



# Special Educational Needs Policy

## Statutory Policy

Created by: Mrs R Sharples

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Review Date: Autumn 2019

For public viewing

Link to other policies:

This policy is underpinned by the UNCRC, with particular reference to article 23 '***A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to disabled children***', article 28 '***Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in Academy's must respect children's human dignity. Wealthy countries must help poorer countries achieve this***' and article 29 '***Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.***'



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## **1. Mission Statement**

'St Wilfrid's Church of England Academy sees education as an integral part of the mission of the church to proclaim God as Creator, Christ as Redeemer and the Holy Spirit as Inspirer of all that is good in human living. The main purpose of the Academy is to provide an excellent education; both academic and social in a Christian context, to enable its students to grow up to take their full part as citizens of this world and the next.'

## **2. Policy Statement**

The whole Academy recognises that each child is special; an individual with particular learning needs. All staff, with the assistance of the Learning Support Team, aim to support individual children from the least able to the gifted, whether these needs are of a permanent or a temporary nature.

The Academy is committed to all students following the National Curriculum. Only in exceptional circumstances will students be dis-applied from any part of it. Ideally support will be provided in all subject areas and where necessary will seek to enhance the self-esteem of the child.

It is hoped that within a caring atmosphere students will feel comfortable about approaching staff with their own specific requirements and self-referral will be encouraged.

At all stages the paramount importance of the partnership between students, parents and staff is acknowledged, together with the role of the LEA and other external agencies and the need for full consultation is recognised as a vital link with this process.

Learning Support policies at St Wilfrid's will support the enrichment of all students and will help them to take their place in tomorrow's society.

## **3. Aims**

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.
- Staff members seek to identify the needs of Students with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeder schools) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCo.
- Monitor the progress of all Students in order to aid the identification of Students with SEN. Continuous monitoring of those Students with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure Students with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo the Senior team and the Learning Support Team and will be carefully monitored and regularly reviewed by teaching staff in order to ensure that individual targets are being met and all Students' needs are catered for.

- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the Students' needs cannot be met by the Academy alone. St Wilfrid's Academy receives further support from Inclusion Support Team, Education Psychology Service, Speech and Language Therapy, East Lancashire Child and Adolescent Service (ELCAS).
- Create an Academy environment where Students can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by fostering positive relationships with adults and carefully monitoring the progress of all Students at regular intervals. The tutor community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in Academy life (e.g. membership of the Student Council, affiliation with sports teams and other clubs).

#### **4. The principles on which the organisation of special educational needs provision at St Wilfrid's Academy is based**

There is a commitment from senior management to ensure that special needs are afforded status within Academy and that the designated teacher with overall responsibility for special needs shall be the Principal.

There is a flexible organisation in the Academy which attempts to meet the varied needs of different students and which allocates resources to meet those needs as effectively as possible.

The Academy will strive to give all students access to the whole curriculum, including all work areas and facilities, in an attempt to ensure breadth, balance, relevance, differentiation, continuity and progression.

The Academy will strive to deliver the curriculum in the most integrated way practicable.

All departments will address their provision for students with special needs, including their provision for gifted students, outlining their policy within their schemes of work.

Every member of staff takes responsibility for all students they teach regardless of the academic ability of the students.

All departments will be supported by the Learning Support Department via the Learning Support Team Meetings and Inclusion meetings.

There will be a rolling programme of in-service training for staff, to raise awareness and to provide guidance on suitable teaching techniques and the provision of appropriate resources. Such training will continuously promote issues relevant to the needs of such students, and ensure that all teachers recognise their responsibility for identifying and meeting those needs.

There will be a degree of flexibility in timetable planning to enable specialists to work across the full range of departments in a variety of ways whenever possible.

There will be a determination to implement policies to ensure that all students with special needs are valued within the Academy's community and are welcomed into a warm environment and an atmosphere of caring and concern.

At St Wilfrid's we liaise appropriately with primary schools at transition and use early intervention to ensure students receive the help as soon as possible. We aim to remove the barriers to learning by embedding inclusive practise within the Academy. Our expectations of students with special educational needs are always high as we help all students to fulfil their potential. We always work in partnership with parents and carers so that they are confident that their children's needs will be met effectively.

## **5. Personnel involved in making provision for students with special educational needs**

Rebecca Sharples - Assistant Principal Inclusion / SENCO [rsharples@saintwilfrids.com](mailto:rsharples@saintwilfrids.com)

## **6. Arrangements made for co-ordinating provision for students with special educational needs**

The Co-ordinator of Learning Support is responsible for:

- The day-to-day operation of the Academy's special needs policy
- Liaising with and advising fellow teachers/teaching assistants
- Co-ordinating provision for students with special educational needs
- Liaising with parents of students with special educational needs
- Liaising with external agencies.

The Co-ordinator is also responsible for maintaining the Academy's Special Educational Needs Register and overseeing the records of all students with special educational needs.

The Student Support Team is responsible for looking after the students who have largely emotional and behavioural difficulties in the initial stages. The Learning Support team will be involved through their statements or referrals.

### **Allocation of resources for Students with SEN**

All Students with SEN will have access to Element 1 and 2 of a school's budget which equates to £6,000. For those with the most complex needs which require additional funding (HLN or High Level Needs). The SENCO will refer individual applications to a Statutory Assessment Panel , which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the senior leadership team, SENCo and governors to agree how the allocation of resources is used. **B1. Allocation of resources for students with special educational needs**

The provision made for students with special educational needs is based upon that suggested in the Code of Practice on the Identification and Assessment of Students with Special Educational Needs.

## **Education and Health Care plans**

### **High Needs**

Students will be supported by the SEN department and some withdrawn for literacy programmes. They may be taught in small groups within lessons or withdrawn in small groups. This also includes students whose behaviour is monitored by Year Managers and who will have an Individual Behaviour report card.

Students are also supported through the Student Support Team

### **SEN Support**

For students who may need extra advice and support from outside agencies we work in partnership with for instance an Educational Psychologist, Inclusion Support Service and Alternative Educational Provision services e.g. The Heights Free School or St Thomas's Pupil referral unit. Some students will have Pastoral Support Plans.

### **Categories of SEND**

- a) Cognition and Learning Needs.
- b) Behavioural, Emotional and Social Needs.
- c) Communication and Interaction Needs.
- d) Sensory and Physical Needs.

### **Other Available Resources**

Alternative courses to GCSE's are made available to selected students in Years 10/11 who are unable to cope with the full number of GCSE courses. Extra resources will be given to these students to support their exam subjects. Some students in this option will take Entry Level Certificates or Units in various subjects plus BTECs. Others will be educated off site on vocational courses. However, the majority of students sit their full quota of GCSEs sometimes supported by Exam Access arrangements e.g. extra time.

## **7. Admission arrangements for students with special educational needs who do not have a statement.**

- The Academy has its own Admissions policy.
- Please refer to the information contained on our website
- The admission arrangements for all Students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our Academy prospectus.
- Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

## **8. Facilities that enhance access to the Academy for students with special educational needs**

### **Curriculum access**

The Academy has a specialist Hearing Impaired Unit supporting Students with a hearing Impairment. The Academy also caters for a variety of special educational needs with support from outside agencies. The Academy has a KS3 Access structure where students with Special Needs remain in the same classroom with the same specialist teacher for 50% of the timetable. This caring but challenging approach known as the Access pathway provides a multi-sensory, highly differentiated learning environment for the students to flourish.

### **Physical access**

The Academy building is based on two levels with many small flights of internal and external stairs. The internal stairs have contrasting edge markings. There are lifts to facilitate full access to all areas.

## **9. Identification, assessment and review of students with special educational needs.**

Students with special educational needs are identified upon entry via information from feeder primary schools and by screening tests in the Academy. The data is collected and the appropriate interventions are put in place. Progress is monitored, tracked and evaluated throughout the year and reported to parents formally four times a year. However, where there are concerns the Academy communicates directly with parents through meetings, emails, phone calls and the SEN Parental Forum. Students who receive help from the Learning Support Department will have their progress reviewed regularly. Parents are consulted if there is any change in provision at any point in the year. Learning Support staff will also be available to discuss students' progress at the appropriate Parents' Evening.

Teaching staff who are concerned about any student's progress may refer them to the Learning Support Department at any time during the course of the Academy year. Concerns regarding behaviour are referred to the Student Support team and the Learning Support team where the two are inter linked

Parents who are concerned about their child's progress may also refer their child at any time.

Students who have an EHCP/statement of SEN will have their progress reviewed yearly via the Annual Review, Target Setting Days and Parents' Evenings. All SEND students have their progress reviewed every six weeks by the Learning support team.

## **10. Identification of Students needs**

### **Identification**

See definition of Special Educational Needs at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEN'.

### **Quality First Teaching: 'The baseline of learning for all Students'.**

1. Any Student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a Student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the Student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the Student in class.
5. Through the above actions it can be determined which level of provision the Student will need.
6. If a Student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school through Achievement for All Structured Conversations.
8. The Student is monitored if concern is raised by a parent or teacher but this does not automatically place the Student on the school's SEN register. Concerns are discussed with parents/carers. The discussion is recorded by the Academy as an aid to further progression and for future reference.
9. Achievement for All Structured Conversation Meetings, Academic Reviews and Parent Evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

### **SEN Support**

Where it is determined that a Student does have SEN, parents will be formally advised of this before inclusion of the individual on the Academy SEN Register. The aim of formally identifying a Student with SEN is to help the Academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the Student to achieve good progress and outcomes.

## **Assess**

In identifying a child as needing SEN support the subject teacher, working with the SENCo will carry out a clear analysis of the Student's needs. This will draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the Student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## **Plan**

When it is decided to provide a student with SEN support, parents will be informed in writing. Planning will involve consultation between the teacher, Year Manager, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the Student, including support staff, will be informed of the student's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The tutor, Year Manager and subject teachers remain responsible for working with the Student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the Student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## **Review**

Reviewing Student progress will be carried out termly through academic data checks. The review process evaluates the impact and quality of the support and interventions. The SENCo will revise the support in light of Student progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

## **Referral for an Education, Health and Care Plan:**

If a Student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the Academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the Student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCo and Year Managers if applicable.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the Student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.bwd-localoffer.org.uk](http://www.bwd-localoffer.org.uk)

### **Education, Health and Care Plans (EHC Plan)**

1. Following Statutory Assessment, an EHC Plan will be provided by Blackburn with Darwen Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in Academy and parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the Academy named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the Student's formal record and reviewed at least annually by staff, parents and the Student. The Annual Personal Review enables provision for the Student to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Blackburn with Darwen SEND Local Offer can be found on the Academy website homepage.

For further information, please contact the SENCo

## **11. Access to the curriculum for students with special educational needs**

All students have access to a broad, balanced and relevant curriculum. Teaching staff differentiate work according to the ability of students. The Academy policy is not to dis-apply students from parts of the National Curriculum, only in very exceptional circumstances are students withdrawn from any one subject. This is only when all other avenues have been explored and the right provision has been found for each individual.

In-class support is available to selected students who have Special Educational Needs be it an EHCP or are designated SEN support on the schools register, via Learning Support Assistants, as indicated on their statements, or from the Learning Support Department specialist teachers.

## **12. Inclusion of students with special educational needs throughout Academy activities**

All students with special educational needs are fully included into the normal running and functioning of the Academy. All students are placed in mixed ability tutor groups on arrival at St Wilfrid's. All SEN students are part of the House system and enjoy the full range of exciting activities it offers. All students follow National Curriculum requirements and are encouraged to participate in any extra-curricular activities they are interested in.

## **13. Evaluation of the success of education of students with special educational needs by the Senior Team**

Students on the Register have many varying degrees of progress according to staff records. The Senior Team will evaluate the success of the education of students with special educational needs by:

- a) Annual reading and spelling and diagnostic assessments demonstrating individual progress.
- b) Feedback from termly meetings between the Governor with responsibility for Special Educational Needs and the Co-ordinator of Learning Support to discuss various aspects of the Academy's Special Educational Needs Policy.
- c) Determining whether examination results match up with teacher and national expectations and particularly the analysis of results of public examinations with estimated grades and reaching target grades.
- d) Six times a year a data capture and tracking and reviewing of results

In order to make consistent continuous progress in relation to SEN provision the Academy encourages feedback from staff, parents and Students during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

Student progress will be monitored on a termly basis in line with the SEN Code of Practice. The Learning Support department welcomes parents to come and discuss their child's education. Further feedback from parents can be given at any time through email contact available on the Academy website.

A formal evaluation of the effectiveness of the Academy SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the SENCo in consultation with the Principal and link SEN governor. Information is gathered from different sources such as Student and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ report feedback forms. This will be collated and published by the governing body of the Academy on an annual basis in accordance with section 69 of the Children and Families Act 2014.

## **14. Arrangements made by the governing body for dealing with complaints made by parents of students with special educational needs concerning provision made at St Wilfrid's Academy.**

Complaints may be made to the SENCO, the Assistant Principal for Inclusion.

## **15. Arrangements made for in-service training for staff in relation to special educational needs**

### **All Staff**

All staff will, where necessary, be involved with in-service training on special needs through whole Academy training.

All staff are informed of in-service training opportunities relating to special educational needs via the Learning Support Team, and the Assistant Principal with responsibility for in-service training. All staff may apply to attend such courses, finances permitting.

### **The Learning Support Department**

Members of the Learning Support Department attend in-service training regularly.

### **Learning Support Assistant**

CPD sessions are available to all

### **Transition**

Where a student has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 9 Year 11 and year 13 transition. This review may take the form of a Person Centred Review (All about Me) or Formal Review. This is decided upon by the SENCo in consultation with external agencies. Transition Plans are drawn up in accordance with parental, Student and staff views follow the actions of a Review Meeting. Learning Support staff and weekly meetings are held where training is provided.

## **16. Use made of Local Authority support services and facilities**

St Wilfrid's regularly makes use of a number of Local Authority Support Services. (See our Local offer)

### **Support Services the Academy could draw on include:**

- Family wise
- ELCAS
- The Heights Free school
- St Thomas Pupil referral unit
- The Inclusion Support Service
- Psychological Services.
- Pupil Referral Centre
- Wish Centre
- Life Line
- Child Action North West
- Jigsaw

### **Linked Services:**

- Connexions (Careers)

These support services are accessed by completing the appropriate referral forms. A connexions advisor meets with all students with a Statement/EHCP annually from year 9 onwards.

## **17. The role of parents of students with special educational needs**

St Wilfrid's welcomes working in partnership with parents in the best interests of the students concerned.

St Wilfrid's Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual Student's needs. The SENCO may also signpost parents of Students with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a Student has additional learning needs the parents and the Student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN link governor may be contacted at any time in relation to SEN matters.

Learning Support staff are available to discuss students' progress at Parents' Evenings and at other times as requested by concerned parents. Advice and guidance may be given on how best to further help students at home.

The Parental Forum happens every term and is a time to share good practice for parents to work with their children. It is also a time to discuss any concerns around their child's welfare etc.

Parents' views are sought at Annual Review meetings, when students are undergoing formal assessment and before any referral is made to the Educational Psychologist.

## **18. Links with other Academy's and institutions**

The Learning Support Department has links with feeder primary schools and visit these schools prior to transfer in order to gather information regarding students with special educational needs. Where it is felt appropriate staff visit students at these schools prior to their move to St Wilfrid's. The SENCO and Specialist teachers also attend Annual Review Meetings as requested. The SENCO is a member of the Educational Improvement Partnership with all other High schools in the Borough.

Information is passed on to the Connexions Service regarding any special needs a student may have and, where requested, information is passed on to colleges of further education.

## **19. Links with other outside agencies**

St Wilfrid's has links with a number of outside agencies and refers students to these as appropriate. (See our Local Offer on the web-site)

Outside agencies with which the SENCO has contact are:

1. Health Services (the Academy Nurse, the Consultant Paediatrician, Occupational Therapy, Physiotherapy and Speech Therapy)
2. Social Services
3. Connexions Service.

The Academy also has links with a number of voluntary organisations. These include:

- a) The National Association for Special Educational Needs
- b) The National Association for Able Children in Education NELDA (Dyslexic association based at St Wilfrid's)

## 20. Other Information

Documents published by the Department of Education, which may be of further interest:

- a) Special Educational Needs - a guide for parents.
- b) Code of Practice on the Identification and Assessment of Special Educational Needs 2001.
- c) Disability Discrimination Act 2002.
- d) Special Educational Needs Tribunal - How to Appeal.
- e) Removing Barriers to Achievement.

Copies of these documents may be obtained free of charge by phoning 0171 510 0150

or writing to  
DFES Publications  
P.O. Box 5050  
Sherwood Park  
Annesley  
NOTTINGHAM  
NG15 0DJ

Signed..... Dated.....  
(Governing Body)