Support Option in Year 10 and 11 arrangements are made for specific visits to the group from college, modern apprenticeship and Connexions to look in more detail at these opportunities for students with Special Educational Needs including the support systems available at colleges.

Transition at Other Times

For students who transfer to or from Allestree Woodlands School who are at Wave 2 or have an EHCP:

- transfer of information via school records
- discussions with the relevant school staff, usually the Head of House or the School Director for Learning Support
- discussion with the parents
- if at all possible, a visit from the student prior to joining the school.
- Base line assessment tests completed to ensure students are placed in the correct groupings
- Parental and student visit prior to starting at Allestree Woodlands

6.2 SEN Provision

All teachers at Allestree Woodlands School are teachers of pupils with SEND. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils. Specialist curriculum support is offered from the SENCO and Enhanced Learning staff and curriculum support documentation is available to staff on the shared area of the intranet. Each staff member receives an SEN support booklet and all faculties have an SEN champion and faculty support pack.

6.3 Numeracy

The numeracy co-ordinator works on curriculum development linking the current syllabus with the numeracy framework for the less able students. Specialist Numeracy lessons take place in the HUB with a designated specialist.

6.4 Literacy

The Literacy Co-ordinator works on whole school initiatives to improve literacy. Nurture groups run weekly and specialist Literacy staff including Dyslexia staff, work with individuals and groups in the HUB. Pupils with marked specific learning difficulties are given 1:1 support where possible

6.5 The role of the Teaching Assistant (TA) and Communication Support Worker (CSW)

The role of the Teaching Assistants and Communication Support Worker is as follows:

- to work with students who have additional special educational needs at School Action, School Action Plus and at Statement points on the graduated response to SEN.
- to develop the student's independence so that he/she is less reliant on support staff and can take more responsibility for their own learning and life.
- to support the student
- to support the curriculum
- to support the school
- to support the teacher
- to be a designated champion of a curriculum area
- to take part in professional development opportunities to further their specialism.

6.6 Provision for sensory and/or physical needs

- Outside agency support from sensory/physical impairment service.
- Provision of ICT for help with writing.
- Access to specialist teachers for sensory impairment and/or physical needs.
- Medicines management and administration as set out in separate medicines policy.

6.7 Provision for communication and interaction difficulties

- Speech and language workshops.
- Self-esteem workshops.
- Specialist emotional support work with a designated staff member.

6.8 Support for behavioural, emotional and social difficulties

- Support at KS3 and KS4
- Outside agency support co-ordinated by the School Director for Learning Support (SENCO) working with Heads of House and the school's Behaviour Improvement
- Co-ordinator
- SEAL (Social and Emotional Aspects of Learning) within the curriculum.
- Anger management workshops.
- Learning mentors.
- Counselling.
- Learning support unit.
- Liaising with outside agencies and attending TAF and Initial health meetings

6.9 Access arrangements for examinations are organised jointly by the School Director for Learning Support (SENCO), the Access specialist teacher and the school's Examinations team. This can include 25% extra time, provision of a reader and /or scribe and signing of questions for hearing impaired students. On-going reviews take place of all students in KS4/5 to ascertain additional needs with examinations.

7 Procedures used by the school for working with SEN pupils

- 7.1 The procedures follow the SEN Code of Practice. The school employs a graduated response through interventions at *Wave 2* and EHCP.
- 7.2 The graduated response to meeting individual needs starts once it is decided that a pupil may have SEN and immediately any SEND provision is made for that pupil. The key test is where the student is not making at least adequate progress or is unable to access the curriculum. The School Director for Learning Support (SENCO) will inform the student's parents as the school starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.
- 7.3 Once a student is identified as having SEN the additional or different provision is described as *Wave 1*. The *Action* could be - further assessment, additional or different curriculum materials or a different way of teaching and it might sometimes but not always be additional adult support.
- 7.4 If at a review, after a range of additional or different interventions have been tried for some time, the pupil is still not making at least adequate progress or is still unable to access the curriculum, the school, with parental agreement, may decide to move to interventions through *to an EHCP assessment*.
- 7.5 Initiating *Wave 2* occurs when the School asks for advice from the LA's external support services or from health or social work professionals or the student has a diagnosis which means additional 1-1 or small group work takes place within school to meet their needs.
- 7.6 Strategies and interventions used are recorded on a Provision Map. They are working documents for all teaching staff recording key short-term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class.

7.7 Provision Maps will focus on up to five key individual targets that will help meet the individual pupil's needs and particular priorities. The pupil's strengths and successes should underpin the targets set and the strategies used. Targets will relate to key areas in communication, literacy, mathematics or aspects of behaviour or physical skills. Sometimes strategies will be cross-curricular and sometimes subject specific. Success and/or exit criteria will also be included and pupil outcomes will be recorded and reviewed.

8. Staffing arrangements:

8.1 Different aspects of special educational needs provision are supported by teaching assistants, specialist teachers and health professionals.

8.2 The School Director for Learning Support (SENCO) is Lisa Mills and is responsible for:

- overseeing the day-to-day operation of the school's SEN policy;
- liaising with and advising fellow teachers;
- managing the SEN team of teachers and teaching assistants;
- coordinating provision for pupils with special educational needs;
- overseeing the records on all pupils with SEN;
- teaching Personalised Curriculum lessons
- completing 1-1 sessions with vulnerable students
- completing, maintaining and updating all SEN tracking data
- liaising with parents of pupils with SEN;
- contributing to the in-service training of staff; and
- liaising with external agencies, including educational psychology services, Connexions, medical and social services and voluntary bodies

8.3 Notifying Parents

In relation to each of the registered pupils whom the School Director for Learning Support (SENCO) considers may have SEN, the SENCO informs a parent/carer of the pupil that this may be the case in writing as soon as is reasonably practicable

In relation to each of the registered pupils who have a SEN, comprehensive documentation is kept:

- identifying the pupil's SEN;
- co-ordinating the making of SEN provision for the pupil which meets those needs;
- monitoring the effectiveness of any SEN provision made for the pupil;
- securing relevant services for the pupil where necessary;
- ensuring that records of the pupil's SEN and the SEN provision made to meet those needs are maintained and kept up to date;
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEN and the SEN provision being made for those needs (Wave 2 high needs and Wave 3)
- ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEN and the SEN provision made to meet those needs is conveyed to the governing body

Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities is paramount.

The SENCO is responsible for

- selecting, supervising and training learning support assistants who work with pupils who have SEN
- advising teachers at the school about differentiated teaching methods appropriate for individual pupils with SEN
- contributing to in-service training for teachers at the school to assist them to carry out the tasks required in a classroom situation.

8.4 The School Director for Learning Support (SENCO)/SEN team working specifically with pupils with SEN and/or disabilities:

- have considerable specialist knowledge in the areas of basic literacy and numeracy;
- have expertise in working with vulnerable children and those with severe emotional and behavioural difficulties;
- provide counselling on a regular basis;
- provide speech and language interventions

8.5 Differentiated work may be provided where this is appropriate and all members of the SEN team are available to give advice and help where this is requested

8.6 All staff in the school have a responsibility to understand the needs of, and work with the SEN and disabled pupils in their classes and to follow and contribute to students' Individual Education Plans

8.7 Liaising with parents and professional services regarding home tuition, hospital school and providing alternative education packages for vulnerable students

9 Facilities

A disabled access survey has been completed of the school and states that overall wheelchair access is good, with rooms on the first and second floor accessible to wheelchair users via a lift.

There are WCs available for wheelchair users in key areas of the school

Ramping is available around the school to ease external access for wheelchair users.

There is a need for a lift in the Maths block to first floor.

The premises are regularly reviewed for the hearing impaired students. Many teaching rooms are now carpeted. A sound field system is in 4 science laboratories and the school theatre. This system is being reviewed for its effectiveness for improving communication with the students and consideration is to be given to identifying rooms within the school that require such a system as part of the new build.

10 Admission arrangements

10.1 Allestree Woodlands School will not discriminate against disabled pupils or prospective pupils on the grounds of disability and will admit them.

Allestree Woodlands School will not discriminate against a disabled child:

- in the arrangements we make for determining pupil admission to the school;
- in the terms on which we offer to admit a disabled child to the school;
- by refusing or deliberately omitting to accept an application for admission.

Allestree Woodlands School will admit pupils with SEN but without a statement. Allestree Woodlands School will admit pupils with already identified SEN, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with SEN, but without statements, will be treated as fairly as all other applicants for admission.

Allestree Woodlands School will not refuse to admit children in or outside the normal admission round on the basis of their poor behaviour, whether or not such behaviour is identified as a SEN. Allestree Woodlands School will not refuse to admit a child thought to be potentially disruptive, or to exhibit challenging behaviour, on the grounds that the pupil should first be assessed for SEN.

However if Allestree Woodlands School believes that to admit the child would be incompatible with the provision of efficient education for other children, then it will make this clear to the LA and submit evidence to this effect during the 15 day consultation period. However the LA may disagree with the school's arguments.

Where there is disagreement between Allestree Woodlands School and the LA, the matter may be referred to the Academies SEN Dispute Resolution Service set up by the Department for Education specifically for this purpose. Ultimately, Allestree Woodlands School may ask the Secretary of State to make a final determination as to whether or not it should be named. Once named in this way Allestree Woodlands School will admit the child in accordance with the terms of its funding agreement with the Secretary of State.

11 Resources allocated to and amongst pupils with SEN

- Teaching Assistants allocated to lower ability-teaching groups across the curriculum
- Special option in Key Stage 4 for pupils – the Personalised Curriculum
- Off-site activities including work experience for selected pupils in Key Stage 4
- Purchase and maintenance of specialist software
- Additional resources allocated to the library
- Purchase of specialist equipment for individuals (e.g. computers)
- Deployment of SEN staff in line with statements
- Homework support, especially for year 7 in Homework Club
- Specialist ICT based programmes for literacy and numeracy development
- Teaching Assistant support for short-term intervention
- Teaching Assistant small group support
- Teaching Assistant individual support
- Specialist teachers deployed for small group tuition

Delegated funding is made available to Allestree Woodlands School from the Local Authority for students with additional educational needs and special educational needs. Additional funding is allocated for those students who require hours of support over and above 15 hours.

Where possible, students with EHCPlans for special educational needs are allocated Teaching Assistant support for the number of hours they were allocated by the Local Authority plus any additional hours over 15 hours.

Where possible, students with additional educational needs who are not statemented are allocated support dependent on need and appropriate resources.

Funding is allocated for the employment of:

- 0.8 specialist Teachers of Learning Support to provide specific teaching of literacy skills.
- 1.6 Teachers of the Deaf,
- 6 Communication Support Workers and 6 Teaching Assistants who support statemented EHCP and Wave 2 students with special educational needs.

Funding for the post of School Director for Learning Support is allocated from the core budget of the school.

Allestree Woodlands School also employs a full time Behaviour Improvement Co-ordinator who targets students requiring support for behavioural, emotional, and social difficulties.

The School Director for Learning Support completes the timetabling of support staff from the Learning Support Team.

The caseload for other support staff within the school e.g. mentors, SENSS, Connexions, Work Related Curriculum, Educational Psychologist is dealt with in discussion with SLT Line Manager for Learning Support and the Heads of House

12 How SEN pupils' needs are determined and reviewed

- 12.1 Identification of particular individual needs of pupils is a collaborative process between school staff, the School Director for Learning Support (SENCO), pupil and parents with additional expertise provided as and when appropriate from the school's attached Educational Psychologist, the CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services.
- 12.2 Needs and provision for pupils with statements of SEN is determined by the LA, and are met by through resources provided directly by the LA and from school resources
- 12.3 School Individual Education Plans/ Provision Maps are reviewed at least once a year. Statutory reviews of statements take place at least annually or more frequently if the statement so requires. Interim or early reviews of statements are called where the school identifies a pupil who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be appropriate.

13 Arrangements for providing access to a balanced and broadly based curriculum for pupils with SEN and/or disabilities

13.1 Pupils with SEN and/or disabilities do not follow a different curriculum to other pupils. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEN and reasonable adjustments are made for disabled pupils. In extreme cases, a personalised timetable will be developed to accommodate severe special educational needs. This can include home tuition or 'open door policy' access to the HUB.

13.2 The School Director for Learning Support (SENCO) and the SEN team helps pupils access the national curriculum by:

- Helping pupils improve their literacy and numeracy skills.
- Supporting pupils in lessons.
- Offering help with homework at lunchtimes and after school.
- Helping staff develop differentiated schemes of work.
- Providing staff with alternative and appropriate teaching strategies and approaches.
- Making written information, provided in writing for pupils who are not disabled, accessible in a range of different ways for SEN and disabled pupils.

14 Monitoring, evaluation and review

14.1 How the governing body evaluates the success of the education, which is provided for SEN children:

- School Improvement plan presented at governors' meetings.
- Reports from the link governor to the Learning Support Faculty
- SEN policy reviewed on a regular basis
- Twice yearly meeting with SENCO

14.2 In addition the governing body will monitor the work of the School Director for Learning Support (SENCO) through:

- considering Headteacher reports that reflect the activities of the Learning Support Faculty and any current issues;
- considering reports from the School Director for Learning Support (SENCO)
- having regular discussions between the Learning Support link governor and the School Director for Learning Support (SENCO); and
- inviting the School Director for Learning Support (SENCO) to attend meetings at regular intervals to report in person
- receiving relevant documentation and copies of the Faculty development plan and reviews
- receiving invitations to attend faculty meetings.

15 Arrangements made by the governing body relating to treatment of complaints from parents of pupils with SEN concerning the provision made at the school

Any complaints should in the first instance be directed to the headteacher. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the headteacher he/she has the right to refer the matter to the governing body.

16 Arrangements made for In-service training

All staff have the opportunity for in-service training throughout each academic year.

Relevant information is disseminated to individual subject areas.

In-service training:

- Begins at the start of the academic year when Special Educational Needs has a slot of time on the first inset day in September with all school staff
- This is followed up with sessions on the induction programme for new staff to the school and also with trainee teachers
- Information sheets are provided to staff re specific learning difficulties
- School inset days are identified prior to the new school year and whole school inset decided upon. This training may include SEN issues
- The Learning Support Team discusses and decides upon its own training plan for the financial year. This includes all members of the LS Team
- Recent training has included staff completing NVQs to improve skills and knowledge and also higher qualifications of British Sign Language
- Training for specific difficulties such as Autistic Spectrum Disorder have taken place and included advisory staff from the LEA
- Courses identified for a range of staff, not just Learning Support staff, are posted on the staff noticeboard and some are sent to specific staff for their consideration
- Support staff are encouraged to observe each other's lessons and/or to observe lessons taught by staff outside of their normal timetable
- Information from publishers about materials and resources re SEN in a range of subject areas is copied and sent to the relevant school staff
- All staff are invited to all training sessions held by the Learning Support Team
- Network meetings for SEN teachers are advertised within the Learning Support team and staff encouraged to attend
- Subscription to NASEN
- Designated areas on staff shared to house SEN information
- Individual faculty support packs
- Teacher SEN support handbook
- Links with Derby College to provide level 1/2/3/4 courses for SEN staff

17 External Support Services

- The school uses the services of an educational psychologist for pupils who are demonstrating significant difficulties.
- The School Director for Learning Support (SENCO) involves other outside agencies including social services (see child protection policy), education welfare officer, sensory impaired service, school nurse, speech and language and occupational therapy, and CAMHS
- The School Director for Learning Support (SENCO) has regular meetings with the educational psychologist, the school nurse, the Connexions personal adviser and the education welfare officer

18 The use made of teachers from outside the school

- Pupils with either a hearing, sight or speech impairment have a specialist teacher who comes in and works with them and the SENCO.

19 The role played by parents of children with SEND

19.1 The school will ensure that parents and pupils are involved in decisions about what SEN provision should be made. Allestree Woodlands School recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs.

19.2 The overriding aim is to have a productive partnership with parents –

- The Learning Support Faculty ensures that parents are kept informed of the work done with their child and copies of Individual Education Plans are sent home.
- Parents are encouraged to contact the Learning Support Faculty if there are concerns they wish to discuss.
- Parents are invited to contribute to review processes.
- All contact with parents is recorded.

20. Review of the SEN Policy:

- Originally adopted by the Governing Body in March 2005
- Reviewed and updated by the Governing Body in November 2006, January 2008 and November 2010 January 2013
- Reviewed and updated by the Governors Personnel Committee on 21st March 2012.
- Reviewed and updated by new SENCO in post January 2014
- Full Review June 2015
- Reviewed and updated by the Governors Personnel Committee on 16TH October 2017