



## NETHER STOWE SCHOOL

### Whole School Policy for Pupils with Special Educational Needs

**Date:** September 2017

**Approved by the Governing Body:** 9th October 2017

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<b>Date</b>	<b>Outcome</b>
November 2014	Originally approved
September 2016	Reviewed with minor amendments only
November 2016	SEN Governor name change
April 2017	Access arrangements updated
September 2017	Amendment to pages 21-22 and the removal of Disability Discrimination Act – replaced with Equalities Act 2010
April 2018	Staff name changes
<a href="#">Oct 2018</a>	<a href="#">Reviewed with minor amendments only</a>

**Whole School Policy for Pupils with Special Educational Needs**

**Nether Stowe School  
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Staffordshire  
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Telephone: 01543-263446**

**Head Teacher: Mr Glyn Langston-Jones  
SENCO: Miss Debbie Sullivan**

**SEN Governor: Mrs A Kavanagh**

This Policy is in line with the School Equal Opportunities Policy:

“To provide an environment that allows pupils to develop their full educational potential, whatever the basic talents of each individual”

“To develop pupils’ self-esteem, initiative and mutual respect and to encourage them to value excellent work through their achievements.”

“The purpose of education for all children is the same, the goals are the same. But the help that individual children need in progressing towards them will be different.”

(D.E.S. (1978) Warnock Report)

## **AIMS**

All staff and governors at the school will do their best to meet the Special Educational needs of all pupils.

1. To provide access to a broad, balanced curriculum, appropriate to age, aptitude and ability, for all pupils.
2. To establish equality of opportunity for all pupils.
3. To recognise the rights, collective responsibilities and accountability of staff, governors and parents in a partnership to further a whole school policy for special educational need.
4. To establish a system for recognising special educational need regardless of diversity.
5. For pupils to access a mainstream curriculum without discrimination or establishing of difference.
6. To promote a community wide involvement in special educational need, through multi-agency partnership and local initiatives, for the benefit of pupils.

## **OBJECTIVES**

1. To provide access to the National Curriculum with appropriate differentiation and supporting provision, according to needs identified by assessment.
2. To establish, monitor and maintain personalised learning programmes through provision mapping, mentoring and Individual Education Plans.
3. To support both staff and pupils in accessing the curriculum for those with special educational need.
4. To identify, provide and maintain appropriate resources to meet individual provision.
5. To recognise that all pupils are the responsibility of all staff and that appropriate provision is made.
6. To ensure that a differentiated curriculum is not impoverished and that all pupils are entitled to be taught by a subject specialist.
7. To be totally inclusive of all pupils by respecting and accommodating difference.
8. To involve pupils in decision making and contributing to the assessment of their need.
9. To develop a partnership with parents in enabling pupils to reach their full potential.

## **THE ROLE OF THE SPECIAL EDUCATIONAL NEED CO-ORDINATOR**

Name: Miss D Sullivan

1. To co-ordinate the day-to-day operation of the SEN policy.
2. To liaise with and advise subject staff.
3. To manage and co-ordinate departmental members.
4. To co-ordinate the inclusion of pupils with special educational need.
5. To contribute to the in-service training and development of staff for special educational need.
6. To promote consistent practice in identifying and meeting children's needs across the curriculum.
7. To co-ordinate the assessment, reporting, monitoring and reviewing of pupils, policies and programmes for pupils with special educational need.
8. To co-ordinate access to a broad, balanced curriculum for pupils with special educational need.
9. To involve pupils and parents in the delivery of appropriate provision for special educational need
10. To promote effective inter agency planning and provision.
11. To co-ordinate the assessment and reviewing process for pupils identified Under the four areas of special educational needs within the Code of Practice (September 2014) :
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory and/or physical
12. To oversee and manage the administrative and resourcing process for special educational needs.

## WHOLE SCHOOL

All staff must take a major responsibility for identification of, and support for pupils with special educational need. The curriculum should offer opportunity and achievement for all pupils.

### Entitlement:

- All pupils are entitled to high quality teaching, differentiated for individual pupils' needs.
- The views of pupils must be taken at all stages.
- Parents and pupils must be consulted regularly.
- Awareness and use of Classroom Support Plans must be the responsibility of all staff that teach the pupil. They should be practical, uncomplicated and with achievable targets and suggested strategies to support the pupil with learning.
- It is the responsibility of all teachers to be aware of the special educational needs of any pupils and to adjust their teaching styles accordingly.
- Every effort should be made to make the whole school environment accessible. Pupils should be encouraged and supported in taking part in school life, both formal and informal, through a pastoral support system.
- Pupils should have the opportunity and support to communicate their needs and be provided with appropriate arrangements to meet those needs across the whole school.

Commented [MDS1]: Quality First Teaching

## **THE ROLE OF HIGHER LEVEL TEACHING ASSISTANTS AND TEACHING ASSISTANTS**

Commented [MDS2]: Pupil Support

Higher Level Teaching Assistants and Teaching Assistants may be employed in a full, part-time or sessional basis. They may work with individuals, groups, whole class or department under the direction of the teacher. There should be a planned strategy for their effective use.

Commented [MDS3]: Pupil Support

They should have:

- A clearly defined role in the classroom.
- Time to share the planning of lessons and to report on outcomes.
- Adequate resources including relevant training and information.
- A recognised position in the planning and delivery by the department team.

The role of the Higher Level Teaching Assistant is:

- Educational - supporting and occasionally leading the curriculum approaches being used.
- Pastoral - leading and supporting social and behavioural well-being
- Liaison - with a variety of Staff and parents
- Physical - support pupils with specific difficulties (physical, sensory).

The role of the Teaching Assistant is:

Commented [MDS4]: Pupil Support

- Educational - supporting the curriculum approaches being used.
- Pastoral - supporting social and behavioural well-being
- Liaison - with a variety of Staff
- Ancillary - accomplishing basic tasks
- Physical - support pupils with specific difficulties (physical, sensory)

The role of the Higher Level Teaching Assistant and Teaching Assistant should be specified within Classroom Support Plans.

Commented [MDS5]: Pupil Support

The aims of Classroom Support are:

- To give pupils access to a mainstream lesson.
- To encourage and facilitate independent learning
- To promote success and achievement
- To support learning strategies
- To work as part of a team

- To work in consultation and under the guidance of a teacher
- To monitor the progress of pupils with special educational need
- To liaise with appropriate Staff
- To support the teacher in the progress of the lesson

HLTAs would be expected to deliver prepared lessons, as required, when requested by a teacher.

#### Guidelines for the use of Teaching Assistants

Commented [MDS6]: Pupil Support

It is the **responsibility of the teacher** to:

- Decide who will be supported
- Decide the nature of support required
- Communicate the classroom organisational and management strategies (e.g. seating, movement, safety etc)
- Inform the teaching assistant of the classroom disciplinary framework and management strategies.
- To provide individual information on what must be achieved by all pupils
- Provide an overview of the lesson objectives
- Indicate differentiated resources necessary
- Create liaison time to report, plan and exchange information.

Commented [MDS7]: Pupil Support

Classroom assistants will regularly monitor and review the individual progress of pupils with special educational need. They will make observations on progress towards targets, specific subject skills and make suggestions for future progress. This information will inform future planning for support.

The planning, organisation, management and evaluation of the role of Teaching Assistants should be part of departmental strategies, be specified in departmental plans and acknowledged in departmental reviews.

Commented [MDS8]: Pupil Support

#### Purpose of Job:

To assist in the support and integration of children with special educational needs within a mainstream school.

#### Supporting the Pupil:

1. To develop an understanding of the specific needs of the children concerned.
2. Taking into account the special needs involved to aid the children to learn as effectively as possible both in-group situations and on his/her own.
  - e.g. - clarifying and explaining instructions
  - ensuring the child is able to use equipment and materials provided
  - motivating and encouraging as required

- assisting in areas of difficulty e.g. language, behaviour, reading, spelling, handwriting/presentation etc.
  - helping pupils to concentrate on and finish work set
  - meeting physical needs as required whilst encouraging independence
  - liaising with the class teacher in devising complimentary learning activities
3. To establish a supportive relationship with the children concerned
  4. To encourage acceptance and integration of the child with special needs
  5. To develop methods of prompting/reinforcing children's self-esteem
  6. To develop the use of personal skills and strengths to enhance the learning environment.
  7. To act as a responsible adult in ensuring the well-being of each child.

Supporting the Teacher:

1. Working under the guidance of the class teacher in the development of a suitable programme of support for children with special needs.
2. In conjunction with the class teacher and/or other professionals to develop a system of recording a child's progress.
3. To contribute to the maintenance of the records of children
4. To participate in the evaluation of support programmes
5. To provide regular feedback about the child to the appropriate person.

Supporting the School

1. Where appropriate, to develop a relationship to foster links between home and school.
2. To work as a member of a team in liaising, advising and consulting with other members of the team in supporting the pupils.
3. To contribute to the reviews of pupil's progress
4. To attend relevant in-service training
5. To be aware of school routines, procedures and the school communication system

Any other tasks as directed by the Head Teacher, which fall within the remit of the post.

## **CRITERIA FOR SUCCESS**

The ethos of the school is to emphasise and promote positive achievements. The marking scheme enables all pupils to have their success recognised at whatever level. A variety of strategies are employed to promote a culture of achievement. Success is recognised in terms of a pupil's individual ability. The methods of assessment, criteria for target setting and means of evaluation within the Policy for Special Educational Needs, reflect this ethos of success and achievement.

1. Establishing an effective system of initial identification of need and operating programmes to meet those needs.
2. Setting negotiated, attainable targets which are regularly reviewed
3. Reviews organised within levels of assessment which monitor progress
4. The opinions of pupils to be taken into consideration during the planning of support and evaluation of progress
5. Pupils to work in a positive teaching environment where all achievements are recognised and encouraged
6. Pupils to work in an ethos which values the achievements of all
7. Developing effective systems across the curriculum which support individual need
8. Recognising that needs change and must be regularly reviewed and evaluated
9. Developing a whole school system of communication, record keeping and support, which informs and contributes to all aspects of assessment, review and evaluation.

## **PRINCIPLES OF INCLUSIVE EDUCATION**

1. To develop cultures, policies and practices to include **all** pupils.
2. To actively seek to remove barriers to learning and participation
3. All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
4. Inclusion is about engineering a sense of community and belonging
5. Inclusive schools have:
  - An inclusive ethos
  - A broad and balanced curriculum for all pupils
  - Systems for early identification of barriers to learning and participation
  - High expectations and suitable targets for all children
6. Responding to diverse learning needs
7. Setting suitable learning challenges

## **DEFINITION OF DISABILITY**

The Equalities Act 2010 defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

For the purposes of the Act:

- substantial means neither minor nor trivial
- long term means that the effect of the impairment has lasted or is likely to last for at least 12 months (there are special rules covering recurring or fluctuating conditions)
- normal day-to-day activities include everyday things like eating, washing, walking and going shopping
- a normal day-to-day activity must affect one of the 'capacities' listed in the Act which include mobility, manual dexterity, speech, hearing, seeing and memory

Some conditions such as a tendency to set fires and hay fever, are specifically excluded.

Provisions allow for people with a past disability to be covered by the scope of the Act. There are also additional provisions relating to people with progressive conditions.

Equalities in Education Nether Stowe School November 2014

PSED (Public Sector Equality Duty) September 2016

## **ACCESS**

The Equalities Act 2010 delivers comprehensive enforceable civil rights for disabled pupils.

There is a duty not to treat disabled pupils less favourably.

To make reasonable adjustments to ensure disabled students are not at a substantial disadvantage.

### Consideration should be given to:

- The time and effort that might need to be expended by a disabled child.
- The inconvenience, indignity or discomfort suffered.
- The loss of opportunity or the diminished progress that may be made in comparison with peers who are not disabled.

Schools, in general, cannot wait until a disabled pupil arrives before making adjustments.

Schools have a reasonable adjustment duty to provide ancillary aids or services and a duty to plan better access generally including in relation to the physical environment of the school

Reasonable steps should be taken to include pupils designated with a disability and be part of the normal admissions procedure. The aim is for disabled pupils to participate fully in the school's curriculum.

### Facilities:

The school has a team of teaching assistants who support the curriculum needs of any pupils who have special educational needs including but not restricted to making materials available in appropriate sized fonts and formats. The school has Dyslexia Friendly Level 1 status. In addition there is a Learning Support Unit that can be accessed if necessary to meet the needs of the individual when they arise, this may be because of a temporary or permanent need.

The school has five fully equipped toilets for the disabled and ramps and rails at all entrances where there is a change in level. There is lift access to all areas of the upper school. There are a variety of ICT packages available for individual use. The school is able to call on the specialist services from the Local Authority for, advice and resources.

The school is committed to setting suitable learning challenges for all pupils, responding to their diverse learning needs and overcoming potential barriers to learning.

## Accessibility Audit

This is completed every 3 years to evaluate accessibility of and plan any remedial actions for the following aspects of the school:

- Approach and car parking
- Routes and external level change, including ramps and steps
- [Entrances, including reception](#)
- [Horizontal movement and assembly](#)
- [Vertical movement and internal level change](#)
- [Doors](#)
- [Lavatories](#)
- [Fixtures and fittings](#)
- [Information](#)
- [Means of escape](#)

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils.

The revised Code of Practice recommends a graduated approach to matching special educational provision to children's needs.

This approach relies on the following four actions:

1. Assess
2. Plan
3. Do
4. Review

All support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

***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.***

Commented [MDS9]: Pupil Support

## **The waves of intervention – a graduated response**

The waves of intervention model expresses the idea of intervening systematically at a number of levels, and through progressively more tailored teaching and provision.

### **Wave 1 – Quality first teaching**

Wave 1 is about what should be on offer **for all children**: the effective inclusion of all pupils in **high-quality everyday teaching**. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. **Wave 1 incorporates whole school practices that facilitate high quality teaching and learning.**

### **Wave 2**

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Examples are: TA support in lessons, dedicated time in the LSU, Reading Recovery, Reading Coach as well as HLTA intervention groups in English and Maths. Wave 2 intervention is designed for children for whom a well -structured short- term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress.

Commented [MDS10]: Learning

Commented [MDS11]: 1:1 reading support

### **Wave 3**

Wave 3 is about intervention for children for whom Quality First teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise. FreshStart, Literacy & Language; AOT intervention; 1:1 dyslexia work.

Where it is working effectively, the waves' model will have a funnelling effect, reducing through Quality First teaching the numbers requiring Wave 2 intervention, and through Wave 2 the numbers who need more intensive and individual help. This means that schools will be able to target their resources more effectively, at fewer children.

## **IDENTIFICATION ASSESSMENT AND REVIEW ASSESSMENT**

Children will be identified by a variety of methods, which may include;

- Through primary liaison
- Parental request/concern
- Internal screening
- Subject or pastoral referrals
- Other agency involvement
- Pupil requests

Once identified all pupils will have his/her SEN status registered on SIMS. Pupils will be put on supporting programmes, which are reviewed regularly. Each pupil will have either a Classroom Support Plan (CSP) supported by parents and appropriate staff or a 'Pupil Shared Information/Mentoring' sheet.

All members of staff have access to SIMS which has up-to-date information on all supported pupils. Individual staff are appraised of any difficulties relevant to their subject. Appropriate targets are maintained across the curriculum. Supporting staff meet regularly to discuss progress and disseminate information. Staff are informed of decisions made or information received. Special Educational Need is a strand within the whole School Development Plan and therefore actioned and reviewed under the School Programme.

The provision should ensure effective learning opportunities, set suitable learning challenges, respond to diverse needs, overcome potential barriers to learning and ensure adequate progress.

Assessment of needs should cover the areas of:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Approaches to learning to include:

- Learning styles and attitudes to learning
- Cognitive ability (including concentration)
- Acquisition of concepts
- Literacy
- Numeracy
- Educational attainment

Communication to include:

- Listening and speaking skills
- Receptive and expressive language
- Social use of language
- Non-verbal communication skills

Personal, Social and Emotional skills to include:

- Interests
- Independence
- Interpersonal skills

- Emotional development
- Behaviour

Other areas to be considered such as:

- Medical issues/health/vision/hearing/gross and fine motor skills
- Self-help skills
- Self-esteem/confidence
- Motor skills
- Motivation
- Organisational skills

The type and nature of assessment will depend on individual requirements and can be performed by a variety of agencies including:

- School based assessment
- Special Educational Need Support Service (SENS)
- Educational Psychologist (EP)
- Child and Adolescent Mental Health Service (CAMHS)
- Consultant Paediatrician
- Advisory Services
- District Panels

Provision

Provision is dependent on the outcome of assessments. Assessments may also include observations and monitoring over a period of time.

- Internal tuition programme
- Internal supporting programmes
- Recommendations from other agencies
- ICT programmes
- In-class support
- CSP recommendations for teaching strategies for both learning and behaviour

Close collaboration is maintained between Department Teaching Assistants, subject staff and pastoral staff. Support may include the production of differentiated materials as well as in-class supporting strategies.

## ANNUAL REVIEWS OF STATEMENTS

Commented [MDS12]: EHCPs

Statements will be replaced by EHCPs (Education, Health Care Plans). During 2014 – 15, students eligible for transition reviews (at the end of Years 9, 11, 13) will move to EHCPs; for all other students, changes to EHCPs must be in place by 2017.

Commented [MDS13]:

EHCPs:

Commented [MDS14]:

### Introduction

- The majority of children and young people with SEN will have their needs met within local mainstream early years providers, schools or colleges
- A local authority **must** conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.

### Requesting an assessment

- An assessment can be requested by a child's parent, a young person over the age of 16 or a person acting on behalf of a school or post-16 institution.

### Considering whether an assessment is necessary

- Following a request for assessment or the child or young person having otherwise been brought to its attention, the local authority **must** determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person.

### Co-ordinated assessment and planning

- Children, young people and families should experience well-co-ordinated assessment and planning leading to timely, well-informed decisions.

### Timescales

- The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, **must** take no more than 20 weeks.

### Advice and information for education, health and care assessments

- When making an education, health and care assessment local authorities **must** consult the child and his or her parent, or the young person, and take into account their views, wishes and feelings and any information provided by them or at their request
- Local authorities **must** also gather advice from relevant professionals.

The following will still apply for pupils not eligible for EHCPs through transition reviews:

Commented [MDS15]:

The purpose of an Annual Review of Statement is to:

Commented [MDS16]: an EHCP

- Assess progress
- Review the provision made for the child
- Consider whether the child still needs a statement
- To set new targets for the coming year

Advice should be taken from:

- Parents
- Anyone specified by the LA
- Anyone else appropriate who has been involved

### The Annual Review Meeting

Parents/Carers should be invited to the Annual Review of Statement. Wherever possible the pupil should be actively involved in the review process. Invitations should be extended to any appropriate people who are involved with the pupil. The review will consider if any amendments need to be made to the description of the pupil's needs or to the Special Educational Provision specified in the statement.

Commented [MDS17]: the EHCP

Commented [MDS18]: EHCP

The annual review should focus on what the child has achieved as well as on the difficulties that need to be resolved.

The review process should include:

- The views of parents
- The views of the pupil
- The effectiveness of the IEP
- Consider specific issues identified
- Update any information or advice
- Recommend future action through a report and updated IEP

Commented [MDS19]: CSP

Commented [MDS20]: CSP

### Classroom Support Plan

A Classroom Support Plan (CSP) is produced for pupils who have a Statement, EHCP or are in receipt of intervention (marked as "K" on the SEND register). The CSP should be concerned with closing the attainment gap and preventing it widening, ensuring access to a full curriculum. Improvement in self-help, social or personal skills and where appropriate improvement in behaviour. The CSP shows focus on realising potential in the areas of:

- Knowledge
- Understanding
- Skills

It should be comparable with the principles of equality of opportunity and inclusion. It is a planning, teaching and reviewing tool. A working document for all staff. It should record key, short-term targets and strategies that are different from and additional to those in place for the rest of the group. The CSP should trigger the teaching and learning process.

The CSP should be reviewed at least twice a year. It should include:

- Success and/or exit criteria
- Up to 3 or 4 key individual targets relating to the key areas of communication, literacy, numeracy, behaviour and physical skills

Pupil strengths and successes should underpin the targets set and the strategies used. Targets should be 'smart' (specific, measurable, achievable, relevant and time bound)

In developing a CSP there should be a culture of listening to pupils. Their participation should be meaningful and ongoing. Pupils should participate in the setting of learning targets and contributing to CSPs.

Management of CSPs:

- CSPs should be in a folder on staff share and a copy sent to all teaching staff
- Progress on targets should be recorded in mark books and included in reports
- The targets and strategies should normally be implemented in the classroom setting.
- Devising strategies, identifying appropriate methods of access to the curriculum should be within the area of expertise and responsibility of individual class/subject teachers.
- The development and application of CSPs should be within the general organisation of planning, assessment, recording and reporting, as a subset of the whole group to make it a manageable process.

### Transitional Review

Following the Y9 Annual Review of **Statement** a Transitional Review will take place. This will involve the Entrust Careers' Service in drawing up a Transitional Plan that concerns the future placement of the pupil, career implications and prepare for a successful transition to adult life. The Transitional Plan is the responsibility of the Entrust Careers' Service to update annually. All appropriate agencies will be invited.

Pupils coded K on the SEN register **will be mentored at least every term and targets agreed and reviewed.** The targets and strategies will be recorded on the 'Pupil Shared Information/Mentoring' sheet and targets recorded on organisers. This document is attached to SIMS and is accessible to all staff.

**Commented [MDS21]:** the EHCP

**Commented [MDS22]:** may be allocated a Key Worker with whom they will meet at least twice per week.

**Commented [MDS23]:** Key Worker will liaise with teacher and parents and will monitor the overall progress of their allocated pupils.

## **MONITORING AND RECORD KEEPING**

### Basic Skills

Pupils are monitored according to a basic skills checklist. Their progress is recorded and tested regularly and this informs future provision.

### Physical, Sensory, Communication Needs:

Pupils with physical, sensory and communication needs are overseen by authority advisory staff where and when appropriate.

### Emotional and Behavioural Needs:

Pupils with emotional and behavioural needs are monitored through the behaviour policy system. The work of the authority behaviour support team is incorporated into the Behaviour Policy and monitoring and recording systems.

Pupils who have a Special Educational Need are assigned an individual mentor, who reviews progress regularly and sets targets with the pupil

Parents are invited to contribute and are kept informed of progress at least twice per year.

## **External Resources and Monitoring**

Staffordshire is divided into districts. Each district has a team of Supporting Staff.

Lichfield and Cannock District Office  
The Old Library  
Bird Street  
Lichfield  
WS13 6PN

Head – Sandra Swift

The team are always available for advice and support. Specific recommendations are accessed through a variety of district panels convened according to the needs of the client group.

Staffordshire has specific provision for:

- Autism
- Dyslexia
- Behaviour
- Inclusion
- Education Otherwise
- Looked after Pupils
- Parent Partnership

The school is involved in educational links with SEN Co-ordinators in the area and through primary liaison with the local feeder schools pyramid.

## **RESOLUTION of DISAGREEMENTS**

Good communication between parents, schools and the LA is the key to good relationships.

- In the first instance there should be informal arrangements to bring different parties together in the presence of an independent/neutral facilitator.
- The people in disagreement, not the facilitator, decide the terms of the agreement.
- Parent Partnership services can encourage parties to come together and act as an independent or neutral facilitator.
- Where these discussions or the normal complaints procedure have been exhausted and matters cannot be resolved, any of the parties may then wish to consider recourse to the statutory SEN disagreement resolution process.
- It is the responsibility of the LA to deliver an effective disagreement resolution service.
- The disagreement resolution service should aim to resolve disagreements without recourse to the more formal SEN tribunal.
- At any stage parents can exercise their rights to go to the SEN tribunal
- Separate arrangements apply when a person believes that a service provider has unlawfully discriminated against them on the grounds of disability. The appropriate avenue for resolution of dispute about disability discrimination is through the Equalities Act 2010 and through the independent conciliation service established by the Disability Rights Commission.