



The Windsor Boys' School

Special Educational Needs Policy

Policy Outline

This policy has been updated in line with the statutory requirements laid out in the publication of the new Special Educational Needs and Disability Code of Practice: 0-25 years which became law on 1 September 2014.

Compliance

The Special Educational Needs Policy (“The Policy”) outlines the purpose, nature and management of meeting special educational needs (“SEN”) within The Windsor Boys’ School (“the School”). The School uses the current legislation Special Educational Needs and Disability Code of Practice (2014) to interpret the relevant education laws. This replaced the SEN Code of Practice (2001) on 1 September 2014.

The policy has been written in reference to:

- Special Educational Needs and Disability Code of Practice 2014
- Education Act 1996
- Equality Act 2010
- The Windsor Boys’ School Safeguarding Policy
- The Local Offer
- Accessibility Plan
- Teachers Standards
- The Windsor Boys’ School Admissions Policy

Key Staff

Mrs Joy O’Neill is the SENCO at the school, and holds an Advanced Diploma in Special Needs in Education.

Mr Gavin Henderson, Headteacher is the Senior Leadership Team advocate for SEN

Mrs Katie Chevis is the governor responsible for SEN.

Definition of Special Educational Needs – The Code of Practice

Children have SEN if they have a learning difficulty or disability that calls for special education provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority.

Special educational provision can be considered educational or training provision that is additional to or different from that made generally for other children or young people of the same age

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. They will be identified as having English as an Additional Language (“EAL”).

Disabled Children and Young People

Some children with SEN may also have a disability. This is defined under the Equality Act 2010 as ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition covers a wide range of conditions. Whilst children with a condition may not have a SEN need, there is likely to be a significant overlap between disabled children and those with a SEN need.

Introduction

This document provides a framework for the identification of and provision for pupils with SEN. It is written for the benefit of all staff to ensure that they are aware of the principles underlying identification and provision and are committed to the agreed strategies.

The School recognises and has responded to the changes outlined in the Code of Practice and the Policy conforms to those guidelines laid down in the Code of Practice.

The School aims to provide an inclusive education and recognises the importance of providing effective learning opportunities for all pupils, including those with SEN. The school recognises the fact that every teacher is a teacher of every young person, including pupils with SEN. We understand that each young person is unique, and our aim is to provide the support that they require to overcome the challenges they face on a daily basis.

The purpose of the Code of Practice is to give practical guidance on policies and procedures aimed at enabling pupils with SEN to reach their full potential, to be included fully in their school communities and to make a successful transition to adulthood. The implementation of the Policy is the responsibility of all the teaching/non-teaching staff and the Special Educational Needs Co-ordinator (“SENCO”) is responsible for the day-to-day operation of the Policy and will work closely with staff to co-ordinate provision for each pupil’s individual needs. The SENCO and staff will work in partnership with the pupils’ families and supporting professionals.

The School is guided by the three main principles for inclusion, as set out in the 'National Curriculum for England' handbook (Key Stages 3-4) as follows:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning

The aim of education for young people with SEN is the same as that for all young people. The aim is the development of the full potential of individual pupils to prepare them for their roles as adult members of society. The educational entitlement of pupils with SEN is to a broad, balanced curriculum, which, if possible, embraces the National Curriculum and encompasses educational experiences of a high quality. Pupils with SEN do not have to be categorised according to their need. The provision made for them will be on the basis of assessment of their individual need, in order to enable them to reach their potential.

Principles and Objectives held by the School

It is the aim of the School to enable pupils to achieve the highest standards possible. This will be achieved within the context of a broad and balanced curriculum that embraces the National Curriculum. The School aims to implement, manage and support a whole school policy, which responds to the needs of all pupils. The strategies employed take into consideration and aim to provide for the full range of pupil diversity, enabling them to have access to their entitlement of the full National Curriculum.

In the case of pupils with a learning difficulty, the School's intention is to make specific provision for that pupil. The support and involvement of parents is integral to the education of all pupils, particularly those with SEN. In the case of more able pupils the school's intention is to provide extension and enrichment to the curriculum so that they can reach their full potential.

We also recognise that the need for support can vary, according to the situation, timing and individual pupil. We also appreciate the pupils without a SEN need may also need support from time to time, and a range of support is available, depending on their need.

Aims of the Policy

- To foster a positive approach to the education of pupils with SEN.
- To show that, by having regard to the Code of Practice, effective systems and strategies are in place to facilitate positive learning experiences and progress in pupils with SEN.
- To ensure that the special educational needs of pupils are identified and met as early as possible on admission to the school.

- To provide a broad, balanced and relevant curriculum that meets the individual needs of all pupils in an inclusive setting, providing appropriate support through a differentiated curriculum.
- To identify the roles and responsibilities of staff in providing for all pupils within the school, and provide support and advice to staff in meeting pupils' SEN needs.
- To ensure that the views of the pupil is sought and taken into account and involve the pupil in the decision-making.
- To ensure that all pupils will realise their potential in a caring, supportive environment that provides equality of opportunity.
- To involve parents in developing a partnership of support, enabling them to support pupils outside of the school environment.
- To develop a team approach to Special Educational Needs that enlists the staff, parents, pupils, outside agencies and the LEA.
- To raise the achievement of pupils with SEN.

Information about the school's policies for the identification, assessment and provision for all pupils with SEN

Broad Areas of Need

The Code of Practice describes the 4 broad areas of SEN need:

- Communication and Interaction
 - Pupils who have difficulties communicating with others due to difficulties in saying what they want to or understanding what is being said to them
 - Pupils who have Autism Spectrum Disorder are likely to have communication and interaction needs
- Cognition and Learning
 - Pupils may have a learning difficulty which means that they learn at a slower pace than their peers
 - Cognition and learning covers a wide range of needs and includes specific learning difficulties, such as
 - Dyslexia and Dyspraxia
- Social, Emotional and Mental Health Difficulties
 - Pupils may have a wide range of social and emotional difficulties. These can include becoming socially withdrawn or isolated, or include challenging and disruptive behaviour

- Difficulties in this area can include Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder or underlying Mental Health needs, such as Anxiety or Depression
- Sensory and/or Physical Needs
 - Pupils may have a sensory or physical need that requires specialist support and or equipment to access their learning
 - Difficulties can include a sensory impairment, such as Visual or Hearing Impairments, or can be a Physical Disability

The school will aim to identify the needs of all pupils by considering the needs of the child, which will include the special educational needs and additional needs of the child or young person. The school also aims to support the whole-child, rather than attempting to fit pupils into a specific category. This includes looking at the things that the child can achieve as well as where additional support is required to support their achievement and development.

Further details about the support available for pupils is contained in the School's Local Offer. This document is available on the school website.

The school also recognises that there are situations where a pupil may not have SEN, but may need support to reduce the impact on progress and attainment. This may mean that they receive support in the same way as pupils who have an identified SEN need from time to time.

These may include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Incidents that occur outside of school that affect a pupils ability to access school effectively

Pupil Premium

Pupil Premium was introduced in April 2011 to provided additional funding to schools to help them narrow the attainment gap between pupils from disadvantaged and more affluent backgrounds.

Some Pupil Premium Pupils also have a Special Educational Need. In practice, this means that they will receive support from the department and are able to access additional support in order to meet their SEN.

The school has a whole-school approach to supporting the needs of Pupil Premium Pupils. This includes clear identification of Pupil Premium Pupils, teacher knowledge and awareness of Pupil Premium Pupils and identification of those requiring additional support, whether they have an SEN need or not.

Identification of Pupils with SEN

Blanket testing takes place at the start of the academic year for all Year 9 and any new Year 10 pupil entering the School. Blanket testing also takes place at the end of Year 9. Further testing of individual pupils takes place in the Department by teacher or LSA observations.

Assessments of individual pupils for exam concessions are carried out by the SENCO.

Admission Arrangements

Admission arrangements for pupils with SEN who do not have a Statement or Education Health and Care Plan (EHCP)

In accordance with the Code of Practice, pupils with SEN who require additional SEN Support are considered for admission in the same way as those pupils who do not have SEN and are subject to the same entry criteria. Through the Board of Governors, necessary arrangements are made for prospective pupils with SEN and provision put in place for their inclusion.

Admission arrangements for pupils with a Statement or Education Health and Care Plan (EHCP)

If a pupil with a Statement or EHCP is offered a place at the School, a meeting will be organised with the parent/carer and the relevant representatives of the external agencies. This meeting is used to plan strategically and prepare for the pupil's admission.

At transition meetings, the SENCO meets and reviews all pupil with Statements or EHCP, those who have SEN needs and pupils whereby the school have identified a need for pastoral support e.g. low attendance, child protection concerns, looked after children. These pupils are then monitored on entry to the School and, if necessary, brought into Pupil Services and assessed for the likely support that they will need.

Identification, assessment and review procedures

The SENCO is responsible for assessing the specific needs of pupils with SEN and, where appropriate, putting into place programmes of intervention and the resources to meet those needs, as well as sharing the strategies to be adopted with teaching staff and other relevant parties.

It is the SENCO's responsibility to ensure there is regular evaluation of the progress of intervention and to reassess the targets and strategies required. Integral to this process is communication with parents and outside agencies. This process follows the assess – plan – do – review process, as outlined in the SEN Code of Practice.

Provision made for the transition of pupils with Special Educational Needs between schools or between the School and the next stage of life or education

The Royal Borough is now able to transfer all information between schools in an electronic format.

In addition, the SENCO has regular meetings with their counterparts at the Middle Schools to discuss all boys with Special Educational Needs,

Parents have meetings with their son's form tutor and the pupils visit the school at the end of the summer term in their Year 8, prior to starting at the school in the September.

Pupils with statements or EHCPs have individual visits to the school in the summer term of Year 8. Their transition is carefully planned and managed. The school also has a nurture group to support the transition to Windsor Boys' for pupils in need of additional support.

Statutory Assessment of Special Educational Needs

Some pupils have a Statement of SEN or an Education Health and Care Plan (EHCP). It is the responsibility of the Headteacher to ensure the requirements of the statement or Education Health and Care Plan are met. This responsibility is delegated to the SENCO on a day to day basis.

Statements/EHCPs are reviewed annually and involve all agencies supporting the pupil. A review can recommend alterations to the level of support, depending on the progress of the pupil. The school will also request wording changes as applicable where it is felt that this is not accurately reflecting agreed support, is no longer applicable, or is not in line with the School's agreement. These recommendations are forwarded to the SEN department of the LEA, who will make a decision for implementation by the school.

Statements/EHCPs are not static. If a child has made adequate progress and is now able to work within a classroom without the additional support the Statement/EHCP defines, then the Statement/EHCP can be withdrawn. In line with this, we support pupils to become independent learners in their transition to adulthood.

Pupils who currently have a statement will be transferred to an Education Health and Care Plan, in line with Local Authority timelines. The school will work in conjunction with the Local Authority to ensure that parents and pupils are supported through this process. The school will contribute to the preparation of plans, including the review of draft documents, but the ultimate responsibility for producing these documents lies with the LEA.

Resource allocation

Pupils with statements or EHCPs will receive a range of support in lessons, which could include support from Learning Support Assistants. Support to meet the SEN needs of a particular pupil could be put in place in a variety of different ways, and we attempt to put the support in place that is right for the child. In addition, they will also be supported by outside agencies where appropriate.

Some pupils may require an alternative educational provision to be made for them in order to meet their SEN needs. This could include accessing a non-mainstream educational provision.

Arrangements for providing access by pupils with special educational needs to a balanced and broadly based curriculum (including the National Curriculum)

The Learning Support Department

The Learning Support Department (“the Department”) has a major role to play in education and in the life of the pupils of the School, although the School recognises that every teacher has a responsibility to meet the educational needs of all pupils in their care. The aims and objectives of the Department relate directly to the schemes of work drawn up to cover the syllabus and to the general aims and educational standards of the School.

Learning Support at the School takes four forms:

- Support from the subject teacher,
- Small group and individual lessons
- Learning Support Assistant (“LSA”) support in the classroom.
- External Agency Support

The School has a unique “Whole School Support System”. The staff are experienced in dealing with pupils with SEN and providing support for specific educational needs. More pupil development support is also provided under the guidance of the SENCO.

Special Needs help is given through small group teaching, individual withdrawal from the classroom to the Department or classroom support.

Within Year 9, less academically able pupils are taught in small groups. Grouping for individual classes is in line with academic ability. Classroom support and withdrawal from the classroom to the Department are used to provide support for the pupils with specific learning difficulties.

In Years 10 and 11, pupils are taught in ability groups for English, Mathematics and Science and are supported, where possible, in their larger mixed ability option groups. Individuals are withdrawn to the Department to work on specific difficulties relating to reading, writing, spelling, numeracy and behaviour. Statemented/EHCP pupils are individually resourced and will therefore have non-teaching and teaching assistance in addition to other resources in line with their statement or EHCP.

Where possible, setting is used to allow the more academically able to work at an appropriate level. Additional subjects, are available to study at GCSE level in addition to a suite of vocational Btec Options that are offered. Differentiation of teaching materials is used to stretch the most able pupils, but also meet the needs of all pupils. At Sixth Form level the most able are given the opportunity be supported in their application for Oxbridge entrance. The school also has a Gifted and Talented Policy in place.

Integration strategies

The School operates an “inclusive” curriculum. Some boys with special needs follow an alternative curriculum, which may include vocational options and work experience. All other boys are educated as far as possible inside a mainstream classroom. There may be times where to fully support the integration of pupils a part-time or reduced timetable or phased-transition support is put in place.

Facilities for pupils with SEN including facilities that increase or assist access to the School by pupils with physical disabilities

The School has an Accessibility Plan, detailing all aspects of access to the School by pupils with physical disabilities.

Every area of the school is accessible to a wheelchair user by the use of wheelchair ramps with the exception of the first floor of the New Block.

There is access to the 6th Form Study area and the Art rooms using the lift that has been installed by the stairs leading to the 6th Form Study area. There is an evacuation chair kept at the top of the stairs to this area to ensure that a wheelchair user could be evacuated from the first floor level in the event of fire or the lift becoming inoperable.

There is a toilet for use by disabled persons in the New Block.

There is some provision for the use of laptops in the Department that are given out to boys who have difficulties with their handwriting or have injured themselves so that they are unable to write properly.

External support / other services from teachers and facilities outside the School including links with support services for SEN

Outside Agencies

The resources of outside agencies such as the Educational Psychologist, the Sensory Consortium, Behaviour Support Services and Speech & Language are allocated to pupils with SEN.

The Department has meetings with the following Agencies:

- Education Welfare Officer (“EWO”) - the members of Pupil Services department meet regularly, to discuss the needs of boys on the SEN Register who have attendance issues.
- Educational Psychology Service - the SENCO meets with the School’s Educational Psychologist to discuss boys with SEN or other difficulties in accessing the curriculum. There are strict assessment criteria that must be met in order for the service to agree to an assessment.
- Youth Talk - the School uses the services of the local Youth Counselling Service for boys in need of emotional support.

- Social Services - the SENCO liaises with the local Social Services about pupils who are in care or those who are at risk. This may be through the Multi Agency Safeguarding Hub (MASH)
- Child and Adolescent Mental Health Services (CAMHS) - pupils may be referred to CAMHS where appropriate.
- Careers and transition support - the School make referrals for pupils who meet the eligibility criteria for the service
- Children and Young People Disability Service – from September 2014, pupils who have a statement or EHCP will be supported by this service
- Local Education Authority - the department has meetings with representatives of the local authority to discuss the development of the Department.
- SHINE team - Specialist Autism Mainstream Service provide support for pupils with Autism Spectrum Disorder
- SALT – Speech and Language Therapy will work with identified pupils to provide support and advice on implementing SALT plans
- Berkshire Sensory Consortium Service – provide support to pupils with sensory, visual and hearing impairments
- Pupils in need of behaviour support, pupils on a reduced timetable or identified as being disengaged or disaffected are supervised by the Inclusions Manager
- Pupils identified as being at risk of becoming involved in criminal activity are referred to Youth Intervention Support Project (YISP)
- Parent Partnership
- Police School Liaison
- Youth Offending Team (YOT)
- Learning and Achievement
- The Green Room

Pastoral Support Plans

Pupils who are identified as being at risk of exclusion can be placed on a Pastoral Support Plan (“PSP”). This is a working document for all staff and must be accessible and understandable to all concerned. The document contains:

- Short term targets set for or by the pupil that are different or additional to those set for other pupils
- Additional or different teaching strategies to be used
- Additional or different provision to be put in place
- Review dates
- Success and/or exit criteria
- Outcomes
- Several LSAs support the boys who need a PSP.

In general the Interventions Manager is responsible for the implementation and the day-to-day running of the PSP for any pupil.

Strategic management

The Role of SENCO

Legislation introduced in 2008 means that the SENCO must be qualified teacher and either holds or working towards the National Award for SEN Coordination. Mrs Joy O’Neill is the SENCO with responsibility for SEN, and holds Qualified Teacher Status and an Advanced Diploma in Special Needs in Education.

The SENCO will be responsible for:

1. Identifying those pupils with SEN through:
 - a. liaison with feeder schools and consideration of transfer documentation.
 - b. screening of all intake pupils using appropriate diagnostic testing.
 - c. referrals from teaching staff or support staff, either formally or informally.
 - d. consultation with outside agencies and other professionals
 - e. parental concern.
2. Assessing the specific needs identified and where appropriate putting into place programmes of intervention and the resources to meet those needs, sharing the strategies to be adopted with teaching staff and other relevant parties.

3. Regular evaluation of the progress of intervention and the reassessment of the targets and strategies required. Integral to this process is communication with parents and outside agencies.
4. Co-ordinating liaison with external agencies, including Educational Psychology Service and other support agencies; the Health and Social Services, Social Welfare Department and voluntary bodies.
5. Supporting the Learning Support Assistants (“LSAs”) working in the school. This includes interviewing, supporting them in their job, arranging training and support staff performance management.
6. Ensuring that the identified needs of statemented/EHCP pupils are being met effectively within the resource provision. Arranging annual reviews for statemented/EHCP pupils.
7. Preparing documentation requesting special provision for internal and external examinations.
8. Ordering and managing equipment and teaching aids within the departmental budget.

SENCO’s role includes:

- day to day responsibility for implementing the Policy
- Supporting and advising teachers on implementing appropriate teaching strategies and resources to ensure appropriate differentiation of the curriculum to meet individual needs.
- Maintaining the SEN Register and overseeing all records of pupils with special educational needs.
- Co-ordinating liaison with parents of pupils with SEN to ensure strong parent, pupil and school partnership is further developed through Annual Reviews.

The SENCO works closely with the Pupil Services Team and may delegate responsibilities on a day-to-day basis.

The Learning Support Assistant

- Reports to the SEN Co-ordinator and operates under the direction of the classroom teacher whilst in the classroom.
- Provides support, under the direction of the classroom teacher, to individual pupils/small groups of boys in the completion of a wide range of learning activities including reading, writing, mathematics, so that they achieve within that session.
- Takes a proactive role in supporting all pupils in a classroom so that they can achieve in line with their expectations.

- Supports the teacher in the delivery of structured programmes such as Additional Literacy Support (“ALS”), Booster, and additional numeracy, behaviour and Information Technology (“IT”) support. This will include supporting the teacher with whole group sessions, working with small groups or individuals, preparing resources, discussing progress etc.
- Influences the behaviour of pupils in the group by reinforcing standards set by the classroom teacher and within the School's behaviour policy.
- Assists the teacher with assessments and monitoring the progress of pupils to enable the teacher to establish a pupil's level of competency and identify individual or group targets.
- When working with pupils, the LSA:
 1. Provides support to pupils in the classroom in line with the agreed special needs and other specialist plans e.g. occupational therapy/speech therapy so that the pupils work productively towards achieving/completing the task for that session. This will involve understanding the learning objectives of the activity. This can include working with small groups that include a pupil with special needs.
 2. Contributes to the pupil's personal development/action plan, so that it meets their identified needs, by working with other professionals.
 3. Attends meetings when required and provides information on individual cases to enable action plans to be prepared.

The Teacher

- Will be familiar with the Policy.
- Has knowledge of each pupil's skills and abilities to ensure all pupils access the curriculum.
- Plans differentiated work to match pupils' needs.
- Shows awareness of SEN in planning, incorporating the use of support staff appropriately.
- Observes, assesses and records the progress and development of all their pupils and to make observations of pupils whose development is causing concern.
- Ensures that teaching and learning occurs within a differentiated curriculum to promote access and achievement of all pupils.
- Keeps parents informed of their son's progress on a regular basis and facilitates parent participation in supporting their son's learning.

- Be aware of information on pupils contained in the SEN handbook and SEN register.
- Contributes reports to full assessments and Annual Reviews for pupils with Statements/EHCPs.

The Pupil

Pupils with SEN should:

- Be co-operative and communicate with teachers and staff.
- Develop a growing understanding of their individual needs through participating in the review process.
- Take a growing responsibility for their own achievement and learning by contributing to the setting of targets.

Parents/Carers

Parents/carers have a responsibility to:

- Work in partnership with staff in planning to meet any identified SEN pupils may have.
- Share with staff information about factors that seem to help or hinder pupil's learning.
- Discuss any concerns about their son's learning progress with staff.
- Encourage their son in the development of personal and social responsibility.
- Attend reviews, parents' meetings and other events to show support of the work of the staff and the work of their son.

Role of parents of pupils with SEN

It is the aim of the School to work in partnership with the parents of all pupils.

Parents are informed and consulted at all stages of SEN intervention. Often their help is required to support the work done in school. Parental consent is required before any pupil can have formal assessment by an external support service. It is essential for the success of pupils with SEN that a good relationship is built up with the parents.

Parents will be informed by letter if the School intends to intervene in any way. For example, parents are notified and must consent to additional literacy lessons being given to their child in the Department.

The SENCO will ask parents for their consent for involvement by the medical or psychological services and will also involve and consult parents in the process of meeting their child's special educational needs.

Information about the school's staffing policies and partnership with bodies beyond the school

INSET and staff development

The SENCO should identify any special training for themselves and for other staff in relation to special educational needs, both specific and general. Any request will be considered as a part of the overall annual staff performance management scheme and the School Development Plan and department evaluation and self-evaluation.

It will be the responsibility of the SENCO to bring current issues relating to SEN of a local, regional and national nature for discussion at weekly Team meetings.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some pupils with medical conditions may be considered disabled. Where this is the case, the school will comply with the duties to make reasonable adjustments, as outlined under the Equality Act 2010.

Some pupils may also have SEN as well as a medical condition and may have an EHCP to support their needs. Where this is the case, the SEN Code of Practice (2014) is followed.

Pupils can access medical support in a number of ways. The school has a number of First Aiders. The main area for First Aid is in Pupil Services. Key First Aiders have on-going training in the management of medical conditions in school. The medical room is located in Pupil Services, and can be accessed by any pupil. Other staff in Pupil Services are also trained in first aid. The school has links to the school nursing team who are able to provide advice and drop-in support. Support plans for pupils with medical needs is developed on an individual basis, in line with the pupil's needs.

Evaluating the success of the education that is provided at the School for pupils with SEN

The Governors of the School receive regular updates from the School about SEN.

The Governors will be of the view that the Policy is achieving its objectives if there is evidence of:

- Early identification of special educational needs followed by a prompt and appropriate application of the Code of Practice.
- Opportunity for every pupil to have access to an appropriate curriculum that meets their individual educational needs

- The successful integration of pupils with special educational needs from the School to further education, training or work
- Evidence of a range of strategies and resources in place
- Opportunity for every pupil to have access to appropriate and effective careers advice
- Increased parental involvement through attendance of Annual Reviews
- Support in place in order to reduce the number of fixed term and permanent exclusion of pupils with SEN.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN

If parents are concerned or unhappy about any aspect of special educational provision for their child, they should discuss the matter fully with the SENCO, subject teacher and form tutor.

The SENCO will initially deal with any concerns raised by parents about the help their son is receiving. If parents are not satisfied with the outcome of the discussions with the SENCO and wish to raise a complaint, the matter will be referred to the Headteacher or a member of the Senior Leadership Team and, if necessary, the Governing Body and the LEA.

Bullying

The school does not tolerate any form of bullying, and works hard to prevent bullying from happening. The school aims to promote an inclusive approach, based on respect. We also recognise that vulnerable learners may potentially be at higher risk of bullying. The school's bullying policy details how this process is managed, and there is a strong pastoral support, via the Form Tutor, Directors and Leaders of Student Progress and Senior Leadership Team. Further support for both victims and perpetrators is available as part of successful rehabilitation.

The school aims to build independence and development of pupils with SEN for the transition to adult life, in line with expectations of the new Code of Practice. This includes fostering an ethos of tolerance and respect, but also building resilience as part of learning.

Useful documentation

Special Educational Needs Code of Practice 2014
 Social Inclusion/Pupil Support (DfEE 10/99)
 Special Educational Needs, A Guide for Parents and Carers
 Equality Act 2010
 Supporting Pupils at School with Medical Conditions 2014
 SEN Department Handbook contains information about pupils with statements and their difficulties.

Special Educational Needs Policy

Reviewed: September 2017

Reviewed by: Joy O'Neill

To be reviewed: September 2018

Approved by: Curriculum Committee

Date: