

# Ysgol Llangatwg

## Llangattock Church in Wales School



# Policy for Special Educational Needs

Reviewed and Adopted:  
25/06/14

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

*Children have SEN if they have a learning difficulty, which calls for special educational provision to be made for them.*

*Children have a learning difficulty if they:*

- a) have a significantly greater difficulty in learning than the majority of children of the same age*
- b) have a disability, which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the Local Education Authority (LEA)*
- c) are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them*

*A child must not be regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she will be taught.*

*Special educational provision means:*

- a) for a child over two, educational provision, which is additional to or otherwise different from, the education provision made generally for children of the child's age in schools maintained by the LEA, other than special schools, in the area*
- b) for a child under two, education provision of any kind*

**(see) Section 312 Education Act 1996**

Children with special needs include those with learning difficulties, physical disability, emotional and/or behavioural problems, and different levels of achievement from that of their peers.

## **STATEMENT OF INTENT**

Achieving high standards of teaching and learning becomes increasingly more difficult if a child's potential for learning and his/her motivation towards the discipline of learning is impeded or interrupted in some manner. Children in our schools may encounter a variety of barriers to achievement, which can affect their well-being, their attitude towards school and their performance and attainment. Such children may be described as those with Additional Learning Needs (ALN). Children with Special Educational Needs (SEN) form one subgroup of those with ALN, and will require some special or different or modified course of action at school.

The intention of the school is therefore:

- To address the variety of special needs and additional learning needs recognized at any and every stage of education, and have these needs met in the most appropriate and positive and effective manners.
- To develop sensitivity to individual needs and a climate of warmth and support in which self- confidence and self-esteem can grow.
- To develop skills in identifying children with learning problems and construct suitable programmes of work.
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.
- To ensure that children with ALN, whatever they may be, receive equal learning opportunities, including the maximum possible access to the National Curriculum.
- To meet the needs of the majority of children in mainstream school not on the special needs register. However those children with special needs should, where appropriate, be educated alongside their peer group in mainstream school, particularly if parents request this.
- To work in partnership with parents to meet the challenge of the child with SEN/ALN. The school needs to work very closely with parents in order to secure the most effective and positive provision of the child with SEN/ALN.

## **ARRANGEMENTS FOR CO-ORDINATING PROVISION**

The school has appointed a SEN Co-ordinator (currently Mrs M. Smith) who has responsibility for co-ordinating SEN provision within the school, and who works closely with the Headteacher, class teachers, and learning support assistants.

The SENCo will provide support for staff, liaise with LEA and external agencies, monitor and develop Special Needs provision.

## **WORKING IN PARTNERSHIP WITH PARENTS**

*Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEA's and others. This is important in enabling children with special educational needs to achieve their potential*

**Point 2:1 SEN Code of Practice for Wales 2001**

We in Llangattock Church in Wales Primary School aim to work with parents and will strive to create a positive working relationship to ensure the achievement of educational objectives.

We wish to foster the relationship between parents of children with SEN/ALN and our school. We are aware that this partnership will have a crucial bearing on the child's educational progress. Our school values the unique knowledge and information parents have.

We will involve parents at the assessment process, keep them well informed of their children's learning, well being and their day to day life in school.

Parents should also recognize they have responsibilities towards their child and the most effective provision will be made when they become involved.

The school provides the Special Needs Policy for parents if required. An Annual Report on the policy and practice in identification, assessment and provision, monitoring and record keeping of SEN is also provided within the annual report of the Governing Body.

Should any parent be dissatisfied with the school's efforts on behalf of their child, they will be referred to the special needs co-ordinator and/or the Headteacher so that the situation can be investigated and if necessary improved.

A member of the Governing Body of the school is named as having a particular interest and responsibility for special needs and complaints can be taken to him/her if necessary. Currently, the SEN governor is Mrs S. Harris.

## **INVOLVING THE CHILD**

*Children who are capable of forming views have a right to receive and make known information to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.*

**(see) Articles 12 & 13  
The United Nations Convention on the Rights of a Child**

The school aims to involve children with SEN/ALN in formulating plans for SEN provision and implementation of an Individual Educational Programme (IEP). The school has adopted Pupil Friendly IEPs. Consultations with the children on the areas they wish to improve form a routine part of target setting.

Children have the right to be heard. Older children in particular, have important and relevant information to contribute and should be encouraged in decision making regarding any provision. Even the youngest child can contribute.

Young children are more likely to respond positively to programmes in which they have been consulted and given responsibility for their own progress.

Children will be consulted on a regular basis, their progress reviewed and their thoughts and feelings about provision and progress discussed.

## **ACCESS TO THE NATIONAL CURRICULUM**

This school believes that all pupils should have access to a broad, balanced curriculum, irrespective of ability.

It is recognised that the various parts of the curriculum contribute to the educational experiences of each child and forms a coherent whole. Although each child's development is continuous, it is not expected to proceed at an even pace. Accordingly this school makes appropriate provision for each child at each Key Stage.

Matching of content and teaching methods to the abilities and needs of each child is crucial to the delivery of a satisfying and effective education. A variety of approaches should be employed to maximise the achievement of all pupils.

Assessment of the quality of learning demonstrated by pupils with SEN/ALN is based on the skills developed as learners in the work being undertaken.

At all stages the teachers are required to ensure pupil's attainments reflect their abilities and plan their programmes of work accordingly. The planning is flexible in order to recognise the needs of all the children as individuals and this ensure progression, relevance and differentiation. All the children are provided with the same opportunity to

access each curriculum area by working at their individual levels as a result of flexible responsible schemes of works and policies.

Children who have SEN/ALN also have general needs in common with other children. It is realised that all decisions that affect education have implications for SEN/ALN.

Staff are expected to nurture an ethos where children with SEN/ALN are welcome into their classes and accepted for their abilities.

The school is guided by statutory guidance from the Welsh Government in the revised National Curriculum (2008) , particularly in respect of the responsibilities of schools to include all learners and have regard to the entitlement of all learners (see Appendix 1).

## **IDENTIFICATION AND ASSESSMENT**

*The importance of early identification, assessment and provision for any child who may have SEN cannot be over-emphasised. The earlier action is taken the more responsive the child is likely to be and the more successful the outcome. Assessment should not be regarded as a single event but rather as a continuing process.*

**(see) Section 5:11 SEN Code of Practice 2001**

*To help identify children who may have SEN/ALN, we measure children's progress by referring to:*

- *their performance monitored by the teacher as part of ongoing observation and assessment*
- *the outcomes from baseline assessment results*
- *their progress in literacy and numeracy*
- *their performance against the level descriptions within the National Curriculum at the end of a key stage*
- *standardised screening, assessment tools and diagnostic testing results*

*Schools should also be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child*

**(see) Section 5:13/5:14 SEN Code of Practice 2001**

Parents who are worried about their child's progress can make an appointment to discuss this with the class teacher, Headteacher or SENCo, who will undertake assessment procedures and, when necessary, liaise with Specialist SEN teacher and external support agencies, including the specialist centre at Crickhowell Primary School.

## **SEN REGISTER**

On an annual basis, the school is required to submit its SEN information to the LEA (PLASC). It is required in the Autumn term usually at the end of November. The document is used for all SEN pupils who are placed on the Code of Practice at any of the stages. It contains information of each pupil including name, date of birth, Code of Practice stage, primary (and secondary) type of SEN and level of provision. This will be completed by the SENCo/Headteacher.

## **LA GUIDANCE CRITERIA**

To complete this register accurately, the SENCo uses the Powys Guidance Criteria together with other assessment and judgements (See Identification & Assessment Procedures within school) to align the children to the correct stage on the SEN threshold.

## **RECORD KEEPING**

Each child on the register has a full pupil record kept on file by the SENCo. These records contain all the information concerning the child's progress and behaviour in the current school, including IEP's (see fuller description in next section) and records from previous schools if applicable. The record also contains information from parents and relevant reports and recommendations from outside agencies. These records are available to relevant personnel and parents.

## **DESCRIPTION OF SEN STAGES**

To give specific support to children who have SEN/ALN, in September 2002, Llangattock Church in Wales Primary School adopted the new model of stages as set out in the COP for Wales (2001). This approach recognises that there is a continuum of SEN and where necessary brings increasing specialist expertise to assist with the difficulties that the child may be experiencing.

The model in brief is as set out below:

• Early Years School Concern	+	School Concern (Year 1 - Year 6)	-	Responsibility for pupils at this stage lies with the class teacher
• Early Years Action (Nursery & Reception)	+	School Action (Year 1 - Year 6)	-	Responsibility for pupils at this stage lies within the school

• Early Years Action Plus	+	School Action Plus	-	LEA and Outside Agencies become involved - this includes the referring to the Specialist Centre
• Statement Stage / School Action Plus Enhanced			-	LEA Outside Agencies share responsibility for the child's needs

Further details of the model are shown below:

### **EARLY YEARS ACTION AND SCHOOL ACTION**

*When a class teacher or SENCo identifies a child with SEN/ALN they should provide interventions that are additional to, or different from those provided as part of the school's usual differentiated curriculum offer and strategies.*

**(see) Section 5:43 SEN Code of Practice 2001**

The concerns that alert staff and/or parents to request placing a child on the COP at this stage include:

- Little or no progress with learning, even when the child's work is finely differentiated to meet their needs
- Emotional behavioural difficulties which are difficult to handle with usual classroom/school techniques
- Sensory/physical /communication difficulties

At this stage the class teacher is responsible along with the SENCo to gather information and begin taking early action. The SENCo places the child on the register at the appropriate stage and the IEP is drawn up with all people concerned. The monitoring and reviewing process begins within school. The child may receive SEN withdrawal support in association with learning, dependent on the severity of their learning difficulties. Alternatively, the class teacher will give the child more support within the classroom environment.

### **EARLY YEARS ACTION PLUS AND SCHOOL ACTION PLUS**

*This is characterised by the involvement of external support services who can assist both school and parents with advice on new IEP targets; provide more specialist assessment; give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.*

**(see) Section 4:29 SEN Code of Practice 2001**

Placing a child on this stage usually occurs because, despite all the strategies put in place by the school whilst the child was on EYA or SA. The progress in the child's learning continues to be substantially lower than those expected of children of a similar age.

- The child's emotional or behavioural difficulties are now substantially and regularly interfering with their own learning or that of their group or class.



- Their sensory/physical or communicative needs require specialist equipment, advice or support.

At this stage the SENCo will seek advice from the Specialist Teacher in the Specialist Centre. They will work alongside the class teacher and outside agencies. The SENCo will move the child's stage on the SEN Register and continue to work with the Specialist Centre/outside agencies to ensure the IEP has specific and measurable targets that are reviewed by all concerned.

The child will now receive withdrawal SEN/ALN support working in small groups or one on one on their areas to be developed. Support may also be accessed from outside agencies.

### **Consultation Meetings - held in Specialist Centre**

If further advice is needed for children on SA Plus, Powys LEA provides termly consultation meetings run by Area Educational Psychologists and which are attended by cluster group SENCo's and all outside agencies.

### **Request for School Action Plus Enhanced Provision or Statutory Assessment**

Children will not be statemented unless they have medical needs or need special school provision.

All other children will be considered for School Action Plus Enhanced Provision.

*'Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and as appropriate, other agencies, as to whether a statutory assessment of the child's SEN is necessary.'*

In some cases, the school, Specialist Centre/outside agencies and parents will decide, after action has been taken to meet the difficulties of the child, that the child's needs remain so substantial that they cannot be met effectively within the resources available to the school. The school may then draw the child to the attention of the LEA with a view to a statutory assessment being considered. The school will provide the LEA with documentation in relation to the child's progress and educational needs.

For example:

- The school's action through the earlier stages of the COP
- IEPs
- Record of IEP reviews and their outcomes
- Medical records
- National Curriculum Levels in Literacy and Numeracy
- Assessments and reports from school, advisory teachers and psychologist reports
- Views from parents and from child (if able)
- Reports of involvement from other professionals including Social Services if applicable

These documents are then considered and discussed by the LEA at a SEN/ALN panel meeting.

*'LEA's must identify and make a statutory assessment of those children for whom they are responsible who have SEN/ALN and who probably need a statement.'*

**Sections 321 & 323 Education Act 1996**

### **IF A STATUTORY ASSESSMENT IS TURNED DOWN**

The Panel's assessment of the child does not always lead to a statement being given. It may provide the school with a particular piece of equipment needed or alternative strategies advised by them to enable the child to progress.

### **IF A STATUTORY ASSESSMENT IS AGREED**

If the LEA agrees with the request for Statutory Assessment they will then request further advice and information from all parties involved, including parents and school. Everybody concerned must reply within six weeks. When the LEA has received all the advice, it must make a decision on whether to issue a statement within ten weeks.

### **IF A STATEMENT IS ISSUED**

If the LEA agrees with the issuing of a statement, a draft statement is sent to all concerned. When agreed, a final copy is produced and issued. The statement must follow a format and contains information prescribed by regulations. The school and outside agencies named in the statement then have a legal right to provide the child with the correct amount of support to meet the needs listed in the statement.

### **REVIEW OF STATEMENTS**

All statements must be reviewed annually by the LA and all relevant agencies to assess the child's progress towards meeting the objectives specified in the statement. All parties concerned are invited to attend these reviews.

### **COMPLAINTS REGARDING STATEMENTING DECISIONS**

If it was decided by the LEA not to issue a statement a 'Note in lieu of a Statement' is issued and it sets out reasons for the panel's decision and offers guidance as to the child's SEN provisions. The parent has a right to appeal to the SEN tribunal regarding their feelings about the decision.

## **INDIVIDUAL EDUCATION PLANS**

Once the children's difficulties are identified and they are placed on the SEN/ALN register at School Action, School Action Plus or Statemented, the class teacher and members of the SEN team working with the child target the areas where the child needs extra support.

The strategies employed to enable the child to progress are recorded on an Individual Education Plan (IEP). The school uses a Pupil Friendly IEP format

These plans include:

- Short term targets set for the child, and in consultation with the child (as appropriate to age/developmental stage)
- Teaching strategies to be used
- The provision to be put in place and the person(s) responsible for that provision
- The date the plan commences and its review date
- Ongoing monitoring section
- Review of progress made and outcomes

The IEP is intended to be a succinct working document, reflecting ongoing interventions. It is written using SMART targets (see Appendix 2) and focuses on a maximum of 5 individual targets. The IEP targets are discussed and reviewed with parents at an Annual Review for statemented children only.

The writing and reviewing of the IEP targets is a collaborative task. All teaching staff who have an involvement with the target work on the relevant next steps for the child.

### **Provision**

A range of interventions are used to support children with SEN/ALN, depending on the identified needs of individuals. Provision may be provided on an individual or group basis as appropriate. The SENCo and Headteacher meet at the end of each Summer term to plan provision and deployment of support staff for the following academic year. This is reviewed regularly e.g. when assessment results become available or as needs change. The SENCo maintains a provision map to give an overview of support in school (see Appendices 3 & 3a).

## **SPECIALIST CENTRE**

Llangattock Church in Wales Primary School has access to the Specialist Centre at Crickhowell Primary School. The specialist class at the centre supports children between the ages of five and eleven, with specific and moderate learning difficulties and admissions are via Powys Special Education Service.

It has close links with Penmaes Special School which can be used to access more specialist advice. Powys Schools Psychological Service provides support through termly consultation meetings.

The Specialist Centre is run by Mrs Angela Oreshko, who has qualified as a Specialist SEN teacher. She also has British Dyslexia Association accreditation (AMBDA).

The role of the specialist centre is set out in Appendix 4.

### **SEN RESOURCE BASE IN SPECIALIST CENTRE**

To support class teachers and SEN/ALN support staff, the specialist centre has developed a school resource base. It is to assist with meeting the needs of SEN/ALN pupils.

This resource base is also accessed and used by SENCo's from primary schools in the catchment area of Crickhowell High School and literacy and numeracy resources are available for loan.

### **THE ROLE OF THE SENCo**

The SENCo is responsible for the organisation and running of mainstream SEN/ALN. This entails:

- Working closely as part of the SEN/ALN team.
- Identifying SEN support.
- Consulting, advising and supporting staff on SEN provision.
- Assessing children with SEN.
- Formulating, monitoring and assisting staff with their IEPs.
- Supporting colleagues when reviewing IEPs at EYA and SA stages.
- Ensuring relevant information regarding individual children with SEN is recorded and updated and also the collation of all of these records.
- Writing the SEN policy and overseeing the day to day running of it.
- Supporting and counselling SEN children throughout the school.
- Assist with Annual Report to Governing Body.
- Liaising with Headteacher, governors, staff, parents, other schools and outside agencies.
- Completing annual PLASC returns to LEA and collating all information.
- Timetabling SEN provision for mainstream classes.
- Organising any SEN provision for SEN/ALN pupils.
- Monitoring progress of intervention programmes.
- Responsibility for annual reviews of statemented pupils in mainstream.
- Liaise with High School SENCos (transition to KS3).

## **SEN/ALN SUPPORT**

Our school is a caring school and, although some staff are employed to support SEN/ALN children, the school ethos is such that every member of staff is fully committed to enabling every child to fulfil their potential. Staff do their utmost to provide the necessary support and care children need to succeed academically and to understand and respect other's feelings, culture and difficulties. They strive to ensure each child is working at his or her correct level and pace.

## **LIAISON WITH OTHER SCHOOLS & AGENCIES**

In order to ease any transfer problems for children with SEN/ALN, arrangements are in place for liaison between playgroup/nursery and the reception class. In addition Y6 children will be given opportunities to visit the High School and meet support staff there and also in our school prior to transfer. Additionally, there are regular liaison meetings between the Specialist Centre staff and all the special needs co-ordinators in the cluster group. The SENCo and class teacher holds meetings with the High School SENCo and parents and child to discuss transition to KS3. If not, the SEN team liaises with specialists from external agencies, such as speech and language therapy, physiotherapy, social services, who are also used to support the progress of the children.

## **SEN/ALN TRAINING AND INSET**

The SENCo/SEN Teacher Marcell Smith, together with LSAs/SSAs, regularly attend Continuing Professional Development courses. Training needs are identified through the School's performance management process. Staff maintain records of training in Practice and Review Portfolios.

## **THE DUTIES OF THE GOVERNING BODY**

The SEN Governor is Mrs. Sandra Harris.

Governing Bodies of maintained mainstream school must:

- *do their best to secure that the necessary provision is made for any pupil who has SEN.*
- *ensure that, where the Headteacher or the appropriate Governor has been informed by the LEA that a pupil has SEN, those needs are made known to all who are likely to teach him or her.*
- *ensure that the teachers in the school are aware of the importance of identifying those pupils who have SEN.*
- *when necessary or desirable, in order to co-ordinate provision for pupils with SEN, consult the LEA, and the governing bodies of other schools.*
- *ensure that the pupil joins in the activities of the school together with pupils who do not have SEN, so far as that is reasonably practical and compatible with the pupil receiving*

*the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.*

- *draw up and report annually to parents on their policy for the pupils with SEN*  
**(see) Section 317 Education Act 1996**

### **THE ANNUAL REPORT**

The annual report will contain a report on the effectiveness of the school's implementation of the SEN/ALN policy.

It will address:

- the effectiveness of the identification and assessments of pupils with SEN/ALN.
- the provision made for those pupils.
- the school's arrangements for monitoring and record keeping.
- the school's use of external support services and agencies.
- any amendments to the SEN/ALN policy made or proposed over the year.
- the principles under which resources have been allocated.
- any consultation by the governing body under Section 161(3).

Signed            (Headteacher):            Date:

                      (Chair of Governors):            Date:

**Extract from revised National Curriculum 2008:**

**Including all learners**  
**Responsibilities of schools**

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document Rights to Action, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on schools in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life. Schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales.

Schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Schools should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all learners including those who use a means of communication other than speech.

**Learner Entitlement**

Schools in Wales should ensure that all learners are engaged as full members of their school communities, accessing the wider curriculum and all school activities and working wherever possible alongside their peers.

Schools should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier phases or key stages within the curriculum. Schools should use material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working significantly below the expected levels at any key stage, schools should use the needs of the learner as a starting point and adapt the programmes of study accordingly. Sufficient flexibility exists within the curriculum to meet the needs of learners without the need for disapplication. In exceptional cases, individual learners may be disapplied, usually on a temporary basis, but group or large-scale disapplications should not be used.

Where it is not possible to cover the content of all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning.

Schools should choose material that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Learners of all abilities should have access to appropriate assessment and accreditation.



Appendix 2:

### **SMART Targets for IEPs**

IEPs are written with the following principles in mind:

IEPs should be

- Specific
- Have a Measurable outcome
- Achievable, given appropriate support
- Relevant to the identified needs of the child
- Time-referenced

Example of Pupil Friendly IEPs, currently used by Llangattock School in Wales is included.

### **Range of Provisions**

School interventions which may be used include the following (additional to classroom differentiation):

- In class support from LSAs/SSAs for individuals or small groups
- Individual or small group support from SENCo
- Precision teaching
- Use of computer programs or digital recording to support writing
- Use of coloured overlays, coloured paper or enlarged print
- Forward Together Programme (following Middle Infant Screening)
- POPAT programme
- NESSY phonics
- WESFORD early phonics programme
- Reading Reflex programme
- Word Wasp programme for reading and spelling
- Activities from National Literacy strategy (Additional Literacy Support)
- Catch Up reading
- Catch Up maths
- Springboard Maths
- Wordshark computer program
- Memory Booster computer programme
- Theodorescu handwriting programme
- Write Dance programme
- Socially Speaking skills programme
- Visual timetables
- Home-School diaries
- Behaviour contracts and/or reward charts
- Social Stories
- Pastoral Support plans

Additionally, outside agencies may provide programmes or specialist resources, including Behaviour Support, Physiotherapy and Occupational Therapy, Speech and Language Therapy and specialist IT equipment for curriculum access.

In the 2014/15 academic year, a 10 week Friends programme is being provided by the LEA, to help a group of vulnerable children deal with anxiety and self-esteem issues.

### **THE ROLE OF THE SPECIALIST CENTRE**

The Specialist teacher is responsible for the organisation and running of the Centre. This entails:

- Working closely as part of SEN/ALN team.
- Providing provision for children from the 5 primary schools in the cluster group.
- Organising and teaching School Action Plus / School Action Plus Enhanced and Statemented pupils from Key Stage 1 and Key Stage 2.
- Timetabling SEN provision in Specialist Centre.
- Responsibility for annual reviews of statemented pupils in the Centre.
- Liaising with educational psychologist, clinical psychologists, occupational therapist, speech and language therapist, primary mental health nurse, child paediatrician and other outside agencies.
- Providing reports/assessments for these agencies when requested.
- Organising and delivering specialist support e.g. language programmes, social skills, narrative therapy, thinking skills, memory training, co-ordination development.
- Consulting, advising and supporting all staff, offering expertise in specific learning difficulties and moderate learning difficulties.
- Assessing, providing reports for school action plus enhanced provision.
- Liaising with other schools, providing outreach support as requested by LEA, schools and other agencies.
- Providing and updating resource base to support all staff/other area SENCo's in SEN provision.
- Provide SEN/ALN information packs on SEN/ALN
- Liaise with High School SENCo/special school to ease transition at KS3.
- Liaising with Headteacher, SENCo, governors, staff and parents.
- Providing a base for area Consultation Meetings with other schools SENCo's and outside agencies.

### **COMPLAINTS PROCEDURE REGARDING SCHOOL SEN PROVISION**

Parents of children with SEN/ALN, who wish to make a complaint about the provision the school is making for their child, should do so either verbally or in writing to the Headteacher or SENCo.

**Review Date: June 2016**