



Special Educational Needs Policy

Lead SLT	THB
Statutory Policies – these have to be referred to legal	
Trade Union Consultation/Approval	
Complies with DfE Guidance	
Complies with Legislation	
Approved by the Governors' Pupil Support Committee	
Date of next review	Sept 2018

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Disabled people and young children

Many children and young people who have SEN may have a disability under the Equality Act 2010 that is "...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". "Long term" is defined as "a year or more" and "substantial" is defined as "more than minor or trivial". This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. *Code of Practice 2014.*

Mission statement

The Elizabethan Academy is fully committed to the provision of equal educational opportunity for all pupils. We strive to create an inclusive atmosphere, engendering a sense of community and belonging through our:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

We work to ensure that pupils are included in the educational, pastoral and social life of the academy. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all forms of school life.

We believe that provision for pupils with special educational needs is a whole school responsibility requiring a whole school response, involving all staff, teaching and support. We believe that all teachers are teachers of children with special educational needs.

We fully support:

- The Special Educational Needs Code of Practice 2014
- The Equality Act 2010
- The Children and Families Act 2014

We recognise that Special Educational Needs (SEN) may be experienced in the following areas:

- Communication and Interaction (C+I)
- Cognition and Learning (C+L)
- Social, Mental and Emotional Health (SMEH)
- Sensory and /or physical (S+P)

We recognise that there is a continuum of individual need that will be met using a graduated approach. A coordinated approach ensures that pupils' needs are met via a comprehensive network of support systems within the school, and within the wider community.

1. Aims and objectives

Aims

We aim to 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 (2014).

Our aims are:

- To ensure that all pupils have access to a broad, balanced and relevant curriculum, including the National Curriculum, that is differentiated to meet their needs.
- To ensure the staff are fully aware of pupils with special educational needs and what those needs are and are given training and support to help them meet those needs
- To work in partnership with pupils, other agencies and educational support services for the benefit of the child and the school community
- To seek the views of the pupils and take them into account during the decision making process.
- To ensure that pupils with SEND take as full a part as possible in all academy activities
- To deliver practice that ensures that statutory obligations with regard to SEND are met.

Objectives

- Identify the needs of pupils with SEND as early as possible by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school. In the absence of a formal diagnosis the academy will not assume a disability or medical condition but will aim to support the individual needs of a pupil.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of pupils with SEND 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 pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Vice Principal and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' 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 SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means we will seek the views of the pupils and take them into account during the decision making process and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, for example, through the student council.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Helen Ashton-Brathwaite (SENCo)
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Helen Ashton-Brathwaite.
- The Assistant SENCo is Mrs Pat Williams.
- The Senior TA with responsibility for inclusion is Mrs Sally Wheatley.
- The Academy's link from the Educational Psychology Service is Pippa Pal.

3. Arrangements for coordinating SEND provision

The **Special Education Needs Department** will hold details of all SEND Support records such as provision maps, action plans and subject targets for individual pupils.

All staff can access:

- The Elizabethan Academy SEND Policy;
- A copy of the full Inclusion Register and additional SEND Support Register used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEND provision on the school learning environment – Frog.
- Information available through Nottinghamshire’s SEND Local Offer

This information is made accessible to all staff and parents in the appropriate format in order to aid the effective co-ordination of the school’s SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

No pupil is refused admission on the grounds of disability.

To facilitate the smooth transition for students with support needs both from feeder and non-feeder schools, there will also be, prior to admission:

- The attendance of a representative of the academy at Year 6 Annual Reviews for pupils with a Statement of Special Needs/Education Health Care Plan, where possible
- A transition programme co-ordinated by the Assistant Principal (Transition)
- The gathering of additional relevant information from the partner schools
- The making of appropriate transition arrangements with regard to the transition plan put into place in Year 6, including a building gifts and talents day and summer school
- A timetable for transition planning for all students with SEND
- In the summer term there is a ‘New Intake Evening’ where prospective pupils meet their tutor. Pupils with special educational needs, together with their parents/carers, are also invited to talk to the Learning Support staff about the provision for pupils with SEND. There are extra visits for some pupils to ensure a smooth transition.
- Staff training may also have taken place where pupils with high level needs are to be admitted.
- Pupils with special educational needs admitted to school, at times other than year 7 transitions, are carefully assessed as soon as possible following their admission, to ensure their needs are met.

5. Specialist SEND provision

The Elizabethan Academy is a mainstream school. We are currently working towards the Dyslexia Friendly Award. We work closely with families, feeder schools and other agencies to provide a wide variety of support for pupils with SEND. We aim to ensure that all pupils have access to provision which meets their needs or disabilities.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 10.

6. Facilities for pupils with SEN

Range of provision available for SEND students:

In addition to support from teaching assistants in the classroom and in small groups, the Elizabethan Academy provides the following additional resources for our Special Needs Students:

Transition

We work closely with feeder and other primary schools to make sure that all students feel comfortable with their move to a larger school. SEND students will have the opportunity to have extra visits to school in order to familiarise themselves with the environment and some of the staff they will meet.

Lunch Club

Lunch Club is available within the Learning Support Department to meet the needs of students with communication and interaction difficulties who may find social times difficult. It gives them an opportunity to mix with other students and staff in a safe and friendly environment.

Homework Support

The Learning Support Resource room and staff are available at break times and during Lunch Club to help with homework and to give access to ICT when necessary.

Key Teaching Assistants

Students on the Special Needs register at SEN Support and who are AFN funded will be allocated a Key TA. This TA will work closely with the child, parents and staff to meet the child's needs within school. We feel that this increases the confidence of the child as there is a named member of staff within Learning Support that they can turn to with any problems.

Educational Testing and Dyslexia Screening

In addition to standard testing and assessments and tracking within school there is provision for extra testing and Dyslexia screening by a specialist teacher. This helps identify students who may need additional support within lessons or may benefit from more individualised tuition. It may also provide evidence for exam boards if applications for additional access arrangements for exams are to be made.

The Inclusion Base

The Inclusion Base is a facility which provides short-term, time-limited, focused support for individuals who, for a range of reasons, cannot access learning in their current regular learning situations. It is about identifying and removing barriers to achievement, ensuring all have equality of opportunity and empowering all students with skills and strategies to deal with their individual issues and achieve their potential. It accepts each pupil as a unique individual and aims to raise self-esteem and motivation, in a caring and positive atmosphere.

The inclusion Base also offers intensive support for students across the curriculum in small groups or 1:1, coursework catch up sessions for students studying towards GCSEs and BTEC qualifications. It offers emotional and study support to students returning from long periods of absence as well as providing reintegration packages for students returning to mainstream. For students who enter the school mid-year, there is also support for them with school systems, timetables and testing.

Physical environments

The Elizabethan Academy was built in 2007 and incorporates facilities for pupils and staff with disabilities. It is easily accessible for all visitors and has marked parking bays at the front of the school for blue badge holders. Built on two floors, it has a lift and wheelchair access to all rooms. A loop

hearing system is available on request. There are several disabled toilets on both floors, all equipped with handrails and emergency alarms.

Assistive Technology

The academy provides access to a limited number of netbooks, laptops and i-pads on a needs led basis to support pupils with temporary and long term physical needs and/or literacy related barriers to learning. Clicker 6 is an assistive writing package and is available through the Inclusion support team.

Exam Access Arrangements

An identification of SEND does not result in automatic exam access arrangements. The process of exam access arrangements is governed by the exams board – JCQ. Students are assessed by a series of tests and if identified as requiring access arrangements, this is co-ordinated between the academy exams officer – Mrs P. Miller – and the SENCO. Pupils and parents are notified of their exam access arrangements and support, as approved, is provided. More details of access arrangements can be found at www.jcq.org.uk

School Transport

Where pupils with SEND require specific transport to and from school, this is arranged by Nottinghamshire County Council.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget up to £6,000. As a family of schools we have agreed to use element 1 and 2 of a school's budget to provide up to 9 and a half hours of support. Some pupils with SEND may meet the countywide criteria to access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Elizabethan Family of Schools comprises of a secondary school and its feeder primary school – Carr Hill, Sturton, Ranby, Sutton cum Lound, Ranskill, Mattersey, North Wheatley, Everton). The decision to consider an application for additional funding is made after careful consultation between the SENCo, key school staff and families.

For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

To support pupil progress and meet individual needs the academy aims to use SEND funding as part of its resource allocation which may include other sources where appropriate eg. Pupil Premium, Catch Up Premium.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child is formally recorded by the academy on the inclusion register as being under observation due to concern by parent or teacher. They may also be listed on the inclusion register if their SEND is identified and is able to be provided for through quality first teaching with strategies provided by the inclusion team. This does not place the child on the academy's additional SEND support register. Parents are given this information and the academy will closely monitor each child's progress. It is recorded by the school as an aid to further progression and for future reference.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the Additional SEND Support Register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

Additional SEND support

Where it is determined that a pupil does have SEND and their progress is significantly outside expected academic achievement, parents will be formally advised of this and the decision to offer 'additional SEND support' will be added to the pupil's file as well as placing them on the academy's Inclusion Register. The aim of formally identifying a pupil with SEND for Additional SEND Support is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

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

Assess

This involves clearly analysing the pupil's needs using the subject teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome 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

Planning will involve consultation between the teacher, 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 pupil, including support staff will be informed of their 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 subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

We believe that children who are capable of forming views have a right to express their opinions and to have that opinion taken into account. Pupils will be encouraged to be involved in the setting of their own learning targets and in evaluating their own progress. Their views will be taken into account when planning support. Pupils are encouraged to attend their review meetings.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school 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 child 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 a statement will be taken at a progress review.

The application for an Education, Health and Care Plans 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 provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child 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.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on: 0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on: 0115 948 2888

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The academy offers a range of facilities to pupils with special educational needs to ensure access to a broad and balanced curriculum which meets their needs. Resources are used flexibly as needs are constantly changing. Any decision to provide group teaching outside the classroom will involve the SENCO and Curriculum Leaders in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made. This may include:

- In-class support, in negotiation with subject teachers
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Anger Management
- A range of support strategies to meet the needs of pupils in Key Stage 4

- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Support from outside agencies
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Opportunities for pupils to work individually and in small group situations
- Opportunities to develop literacy and numeracy skills
- Offer of help with homework and classwork
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Assistant Principal/SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Principal together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and the Bassetlaw Partnership SBAP.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is a continuous process including pupil reviews, parents' evenings, provision mapping and the analysis of data.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice for pupils on the SEND Support Register. For pupils on the Inclusion Register progress will be monitored via the use of Tracking reports and Parents Consultation evenings and review days as published in the academy's calendar. Progress of pupils undertaking interventions will be reviewed and evaluated at the end of each block of intervention.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO and principal and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

We value the partnership between Parents and Staff but should a problem arise, parents are asked to contact the SENCO in the first instance.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

Any complaints will be treated in accordance with the school complaints procedure. For a copy of the complaints procedure, refer to the academy website.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO and the wider Special Educational Needs team attend relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we have family based funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

Other training for teachers and TAs will be organised as and when required. If a particular pupils needs requires specific staff training then this will be organised eg. Manual handling, fire evacuation procedures for pupils with severe medical needs.

14. Links to support services, voluntary organisations and external agencies.

The Elizabethan Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The academy continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is essential to the effective and successful SEND provision within our academy. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary

- CAMHS
- Social Care
- Targeted Support
- Supporting Families
- Educational Psychology Service
- Extended Services
- Specialist Schools and Families Services
- School nursing service
- CASY counselling Service
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

15. Working in partnerships with parents

The Elizabethan Academy believes that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parents' evenings and review meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils 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 pupil has additional learning needs the parents and the pupil 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.

16. Links with other schools

The school is a member of the Elizabethan Family of Schools, the Bassetlaw SBAP and the East Bassetlaw Partnership. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

The Elizabethan Academy aims to support transition at each stage from Year 7 to 13. Pupils' individual needs are planned for and supported using transition plans in Year 8, Year 9, Year 10 and Year 11. All pupils with SEND are supported to ensure transition between educational phases is well planned and that provision is in place to aid this process. Information regarding the additional needs of any pupil is used to plan provision and support a smooth transition. This includes transition to and from The Elizabethan Academy.

Signed _____ [Name]
(Headteacher)

Date _____

Signed _____ [Name]
(SENCO)

Date _____

Signed _____ [Name]
(SEND Governor)

Date _____

This policy will be reviewed annually.

DATE OF REVIEW:	15/09/2015
SIGNED ON BEHALF OF SENIOR LEADERSHIP TEAM:	
DATE:	
GOVERNING COMMITTEE:	Student Support Committee
SIGNED ON BEHALF OF GOVERNING BODY:	
DATE:	
DATE OF NEXT REVIEW:	Autumn 2016