

1 Introduction

3 Principles underlying Practice

3.1 . The school aims to:

- Focus on inclusive practices and removing barriers to learning;
- Identify early the special educational needs of children;
- Make high quality provision to meet the needs of children and to ensure equality of opportunity;
- Consider the views of children and their families;
- Enable children and their parents to participate in decision-making;

- 7.3 Subject teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame. Where pupils have not made progress despite this approach the cycle will begin again but may incorporate further specific interventions such as:

Additional assessment by the Learning Support Team;
Targeted one-to-one or small group lessons with a specialist in the Learning Support Team to help with literacy, comprehension, study skills, writing skills, or revision techniques;
Mentoring sessions; and
The Learning Support Team may observe lessons and offer advice regarding additional strategies in subject lessons.

7.4

if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:

Education or Clinical Psychologist, or Psychiatric Assessment;
Full Specialist Teacher assessment;
GP review.

- 7.5 Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

8 Working with Parents

- 8.1 To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the School with copies of any reports or recommendations concerning the

agree to do this when completing the registration form and accepting the terms and conditions of the parent contract. We expect parents to communicate proactively and

ensure the School can best support their child as far as reasonably possible.

9 Managing Learning for Pupils on the SEND Register

- 9.1 SEND Registers are updated termly by the Learning Support Leads and published electronically.
- 9.2 **All provision is** recorded electronically on SEND Provision Map which is updated periodically by the Learning Support Lead.

- 15.6 The Director of Student Support and Learning Support Leads:
Have day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for pupils with SEND.

17 Complaints

- 17.1 The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's class teacher or form tutor if their child's progress or behaviour gives cause for concern.
- 17.2 We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage.
- 17.3 current parents can raise a formal complaint and how the School will handle it.

18 Inability to Meet Need

18.1

be cancelled or withdrawn, where in the professional judgement of the Headteacher (and after consultation with the parents and the pupil (where appropriate) following the consideration of reasonable adjustments, the School is unable to provide

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Ownership and consultation

Document Sponsor

Group Chief Education Officer