



SCHOOL SENCo: Mrs Natalie Day
PRINCIPLES

- A child with special educational needs and/or disability/ies should have their needs met
- The view of the child should be sought and taken into account
- Parents play a vital role in supporting their child's education
- Children with special educational needs and/or disability/ies should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Early Years Foundation Stage, National Curriculum and Years 10 and 11
- We must keep in mind that there is a big difference between Special Educational Needs and Disabilities, and that SEN provision doesn't necessarily/automatically need to be made for disabled pupils. The same principle applies to children with EAL.

This policy is applicable to all pupils, including those in the EYFS

AIMS

The aims of the SEND policy are as follows:
To be guided by -

- *The SEND Code of Practice (2014)*
- *The Children and Families Act (2014)*
- *The SEND Regulations (2014)*
- *The Statutory Framework for EYFS*
- *The Equality Act (2010)*
- *The Mental Capacity Act (2005)*
- *The Education Act (1996)*
- *The Learning and Skills Act (2000)*

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- To provide an informative account of procedures implemented by the school in the identification, assessment and monitoring of children with special needs.
- To identify, assess, make provision for and monitor, the special educational needs of all children.
- To foster links between parents and school in order to enlist the support of parents in all stages of the SEND procedure.
- To provide a system of recording: the identification, assessment, and monitoring of children with special needs.
- To ensure that all staff are aware of the school's SEND policy, and related documents.
- To ensure that all staff value and promote diversity and difference through implementation of a range of support strategies across the school
- To ensure that our pupils are being adequately prepared for adult life/life beyond Year 11, and that parents and pupils play an active role in these preparations. All pupils are provided with independent careers guidance

RESOURCES AVAILABLE TO SUPPORT SEND PUPILS**LA Funding for Statement/EHC Plans and other SEN Pupils**

SEND funding is allocated to Westbourne School for our pupils who have a *Statement of Special Educational Need/EHC Plan* from the LA in which they live. The school does not receive any additional funding from the government for our SEND provision. All other provision is paid for using the school budget, except for 1:1 tuition with specialist teachers (Kath Hales, Anna Reid and Carole Longmire), which is paid for by parents.

SEND Budget

Both the Junior and Senior schools have an SEND budget. This enables us to make appropriate provision for pupils. The school employs teaching assistants to support children who have been issued with a statement of special needs/EHC Plan by the Local Authority and, where relevant/necessary, other pupils on our Learning Support Register. The number of hours support accredited to children is variable according to their needs. With class sizes being so small, many of our pupils' learning support needs can be met through differentiation within the daily classroom environment. Through close adherence to the pupils' PPPs by teachers.

Support Agencies

The school has access to a number of support agencies -for further information see the Head of Learning Support. They are used as a source of advice/further support when appropriate at any point in the SEND procedure.

ARRANGEMENTS FOR CO-ORDINATING SPECIAL EDUCATIONAL PROVISION

The responsibilities of the Head of Learning Support include:

- the day-to-day operation of the school's SEND policy
- liaising with and advising fellow teachers
- co-ordinating provision for children with SEND
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including Educational Psychologists and other support agencies, the Health and Social Services and voluntary bodies
- convening meetings and attending to the associated procedure
- co-ordinating procedures for annual reviews, conversion meetings and statutory assessments
- ensuring children with SEND are monitored
- Assessing pupils and applying for GCSE access arrangements in accordance with JCQ regulations (whilst also assessing for and granting access

arrangements for pupils from Year 5 upwards both for use in internal examinations and as day to day concessions to enable them to access the curriculum and achieve their potential)

IDENTIFICATION AND ASSESSMENT

Learning Support Register

A Learning Support Register is compiled and regularly updated by the Head of Learning Support and includes pupils at the 3 stages – Monitoring, SEN Support, and Statement/EHC Plan. At Senior School level, there is a small number of pupils who are not on the Learning Support register who choose to use a laptop as their normal way of working. These pupils are added to the register, highlighted yellow under the code 'AA' (Access Arrangements), to enable teachers to recognise their concessions and plan accordingly. It is made clear to staff that these pupils are not on the Learning Support Register for any other reason than this, although they are in receipt of a basic PPP which outlines their reasons for using a laptop within school.

Each class teacher has access to the Learning Support Register, and it is their responsibility to refer to it in their planning and teaching. If the Head of Learning Support makes an amendment to the register, staff are immediately notified. The Learning Support Register contains a list of those pupils from Year 5-11 who are in receipt of examination concessions. All of this information is mirrored in PASS, our electronic database, and is also in each pupils' Personalised Provision Plan (PPP).

Information from Other Schools

The Head of School/Head of Juniors/Deputy Head of Senior School, class teacher(s) and Head of Learning Support will discuss information received from other schools. Confidential records of children on the SEND register will be kept by the Head of Learning Support; staff can easily access these records, but they must be stored in the Learning Support Office in Senior School and the Head of Juniors' office in Junior School. Staff are aware of this and know where information is stored.

General Assessment Practices

Opportunities for assessment must be built into the provision made for children with special educational needs in order to monitor and evaluate current programmes and to inform future planning.

- The school understands that the early identification of educational needs contributes to the effectiveness of intervention and support.
- Pupils are assessed in the first weeks of September in Y4, Y6 and Y9 by sitting the appropriate CATs tests. Pupils who join the school at Y7 will also sit CATs tests at this time. Pupils who join the school later in an academic year will sit age appropriate CAT tests at the beginning of their first full-academic year. Later in the year, all Y9 pupils are screened to identify any areas of significant weakness in preparation for GCSE concession applications to be submitted by the Head of Learning Support. This screening can also take place in Year 10 now that GCSEs have become linear.
- Class teachers work closely with parents and teachers to plan an appropriate programme of intervention and support.
- Recommendations will, where appropriate, be made by the Head of Learning Support that further assessment should be made by other professionals. This could

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be a specialist teacher, an education psychologist, CAMHS, the child's GP (perhaps for a multi-disciplinary assessment) or a counsellor:

- The school may recommend an educational psychologist or counsellor or parents may source this help themselves – these assessments would be at an additional expense to the parents, and this is made clear to parents. The Head of Learning Support is also qualified to administer full educational specialist assessments to pupils, and this can be offered to specific pupils as and when appropriate.
- Those children who wish to join the school at Y3 and above are informally assessed by the Head of Learning Support during their taster day. The Head of Learning Support then, in consultation with SMT and parents, will arrange a suitable program of support for the child if necessary.

EYFS

- In EYFS, class teachers are responsible for co-ordinating the SEN provision. They use non-statutory EY Outcomes Guidance as a tool to assess the extent to which a young child is developing at the expected levels for their age.
- The EYFS Profile, completed in the final term of the year in which the pupil turns 5 informs plans for future learning and identifies any additional need for support.
- In EYFS, specialist support from external agencies is sought if necessary, and there is ongoing close liaison between staff and parents. Parents are required to make school aware of any pre-existing conditions which pupils may have, prior to them starting at Westbourne School.

Examination Concessions

- In Junior School examinations, a decision will be made by the Head of Learning Support (in consultation with class teachers) as to which pupils are eligible for examination access arrangements. They will refer to WRATs test results and/or NGRT (or other relevant) test results, pupil assessments and the pupils' normal way of working in order to do this fairly. Any 1:1 specialist support teachers will also be invited to share their thoughts and recommendations.
- In Senior School (in Years 7 to 9) examination concessions are arranged in the same way. However, at GCSE level, the Head of Learning Support is responsible for screening pupils at the end of Year 9/beginning of Year 10 to ascertain which pupils are eligible for concessions in their GCSEs. All GCSE examination concessions procedures are in line with JCQ's regulations, and are undertaken in consultation with the schools Examinations Officer.

The Staged Approach

The school has adopted the Monitoring and SEN Support response, as per the SEND Code of Practice 2014, to meet the needs of children with SEND. At all stages we follow the 'Assess, Plan, Do, Review' approach.

Expressions of Concern (for pupils at the Monitoring stage) are characterised by increased differentiation within the child's normal classroom. At this stage the responsibility for meeting the child's needs rests with the class teacher, with the Head of Learning Support having an overview. Any concerns regarding the progress of these pupils must be shared with the Head of Learning Support immediately. **The first response to any concern about a child's learning must always be high quality**

teaching, targeted at the child's area of weakness, ensuring that parents are fully informed and consulted.

SEN Support is generally characterised by the inclusion of personalised/differentiated learning activities for a child, and this includes both 'in-house' interventions and support from external agencies. The class teacher is responsible for the day to day teaching of the child and must make reasonable adjustments so that all children are able to access the curriculum. The Head of Learning Support, along with class teachers, is responsible for the action taken, and support given, outside of normal classroom procedures.

Statutory Assessment the school or parents may request assessment with a view to acquiring an EHC Plan from the Local Authority. *Note – at the time of writing this policy (Jan 2016), Sheffield LA are in a 'transitional phase', where some students are still in receipt of a 'Statement' and others are beginning to receive 'EHC Plans'.*

Areas of Need

Pupils may have one or more specific area of need, and so codes are used on the Learning Support Register to categorise the need(s). All staff have been given detailed documentation to explain these different types of need, and there is also a document on CRL reminding them of what each code means, along with a list of relevant diagnoses:

Communication and Interaction (CI)
Cognition and Learning (CL)
Social, Emotional and/or Mental Health Difficulties (SEMHD)
Sensory and/or Physical Needs (SPN)

Summary of Procedures

Monitoring Stage

The class teacher talks to the Head of Learning Support when concerns about a child's progress are first identified.

The class teacher:

- identifies and registers their concern with the Head of Learning Support
- collects information and undertakes any relevant assessments with the child (ASSESS)
- plans appropriate intervention in the classroom and through use of teaching assistants, involving the parents (and child where appropriate) in the planning stage (PLAN)
- undertakes differentiation (DO)
- consults the parent and the child throughout the process

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- monitors and reviews the child's progress, including the parents at every stage (REVIEW)
- assesses the child's levels, amends intervention to cater for the continuing needs of the child, beginning the Assess, Plan, Do, Review process again. Only when the child's needs can be proven to not be met within the classroom/everyday interventions arranged by the class teacher, and progress is not being made, does the child then move on to the SEN Support stage.

SEN Support

The Head of Learning Support, along with the class teacher:

- gathers evidence of the child's current levels and, in consultation with the child and their parents, undertakes any relevant assessments to gain a picture of their current needs (ASSESS)
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- meets with parents and, where appropriate, the child, to discuss current issues and potential ways forward (PLAN)
- draws on the advice of outside/inside specialists from education, health and social services where appropriate. Other adults may support in the classroom or the pupil may receive additional support/intervention outside of the classroom or from an outside agency (DO)
- consults the parents and child, keeping the Head of Juniors/Deputy Head of Senior School informed, reviewing regularly (REVIEW)
- amends intervention to cater for continuing needs of the child, beginning the Assess, Plan, Do, Review cycle again. Only when the child's needs can be proven to not be met through the intervention and support they are receiving at the SEN Support stage, and progress is not being made, does the school (with parents) consider requesting a statutory assessment. At this stage, the parents will be encouraged to consult the LA website.

Request for Statutory Assessment

The LA (Local Authority), in consultation with the school, parents and other agencies, considers if a statutory assessment is needed. If a statutory assessment is required, the LA collects evidence from all those concerned with the child's progress, health and welfare. The Head of Learning Support will put information together in the LA document, 'Education Assessment Tool' if they are leading the request to assess. The school is not the only party who can request a Statutory Assessment on a child. The parent or the child themselves (if over the age of 16), can request an EHC assessment. The Local Authority **must** respond within 6 weeks of a request (from any party).

Issuing an EHC Plan

The LA decides if the degree of the child's learning difficulty or disability requires the LA to determine the special educational provision necessary to meet the child's special educational needs. If the LA does need to determine the special education provision, an

EHC Plan is drawn up. It is reviewed by the parents and the school yearly. Children's needs change and so EHC Plans can be altered at either the Annual Review Meeting or at an Early Annual Review Meeting.

Personalised Provision Plans (PPPs)

All pupils at the SEN Support/Statement/EHC Plan stage are in receipt of a PPP. Some pupils at the Monitoring Stage also have a PPP. PPPs outline the support which pupils are currently receiving, and also contain a list of tips/strategies for teachers/parents/pupils to use, to support the child to make progress in their identified area of difficulty. Pupils who are not on the Learning Support register at any stage, but who regularly use a laptop as their normal way of working, are also in receipt of a PPP. PPPs are kept up-to-date and stored on PASS, as well as on CRL. PPPs are shared with staff and parents, and with pupils where appropriate. All these stakeholders are encouraged to contribute to the ongoing reviewing/amending of PPPs.

EVALUATING SUCCESS OF IMPLEMENTATION OF POLICY

Evaluation of the implementation of the SEND policy will be judged in terms of the aims set out at the beginning. These focus upon teacher/parent awareness of the SEND policy and the extent to which all children listed on the SEND register are receiving support at the appropriate level.

The success of the implementation of the policy will be evaluated in terms of the aims of the policy.

- (i) Staff awareness of policy
- (ii) Provision made for all children with special needs
- (iii) Parents' awareness of policy.

This policy was written in the Spring Term 2016.
To be reviewed in Spring Term 2017.

SEND Supplementary Documentation for Teaching Staff**Record Keeping**

- Each class teacher must keep a file containing relevant and up-to-date information and documentation (such as PPPs) on children with SEND in their class.
- Copies of all statutory assessment reviews should be retained by the Head of Learning Support and held in a central file. All staff have access to the central file (CRL/PASS) and are encouraged to regularly revisit it electronically, as amendments are often made to the registers. Whenever a change is made, the Head of Learning Support immediately updates the information on the registers and on the CRL/PASS system, and staff are immediately informed, either via email or verbally (usually in a staff meeting or briefing).
- Each class teacher will have a Learning Support Register, which is also kept up-to-date on CRL. A copy should be kept in the teacher's file and a copy held by the Head of Learning Support. The information in these registers should also be available on the PASS system.
- It is every member of staff's responsibility to ensure they have up-to-date copies of these registers in their files. It is made clear to staff that the information on these registers regularly changes, as pupils' needs are met and new targets are set.

REVIEW PROCEDURES

Pupils at the Monitoring Stage (Expression of Concern)

The class teacher is responsible for reviewing those children at this stage. Parents' evenings and similar occasions will allow parents to contribute. It is particularly important to address parents and, where appropriate, the child in person if considering moving the child to the SEN Support stage.

The review will address:

- (i) progress of child
- (ii) effectiveness of strategies and interventions, referring specifically to their PPP if they have one
- (iii) future action

SEN Support

The Head of Learning Support will convene SEN Support review meetings and will include the external agencies involved with helping the child make progress if necessary. The parents and child, where appropriate, will be invited to attend SEN Support reviews. The review at the SEN Support stage will be recorded.

The review will address:

- (i) progress made by the child
- (ii) effectiveness of the strategies and interventions on the targets, referring specifically to their PPP
- (iii) contribution made by parents at home
- (iv) up-dated information and advice
- (v) future action
- (vi) whether the child is likely to be referred in future for statutory assessment

Summary of Options Available at the school-based stages (Monitoring and SEN Support)

The following describes the options that are available at the two school-based stages following a review:

Monitoring

1. Remove child from register. The child has made progress such that he/she can return to routine class monitoring.
2. Continue at Monitoring stage. The teacher(s) records progress towards the targets and decides if different strategies / interventions are needed. PPP (where appropriate) will be amended.
3. Move to SEN Support. The teacher considers that the Head of Learning Support may need to refer the child to outside agencies or for additional support/assessment. Teacher consults the Head of Learning Support.

SEN Support

1. Continue at SEN Support. The child's progress has been satisfactory. PPP will be amended/updated.
2. Revert to Monitoring. If the Head of Learning Support and external/internal specialists (where involved) decide that the child no longer needs specialist intervention or provision at SEN Support then the child may revert to the Monitoring stage and action will be taken at those levels.
3. Child referred to LA for a Statutory Assessment If the child is making no progress and requires more 1-to-1 support than school is able to give, then the Head of Learning Support and/or parents should consider advising the LA that a statutory assessment might be necessary. Parents advised to consult the LA website.

Ascertaining Views of Pupils

Involving the child in any assessment or intervention, where the child is able to contribute, is vital. Obtaining the view of the child can occur informally in time that will need to be made available by the class teacher. The discussion should inform the child of the purpose of a particular assessment for them and the rationale for their involvement in any intervention programme. The teacher should invite comments from the child and be receptive to any suggestions the child might make. When the concern is initiated, the child's views should be recorded and subsequently the child's comments should form part of the review procedure wherever possible. Where appropriate, children are encouraged to attend review meetings about their SEND provision. This is especially important from Year 9 upwards, where a closer focus will be on Post-16 provision and preparing for adulthood.

Consulting Parents

Every effort should be made to encourage parents to recognise that they have responsibilities towards their child and that the most effective provision will be made when they are engaged in a positive and open working partnership with the school and other professionals. Parents must be made aware of the ways in which they can help their child at home and should be consulted at all stages of the SEND procedure. Parents should be informed of and invited to attend reviews, where possible, concerning their child.

Support Services

The expertise offered by a range of support services is available to the school. Their advice and help can be sought to help meet the needs of those children with specific learning and behavioural problems, at any stage of the SEND procedure.

Involvement of Support Agencies

- The school maintains close links with a number of Educational Psychologists and specialist organisations such as Dyslexia Action. Contact details will be passed on to parents where appropriate. Please note that, because Westbourne School is an Independent School, we do not have access to the services of Educational Psychologists free of charge. If parents wish to consult an Educational Psychologist, or obtain an assessment by them of their child they must do this at their own expense.
- The school also draws upon the advice and support of other agencies to supply advice, training to staff and specific expertise when necessary and/or possible, such as Sheffield Speech and Language Team, the Ryegate centre, CAMHS, AMHS, MAST, Social Care, Sheffield Hearing Impairment Service, amongst others.
- The Head of Learning Support is a registered Test User and member of the British Psychological Society, and holds an additional qualification in educational testing (CPT3A – Real Training, November 2015). In some circumstances, the Head of Learning Support can administer specific psychometric tests with pupils, and can provide them with an educational assessment. The Head of Learning Support is the Specialist Assessor for all pupils requiring EAA at Key Stage 4.

ACCESS TO THE CURRICULUM AND INTEGRATION

Organisational Arrangements

All children should have equal access to the curriculum. Work should be matched to the children's needs to enable pupils to access the curriculum at their own level of understanding.

Classroom Strategies

- Empowering the child through involving them in the planning of any intervention/support
- Direct teaching reading/spelling programme (e.g. Phonics programmes)
- Small group work/individual work
- Using cultural background to make activities relevant
- Planning activities which build in success
- Appropriate reward/ sanctions system
- Building in withdrawal of support within educational target for child
- Diffusing/calming down sessions
- Avoiding confrontation
- Observation
- Treating all with respect
- Providing a good model of behaviour
- Good organisation
- Giving a secure environment, building in more variables
- Pitching work at appropriate levels across the curriculum
- Providing progression in small achievable steps
- Working with parents
- Forging links between home and school
- Disapproving of the behaviour and not of the child
- Stressing and praising the positives

PARTNERSHIP WITH PARENTS

Responding to Parental Concerns

If a parent wishes to express a concern about their child they should in the first instance approach the class teacher (form tutor). If there is evidence for that concern then the child may be placed on the Learning Support Register and action taken at the appropriate stage of intervention.

Complaints Procedures for Parents

If a parent wishes to make a complaint about the provision made for their child, they should in the first instance discuss their concerns with the class teacher. If the problem is not resolved the class teacher may then refer them to the Head of Learning Support, who will consult the Head of Juniors/Deputy Head of Seniors/Head of School. The complaint will be dealt with by reviewing the provision being made at that time and taking action which is agreed upon in partnership with the parents and child.

Information for Parents

The SEND policy is available to provide parents with information about the provision that is made by the school, to meet the specific needs of pupils at Westbourne School. Literature published by the DfES and Sheffield Local Authority can also be made available to parents to inform them of the procedures for children with special educational needs. Parents whose children have a 1 to 1 support lesson are welcomed to attend any or all of these lessons, and this invitation is expressed before the commencement of a child's first lesson.

Parental Consent for Health Interviews

The Health Authority obtains consent from parents for a Multi Professional Assessment. Routine health monitoring is undertaken throughout the child's primary education unless the parent indicates that they do not want their child to be part of the programme.

Organisations Supporting Parents

Lists of organisations who help children with disabilities or learning difficulties, and their parents, can be found in the DfEE 'Special Educational Needs - a guide for parents'. The school will provide local contacts for groups offering support to parents. Sheffield Local Authority has a Parent Partnership, consisting of people who will support parents in all aspects of SEND procedures and paperwork.

Child Protection Procedures

The school follows the guidance provided by Sheffield Local Authority to deal with suspected Child Protection issues.

Mr John Hicks, Head of School, is designated Child Protection Officer (CPO) and any concerns from staff should be initially directed to him. However, Mr Hicks has also deputised other members of staff as 'Safeguarding Specialists'. These members of staff are: Miss Lilley (Senior School), Mrs Day (Whole School), Mrs Bolderson (Junior School), Miss Davison (Junior School) and Mrs Cannell (Junior School). Two school governors (Marilyn Fenn and Gaynor Radley) are also on the Safeguarding Team, and all children and parents (as well of staff) are aware of this. All children and parents are informed of the roles of these members of staff, and are regularly reminded that children are encouraged to speak to these members of staff should they have a concern. However, it may be appropriate at times for pupils to disclose their concerns to another member of staff. In these instances, staff must pass any information on to the CPO or one of his deputies. There is further information on these procedures in our Child Protection/Safeguarding Policy.

RESPONSIBILITIES

Class Teacher Responsibilities

All staff are responsible for meeting the educational needs of all children in their classes. The Head of Learning Support is responsible for *co-ordinating* the provision of children with special educational needs.

The Responsibilities of the Class Teacher Include:

- Using any kind of auxiliary aid (e.g. radio aid) which any pupil may have
- preparing materials for the pupils which are at a level appropriate to their known attainment
- making resources accessible to the pupils who are then encouraged to select them independently
- providing equipment that can be easily handled by all pupils and seeking adaptations for pupils who find their use difficult
- giving equal attention to all pupils

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- using management strategies which raise pupils' self-esteem and minimise disruption
- celebrating the work of lower attaining pupils equally with that of the higher attaining pupils via display, mentions in assembly etc.
- drawing attention to uneven profiles of attainment in pupils in any curricular area or across the curriculum
- noting individual differences, particularly difficulties that may affect progress in attention, comprehension, memory, physical co-ordination, acuity of sight or hearing
- seeking help to overcome these difficulties
- undertaking assessment on a regular basis to identify difficulties
- following procedures for implementing the SEND policy regarding identification, assessment and monitoring
- evaluating the effectiveness of all inclusive practices occurring within their role which promote and value diversity and difference
- preparing their pupils for life beyond school/Post-16 education

CHALLENGING INAPPROPRIATE ATTITUDES AND PRACTICES

All staff work together closely at Westbourne School, to ensure that pupils are well-supported. Staff are encouraged by the Head of Learning Support and leadership team to attend additional courses about relevant SEND issues, and to feedback to the staff. This ensures that the full cohort of staff see it as their responsibility to monitor, evaluate and improve their own practices with pupils with SEND. Where inappropriate attitudes and practices were identified, the Head of Learning Support would liaise closely with leadership team about next steps, also referring carefully to the Safeguarding Policy. Next steps could involve staff members being directed to attend certain, supportive courses or INSET, or they could involve the staff member being involved in a coaching process with the Head of Learning Support, including a series of lesson observations after which the Head of Learning Support would give feedback as to how the lesson could better include those with SEND. The Headteacher would be aware of this process.

HOW THE PROVISION ENCOURAGES CHILDREN TO VALUE AND RESPECT OTHERS

This is something which is a particular strength at Westbourne School. Older pupils in particular are encouraged to join in with our collective responsibility of supporting our younger pupils. Many Senior School pupils work closely with Junior School pupils and pupils in EYFS to support them with their reading and act as mentors for them. Because support is so fluid, flexible and all-embracing, there are many pupils who receive different types of support, so the pupils are fully aware of the different support systems in the school. They are aware of one another's difficulties, and are supported through PSHCE/PSHEE and form time to understand one another well. When pupils struggle

socially, extra support is sought from fellow educational/medical professionals. Also, from Year 3-Year 8 a specialist programme, 'Socially Speaking', is available to pupils, taught in group sessions. 'Socially Speaking' sessions are co-ordinated by the SENCo, and delivered by members of the Learning Support Department and, currently, one of our MFL teachers in Senior School.

ARRANGEMENTS FOR PUPILS WITH STATEMENTS/EHC Plans

Target Setting

Target setting will closely follow the guidance outlined in the child's statement of educational needs/EHC Plans.

In statements:

Part 2 Describes the child's learning and developmental difficulties

Part 3a Describes fixed long-term objectives to be achieved by the Special Educational provision over the duration of the statement.

Part 3b Defines the provision that is considered appropriate to meet the child's special needs and will provide guidance that informs the management/teaching strategies that are deployed.

Part 3c Specifies the arrangements that need to be considered when setting short-term targets. These targets will be revised regularly and will grow out of the long-term objectives identified in Part 3:A.

The arrangements for the child's PPP will be written in consultation with the child's parents and external specialists, as appropriate. The PPP will address the following issues:

- special provision that is to be made
- staff involved, as well as frequency and timing
- involvement of external specialists - frequency and timing
- targets to be achieved in a given time
- monitoring and assessment arrangements
- review arrangements and date.

Monitoring Progress

When targets have been set the teacher will then monitor and informally review the child's progress through the year, updating short-term objectives as appropriate. However, should the child's needs change then a review will be held as soon as possible involving external agencies to ensure that provision specified in the statement is still appropriate.

Annual Review

The Head of Learning Support is responsible for co-ordinating the Annual Review procedures.

These include:

- Arranging the review meeting
- Issuing invitations to agencies involved with the child and to the parents
- Seeking advice from all those who have been involved with the child during the preceding year and circulating the subsequent reports.

The SEND co-ordinator is responsible for:

- (i) conducting meetings
- (ii) writing and submitting reports.

Purpose of the Annual Review

- to review child's progress towards meeting targets
- to collate/record information necessary to plan future support for the child
- to review special provision - appropriateness of special equipment etc.
- to consider continuing/appropriateness of statement
- if statement is to be maintained, to set new targets for coming year.

Parental Involvement

Parents will be encouraged to attend the review and are invited to contribute their views to the process. The child's views will also be obtained, where possible.

The school will offer practical support in the recording of any contribution the parent wishes to make in the Parental Views document.

Note – once statements 'turn into' EHC Plans, the above section of this policy will be amended to reflect the processes in EHC Plan reviewing. At the time of writing, none of our pupils have had conversion meetings so we are not yet aware of how EHC plans will be reviewed. This policy will be updated when relevant information is made available by the LA.

This Policy was approved by the Governing Body of Westbourne School

Signature of Headteacher _____ Date _____

Signature of Chair of Governors _____ Date _____