



SEN Policy

Please also refer to the Provision for different needs (Able, Gifted and Talented) Policy

This policy applies to the whole school: senior, junior and EYFS

Special Educational Needs Defined

GDST Philosophy and SEN Representation:

The philosophy and approach to Learning Support and SEN provision in GDST schools reflects the Trust's overall mission to enable all pupils to participate in the full range of school life and activities, and to succeed to their individual potential. Within the context of the GDST as a group of broadly selective schools, pupils will be considered to have a special educational need if they are hindered in accessing the full curriculum and fulfilling their potential without recognition of their needs and individual provision.

The GDST Inclusion Policy sets out the school ethos which should underpin support for all pupils including those with SEN/Additional Learning Needs

'All teachers are teachers of pupils with individual needs' is the starting point of the policy and a central tenet of the SEN Code of Practice. Provision for pupils with special educational needs is not an added extra like speech or drama lessons; it is a whole school responsibility and every member of staff is involved;

To ensure that the SEN policy is to be implemented, the SENCOs are to be represented at meetings of the SMT, Academic and Pastoral meetings. SEN issues should also be included on the agenda of department meetings in senior schools and equivalent junior school meetings.

Children may have SEN either throughout or at any time during their school career, and may have SEN in one or in many areas of the curriculum.

Pupils who may need support with their learning include those with the following types of specific difficulty:

- specific learning difficulties, e.g. dyslexia, dyspraxia
- emotional, behavioural and social difficulties, e.g. ADHD
- communication and interaction difficulties, e.g. ASD, speech and language difficulties
- sensory and physical difficulties, e.g. visual or hearing impairment, physical and medical difficulties
- learning difficulties across the curriculum

Children who have a learning need other than specific, are regarded as having an 'additional' learning need (ALN).

Trust schools have relatively small numbers of pupils with Statements of Special Educational Need and do not purport to offer specialist provision of the type offered by some independent special schools.

Identification

The Four Areas of Need

The SEND Code of Practice outlines four broad areas of need which can help with identification:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, selfharming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require

specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.

Aims of the Policy

The aims of this SEN policy are:

- To define the Northampton High School's objectives regarding SEN and how these will be met;
- To define the role of the Whole School SENCO and the overall management of SEN provision in the school;
- To define the nature and level of school intervention.

The Northampton High School's SEN Objectives

Some objectives may include:

- Pupils with SEN are identified as early as possible and procedures are followed to ensure their needs are met;
- Procedures are in place to ensure teachers and non-teaching staff are aware of such pupils and supported in meeting their needs;
- Appropriate resources are available and are used in the school;
- Pupils with SEN are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- The views of the child are sought and taken into account;
- Children with SEN feel valued members of the school community;
- Parents play a role in supporting their child's education;
- Full use is made of support agencies outside the school where appropriate.

Further objectives might relate to the school development plan, and so vary from time to time. Similarly, the development of particular strategies or resources used within SEN provision might also vary from time to time.

The role of the SENCO with regards to policy formulation:

The SENCO is responsible for:

- Exercising a key role in assisting the Head with the strategic development of SEN policy / provision;
- Ensuring changes in legislation and current research are reflected in the school's SEN policy / provision;
- Providing regular information to the Head on the evaluation of the school's SEN policy / provision.

The Role of SENCO with regards to the day to day operation of the policy:

Overseeing the day to day operation involves:

- Identifying needs;
- Co-ordinating support;
- Disseminating information.

Identifying Needs

The SENCO is responsible for:

- The screening of all students at significant entry points, including occasional entries;
- The assessment of individual students in response to concerns raised by teachers, parents or students;
- Encouraging all staff to report their concerns to the SENCO using agreed forms of communication;
- Arrangements for a more in-depth assessment if advisable. The SENCO is responsible for discussing this issue with the parents and if necessary providing the parents with a list, (including a disclaimer with the recommended

wording: 'These external professionals are recommended in good faith based on past assessments. However, they all work independently and Northampton High School accepts no responsibility for their opinions nor do we receive any financial benefit from recommending their services'.), of Educational Psychologists/Speech Therapist etc. able to provide such a service. After the report is produced the SENCO should be available to discuss its outcomes and recommendations with the parents

Co-ordinating Educational Support

The SENCO is responsible for:

- Advice on strategies for classroom differentiation for individual pupils;
- The management of peripatetic or contracted staff so that their work is supporting what is going on in the classroom. In-house support tends to generate a closer, more continuous form of support;
- Working with the INSET Co-ordinator to support staff in their differentiation of the curriculum;
- Assistance in the monitoring of pupil progress.

Disseminating Information

The SENCO is responsible for:

- The sharing of results of screening and assessment processes with relevant staff and parents;
- The sharing (with all Trust schools) of the details of screening procedures considered to be the most enlightening/efficient to inform Trust-wide practice;
- The collection and compiling of all records for pupils on the SEN/ALN registers or those who have been identified for monitoring.

The Role of the SENCO with the Management of Staff:

The SENCO is required to oversee the day to day management of their department which includes the following:

- The timetabling of 1:1 lessons, group sessions and class based support provided by specialist teaching staff and learning support staff;

- The co-ordination of specialist support e.g. visiting speech therapists, O.T etc.;
- The provision of meetings to review children's progress with the relevant staff concerned which may also include outside agencies;
- The performance management and professional development of members of the SEN team;
- The monitoring of all reports written by members of the team;
- The co-ordination of all staff training for SEN;
- The responsibility for chairing regular team meetings.

The role of other teaching and support staff

All teaching and support staff at Northampton High School provide for diverse pupils' needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being involved in the development of the school's policies relevant to inclusion and fully aware of the procedures for identifying, assessing and making provision for pupils with additional needs;
- Being aware of which pupils in the school have additional needs;
- As practitioners usually responsible for working with individual pupils on a daily basis, planning and delivering an individualised programme / differentiating their teaching and resources to take account of additional needs;
- Assessing and monitoring the progress of pupils with additional needs and recording relevant information

Partnership with Pupils

Children with additional needs have a unique knowledge of their own needs and circumstances. Northampton High School welcomes parents to discuss with SEN staff and other subject staff their views and where possible include them in all the decision-making processes that affect their child's education. Our school's ethos, organisation and culture support pupil participation, and encourages them to take responsibility for their own learning.

Partnership with Parents

The relationship between the school and parents has a crucial bearing on the progress of pupils, particularly those with additional needs. Parents are welcomed as partners and their contributions valued. Teachers, SENCO, pastoral and other staff all have an important role in developing positive and constructive relationships with parents. There is a clear and flexible strategy for working with and encouraging parents to play an active role in the education of their children.

Parents are kept informed of assessment, special examination arrangements and teaching situations that involve their daughters. It is always possible to arrange meetings on an individual basis with the Whole School SENCO who is also present at all Parents' evenings.

Nature and Level of School Intervention

Admissions

At admission each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate the pupil's needs where possible. A child would only be refused entry if he or she was unable to attain the required academic standard or if the school was unable to cope with the child's disability after having taken exhaustive steps to do so.

In the Junior School, girls of average ability or above are admitted to the School on the satisfactory completion of assessments in reading, English and Mathematics. Concessions are offered to girls who have evidence of a difficulty or need. However, girls being registered for entry into Nursery or Reception do not require an assessment and girls for Year 1 do not require a formal reading assessment.

The girl(s) are invited to spend a morning in the Junior School that will include assessments as well as time spent in the classroom. In addition, they are encouraged to stay for lunch and playtime. This visit can take place at any time during the academic year.

There is also a 'Welcome Day' scheduled towards the end of the academic year to which the girls who have been accepted are invited to attend.

In the Senior School, girls sit an entrance examination. Students coming into the school with SEN are given concession based on written evidence from a Specialist Teacher or Educational Psychologist.

Once a place has been offered, the SENCO obtains previous educational records, medical and family history. This may most easily be done by sending out an Admissions Questionnaire when a place has been offered.

Screening

The SEN Department uses systematic cohort wide testing and monitoring procedures which can serve as an effective means of identifying learning difficulties at the earliest possible point.

EYFS and SEN

From time to time, concerns may be raised by parents or staff about a girl's development or behaviour. Initially we will collect observations of the girl made at home and school and this is referred to the Special Educational Needs Co-ordinator and Learning Support teacher to observe the child at play. From this information, in collaboration with parents/carers a decision will be made about which outside agencies to link with. The child's Health Visitor may also be involved in this dialogue. Parents will be kept informed at every stage. If specific programmes or 1:1 support are recommended by specialists such as speech therapists or dieticians, the child's key person is usually able to deliver this.

At KS1 and 2 identifications by experienced class teachers is often most effective, supported by:

- Information from entrance tests
- Standardised Mathematics, reading and spelling tests at significant stages
- Standardised spelling tests (WRAT 4);
- Standardised reading tests – for example WRAT 4, TOWRE and GORT -5

The SENCO ensures such results, and the pupil's developing attainment profile, are reviewed on a regular basis in liaison with teaching staff.

At KS3/4, schools generally administer a range of tests early in Year 7 which can be used, in combination, to identify possible difficulties. Suitable tests include:

- Standardised spelling tests (WRAT 4);
- Standardised reading tests – for example WRAT 4, TOWRE and GORT -5
- CTOPP – 2 for processing speed
- MidYIS results

As in the junior and senior schools, students' academic profiles are tracked and reviewed regularly for possible emerging difficulties. For example, the SENCO might meet with the class teacher and members of the Pastoral team following the end of year exams to discuss students of concern.

Identification

Identification at Admission

When information has been passed on from parents or the previous school, the SENCO may decide to carry out further assessment to decide how the school can meet the specific needs of the child.

Identification through Screening

See above information on 'Screening'.

Identification through Teacher Concerns

Class and subject teachers may raise concerns about a child at any time during their school career. These concerns need to be communicated to the SENCO so that further information can be gathered and assessment can take place if appropriate. This is done via a referral form.

Pupils may be referred to the SEN Department by teachers using the SEN referral form which is found on the staff intranet site, in the folder entitled 'SEN' in the Senior and Junior Schools. Evidence of pupil's work is required so that the SENCO can decide as to what assessments (diagnostic and or standardised assessments) will need to be administered so as to determine reason for difficulties and what type of provision, if needed, is required. A Student Profile and Provision Map is then created outlining the pupil's strengths and weaknesses based on assessment results.

Provision may be in the form of in-class support, one-to-one tuition or withdrawal groups (the latter only in the JS).

Identification through parent or pupil concern: The school recognises that parents and the pupils themselves have a unique perspective on their learning. Concerns raised by parents and/or pupils are listened to and addressed. The first response should be to adopt the graduated approach as detailed above, moving to involvement with the SENCO if difficulties persist.

Emotional, social and mental health difficulties: These are likely to be identified and addressed through the school's pastoral system – in SS through tutors, KS Team Leaders, school nurse and counsellor and in JS through class teachers and Deputy Head. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff and the SENCO as appropriate. Where difficulties are long-lasting or severe the school will consider whether the pupil might have SEND and require additional support

EAL pupils: Care needs to be taken to ensure that lack of competence in English is not equated with learning difficulties. At the same time, when children who have English as an additional language make slow progress, an in depth assessment may be needed to ascertain whether their language status is the only reason for this; or whether they also have learning difficulties.

Information sources checklist for identification / assessment of students:

- Records from previous schools or nurseries including Provision maps;
- Outcome of baseline assessment e.g. MidYIS;
- Entry assessment of all pupils;
- Progress against National Literacy / Numeracy Frameworks;
- Performance against NC level descriptors at end of each Key Stage;
- Tracking data across time and subjects;
- Standardised screening tools;
- Other standardised tests e.g. NFER;
- Health checks;
- Teachers' monitoring – observation and class assessment;
- Reports / academic review procedures;
- Work samples;

- Writing analyses;
- Parents' information and concerns;
- Students' own concerns;
- Medical information;

Advice of other professionals.

Nature and Level of Intervention

The SEN/ALN Registers

The SEN/ALN registers list pupils who require additional Learning Support within the setting of Northampton High School. That is, pupils who are hindered in accessing the full curriculum and fulfilling their full potential without recognition of their needs and some form of provision.

Many pupils with mild learning difficulties will make adequate progress within a supportive environment without additional intervention. This should take place in the first instance within the classroom and is the responsibility of the class teacher. This will be monitored by the SENCO who ensures that guidance on differentiation and suggestions for suitable activities is available to staff who require it. At the Senior School level, Heads of Faculty are also responsible for ensuring differentiation takes place. Pupils at this stage could be regarded as being at a pre-register stage. For some pupils, differentiation will not be enough to ensure suitable progress is made. In this case the child will be assessed for further support. This triggers intervention by inclusion on the ALN register.

In-Class Support

For some children, the most appropriate learning strategy will be through individualised support in the classroom. This will usually be the case in KS1/2/3, depending on the availability of Teaching staff. In-class support means the child can be supported in accessing the curriculum without missing subject teaching due to withdrawal.

Out of Class Support

For other children, Learning Support lessons away from the classroom may be needed to help support work. These may involve withdrawal from timetabled lessons. Consideration is given to students who seek to drop a subject to allow for extra tuition in curricular subjects, study skills or for private study, although it should be taken as a working principle that the full curriculum should be offered to all pupils as far as is practicable.

In Senior School these sessions take place during lunchtimes.

EHC Plans

If concerns about a child's progress persist, there may be a need for an EHC (Education, Health and Care) assessment.

An EHC plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

The LA can be requested to carry out an EHC assessment by a parent, a pupil (if over 16), a member of school staff or other relevant professional (e.g. a doctor). If the school makes the request, parents should be consulted before any action is taken. The LA then has 6 weeks in which to decide whether to carry out the assessment. To inform its decision the LA will expect to see evidence of the action taken by the school as part of SEN support.

The content of an EHC Plan follows a specified format (as laid out in the SEND Code of Practice section 9) and will include information on the views, interests and aspirations of the child and parents, details of their needs, outcomes sought and shorter term targets, provision required and personal budget allocation (where applicable). The plan may name a school to be attended by the child, and parents may 'make representations' for a place at an independent school. Independent schools may only be named with the school's agreement.

Provision for pupils with EHC Plans must be made with due regard to the SEND Code of Practice. The Plan must be kept securely and must not be disclosed without the consent of the child, except for specified purposes or in the interests of the child (this includes the provision of information to schools). The responsibility for ensuring

that the provision on the plan is made rests with the LA CHECK. The Plan must be reviewed at least every 12 months (and, at transition points, in time to allow for planning in a new institution).

Provision Maps and Student profiles

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils.

The quality of teaching for pupils with SEN/ALN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Therefore, each SEN/ALN pupil has a Student Profile and Provision map informing staff of their needs in a learning environment. These documents are kept electronically for staff to access in order to create their own subject specific Provision map in liaison with the pupil. These are reviewed with student and parents at least twice yearly. As these are working documents, amendments are required so as to determine the correct level of support/provision for the SEN/ALN pupil.

Tracking and Monitoring

Tracking and monitoring is a whole school responsibility including class/subject teachers, form tutors, heads of section and pastoral care staff.

The main aim is to ensure that every student is able to reach their potential and that strategies are put in place to support this. It is important for the cognitive abilities of a student in different areas to be considered. The SENCO has the requisite skills to look for relevant discrepancies beyond individual curriculum areas and therefore is vital in the tracking and monitoring system. The SENCO should be able to relate any data to both the national statistical norms and the specific statistical norms of the school.

Many of the sources of information listed above for the identification and assessment of pupils may also be used for tracking and monitoring.

The SENCO should be looking for the following:

- Discrepancies between cognitive ability and performance;
- Discrepancies between different cognitive areas;
- Discrepancies between oral and written work;
- Discrepancies between class and exam work;
- Discrepancies between subject areas.

SEN Reviews

In the Senior School, all pupils on the SEN/ALN registers are reviewed at least once every term. This is done by emailing a review form to the pupil's subject teachers, Form tutor, Head of Pastoral or Director of Sixth Form, enquiring about the progress, concerns, etc. of the pupil during a course of time. This feedback from teachers allows the SENCO to make any amendments to the pupil's Provision map if necessary as well as providing feedback to parents in lead up to parent/teacher evenings or review dates.

In the Junior School, Provision maps are reviewed every term and discussed at parent teacher evenings. There may be interim meetings to review as necessary.

Assessment, Recording and Reporting

The SENCO and the Junior School Learning Support teacher assess a range of needs of pupils including: high ability, literacy difficulties, academic under achievement, poor study skills techniques and specific learning difficulties. This is done by a range of diagnostic tests. Norm-referenced assessment materials are used to determine if students require special examination arrangements in preparation for the entrance examination, end of year assessment, GCSE and A level examinations. The SENCO in liaison with the Head teacher, Subject Leaders in the Senior School, Class teachers in the Junior School and external agencies including the LEA's support and education psychology services, determines the type of support needed for students who have emotional difficulties.

Records are kept electronically on SIMs for both Junior and Senior school. SEN/ALN Reports, depending on the length and nature of support are written by the SEN teacher in the Junior School and SENCO in the Senior School detailing progress and

further monitoring of pupils. Reporting to staff is an ongoing procedure which can be delivered via email, staff briefings and Staff representative SENCO meetings.

Note: Further records may be kept by the school, including lists of students who have some other form of other learning support – for EAL or particular aptitudes, for example. These lists are separate to the SEN/ALN Registers.

Examinations - Access Arrangements

Students who require access arrangements will receive this during the School's Entrance Examination, and from Year 10 onwards when Public Examinations take place. This is in accordance with the Joint Council for Qualifications (JCQ) Regulations and Guidance. Throughout Key Stage 3 (school years U3 to U4) the SENCO monitors and assesses student performance in school examinations and other assessments to gauge the severity of any learning need that might lead to access arrangements such as extra time being awarded by the JCQ.

During the summer term, in Year 9 the SENCO formally assesses students who may warrant access arrangements; a report is written based on the students' individual needs and agreed with the JCQ, then parents are notified of the type of access arrangement awarded. Parents are advised of Educational Psychologist's reports and liaise with the SENCO before the end of Key Stage 3. Any access arrangement awarded is reviewed every year by the SENCO in liaison with parents and the Examinations Officer.

In Junior School students who are identified through assessments as requiring extra time to complete timed exercises/tasks, will be provided with access arrangements.

Anti-bullying and SEN

Anti-bullying work takes a two-track pathway. Preventative work is ongoing and sustained, providing a consistent ethos and framework, while responsive work comes into effect when bullying occurs. Northampton High School approaches to anti-bullying and SEN are as follows:

- We have a whole-school approach and a strong inclusive ethos where bullying and prejudice is not tolerated. This is the foundation upon which bullying of children with SEN and disabilities can be effectively addressed.
- anti-bullying policy is developed as part of the school's wider positive behaviour policy. This policy should include references to learners with SEN and disabilities.
- Children who may not be able to report incidents themselves are particularly dependent on a whole school proactive approach
- A strong anti-bullying programme is likely to provide other benefits, such as happier, more confident learners, a fall in truancy or school refusal and a rise in attainment. The pastoral team are a key resource in establishing if there are any issues regarding a SEN pupil who may be bullied. They hold weekly tutorials to discuss potential bullying issues and in liaison with the School SENCO, act on evidence presented, to prevent any further distress to the student.
- Weekly briefings with staff on issues relating to pastoral needs of students with SEN and bullying issues are mentioned and monitored by the pastoral teams.
- Children with autism spectrum disorders (ASD) are particularly vulnerable as their difficulties with social interaction with peers may leave them isolated or unaware of the impact of their behaviour on others. Children with learning difficulties tend to have fewer friends than other children and a lack of friends puts children at a greater risk of being bullied. Students with ASD are identified on the SEN register and pastoral teams work alongside with tutees to ensure to combat social integration through lunchtime clubs that offer new friendship groups and quiet spaces, trained peer supporters and well-trained staff.
- Group sessions, drama, posters and assemblies are regularly used to explore how everyone would like to be treated and to define bullying, so that every member of the school community knows what it is and, equally, what would not be considered bullying (including, for example, a serious incident of another sort).
- Work to define bullying is done during PSHEE REC using, Circle Time and by the school council. Pupils can help make PowerPoint presentations or DVDs,

perform in assemblies or design posters. Learners are provided with safe and frequent opportunities to talk about what they think about bullying.

- Students have contributed to the creation of the Code of Conduct for pupils which is included in their school planners encouraging all to 'own' observe and implement the policy. SEN students will feel listened to and valued; they will be aware of bullying and what to do about it. As a result, they are likely to feel safer and more confident in Northampton High school's commitment to confront bullying.
- Support for staff –The Deputy Head of Pastoral and Guidance has the responsibility for overseeing the development, implementation and monitoring of an anti-bullying policy to underline the school's commitment to address this issue. The Head of Pastoral Care and KS3/4 Team leaders are there to guide teachers, learning support assistants, managers, SENCO, in the prevention of bullying so that they feel confident that they understand the needs of all learners and can work with and support their families. Non-teaching staff require support to observe and intervene where needed if bullying takes place. Their role is crucial, as much bullying happens outside of the classroom particularly during break/lunchtimes and after school. Support staff are aware of who the lead pastoral staff are in order to report an incident.

INSET and support / professional development of staff

The Whole School SENCO and Junior School Learning Support teacher attend courses to update their professional knowledge and develop networking. Information from such courses is then cascaded down to teaching staff via INSET, reports and informal advice. The arrangements for guidance of staff include training and the development and implementation of teaching strategies enabling them to support key areas of need. Staff have access to training presentations and resource materials on Firefly.

Partnership with outside agencies

Wherever possible the Whole School SENCO and Junior School Learning Support teacher work closely with all outside agencies. A directory of some of the external agencies/resources can be found with the SENCO. Where appropriate the SENCO liaises with these agencies regarding pupils who have been referred to her. The

Whole School SENCO may refer or work with agencies, School Nurse and Counsellor to provide appropriately for pupils.

Complaints

From time to time, problems may occur with a pupil's work. Most of these are of a routine nature and are dealt with by the class teacher in the Junior School, subject teacher, Head of Faculty, Form tutor or Head of Pastoral and Director of Sixth Form in the Senior School. If the problem persists or is of a more serious nature, then parents should seek an appointment with either the Junior School Deputy Head or Head Teacher, or in the Senior School, the Senior Deputy Head or Deputy Head.

If the procedures outlined above have been followed and parents wish to pursue the matter further, an approach may be made to Head of the School.

Success criteria and demonstration of the effectiveness of the policy

The effectiveness of the policy is demonstrated by the monitoring and evaluation of various aspects of the following:

- Liaison with class/subject teachers
- Reference to school reports focusing on performance and ability levels
- Review of Provision Maps
- Parent/Teacher evenings
- Assessments undertaken

Publication and Review

The school's SEN policy is included in the Parent Handbook. The SEN policy is made available to all staff on the admin share area under SEN, and on Firefly.

The policy is a working document and kept under constant review. Reviews will be undertaken in consultation with the SENCO.

Last reviewed 5 July 2016

To be reviewed August 2017