



# Special Educational Needs Policy

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# Special Educational Needs Policy

All school policies embody the commitment of Governors and Staff to the principles of:

- equality of opportunity,
- student and staff wellbeing, both mental and physical
- striving for excellence in all that we do
- transparency and accountability

## **Part 1 Principles**

This policy details how Leasowes High School will ensure that the necessary provision is made for any student who has special educational needs, it also details how all staff are kept informed of both student need and provision.

All members of staff, in conjunction with the authorities, (Governing Body and Trust Board) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, and their relative progress will be recorded, valued and reviewed.

The School will encourage students with Special Educational Needs to participate in all activities as far as is reasonably practicable and compatible with the student receiving the additional provision that is required and the efficient education of other students.

### **Definition of Special Educational Needs and Disability (SEND):**

In accordance with the Special Educational Needs Code of Practice (2014) we recognise that pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local authority
- c) are under compulsory school age and fall within the definition a) or b) above or would do so if special educational provision was not made for them.

Once a potential special educational need is identified, school will try to take action to remove barriers to learning and put effective special provision in place. This is 'SEN support' which should take the form of a four part cycle – assess, plan, do review.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special educational provision means:

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision generally made for pupils of their age in schools other than special schools, in the area
- b) for pupils under two, educational provision of any kind. Section 312 Education Act 1996

A person has a disability if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

#### Disability Discrimination Act 2001

Pupils have a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of pupils of the same age.

Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local authority.

The broad areas of need are: - Communication and interaction, Cognition and learning, Social, emotional and mental health and Sensory and/or physical needs.

We believe all pupils are capable of “excellence” and our policy is to raise standards throughout the school –“for all pupils, including those with special educational needs”. The underlying principle of this policy is that every pupil has the right to an outstanding education. We believe in equality of opportunity and will combat discrimination and prejudice on the grounds of ethnicity, gender, disability and all other areas. (Please see Paragraph 3 of schedule 10 to the Equality Act 2010.)

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

The physical environment of Leasowes provides limited access for wheelchair users as a result of its design and age. Measures to develop access to the curriculum, information and the physical environment are contained within the School’s Disability Equality Scheme.

The staff at Leasowes High School will:

Ensure that all pupils with special educational needs have their needs identified and met. Students with SEND are identified through liaison with primary schools and by baseline tests when in the first few weeks at Leasowes. Staff refer any concerns to the SEND department.

Make effective provision to ensure their inclusion.

Give all pupils with special educational needs access to a broad, balanced, challenging and appropriate curriculum.

Ensure that the progress of all pupils with special educational needs is carefully monitored. Assessments are recorded three times a year and the results are monitored and strategies put into place to help students meet their targets.

Recognise all pupils as individuals with their own strengths and weaknesses and deliver appropriate support.

Encourage a positive attitude to enable all pupils to achieve their potential in all areas, but particularly literacy and numeracy.

Develop confidence and self-esteem so that all pupils value themselves.

Involve parents/carers, in partnership, in the education of their child by termly discussion. The SEND department will also be available to deal with any concerns when necessary.

Classroom teachers to talk to students about their lessons and to find the best way the student can access their lesson. For example, where to sit, if they need any additional resources etc.

Ensure all pupils participate in taking responsibility for their learning.

Request advice from outside agencies as appropriate.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through provision for the More Able, in addition to provisions made for their specific need.

Special Educational Needs Provision may be allocated when students are identified via baseline testing, transfer information, parent/carer views, staff referral, or failure to make adequate progress over time, and/or failing to access the curriculum. Parents/Carers, the student, and staff will be involved in discussions and identification of provision which will be implemented. This will include documenting that the child has special educational needs.

Lack of progress over time may be indicated by:

- Little or no progress despite the use of quality first teaching approaches and an appropriate curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent social, emotional and/or behavioural difficulties, which have not been managed successfully by the appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

## **Curriculum**

The curriculum, in line with government guidelines, is broad and balanced and is adapted or made accessible for pupils with SEND. It is adapted through learning objectives, learning and intervention programmes, appropriate tasks, resources, and self-study support, variation in time given to pupils to complete work, setting work which involves different types of learning

style, use of language and level of literacy expectations, grouping/pairing pupils, role allocation, through teacher questioning, through teacher individual support, use of teaching assistants, outcome, through marking and feedback, homework and group size. Progress is monitored regularly to assess the effectiveness of the interventions we have put in place for a particular pupil and re-evaluated if adequate progress is not being made.

Provision is provided through the following process:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account;
  - National expectations and examination syllabuses
  - Continuity and progression
  - Departmental development plans.
4. Delivering an appropriate curriculum, taking into account;
  - Suitable teaching materials
  - Effective teaching strategies
  - A supportive learning environment
  - Encouraging a positive self-image.
5. Providing learning support through;
  - Curriculum development
  - Support teaching
  - Bespoke training
  - INSET.
  - Provision of appropriate interventions
  - Provision of in-class support
  - Use of reasonable adjustments
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents/carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.

11. Teaching Assistants and teachers collaborate effectively.

## **PART 2: Structural Arrangements**

### **2.1 SEN Coordinator:**

Jas Kalirai

Dipl. Paed, National Award for Special Educational Needs Co-ordinators (NASENCO)

#### **Roles and Responsibilities:**

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

#### **Governing Body:**

The governing body at Leasowes High School, in co-operation with the Headteacher, determines the school's general policy, including the policy for SEND. In carrying out this duty they:

Have appointed Mrs J. Taylor as the link governor for SEN. Mrs Withers takes an interest in SEND and closely monitors the school's work and provision for pupils with special educational needs. Mrs Taylor meets on a regular basis with the SENCO.

Have appointed the Head teacher as the "responsible person" as recommended in the Code of Practice.

Will, where necessary, consult with the Local Authority and other schools to co-ordinate special educational provision in the area.

Make available a copy of the school's policy for special educational needs upon written request.

#### **The Headteacher:**

- Setting objectives and priorities in the school development plan, which includes SEND.
- Manages provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

#### **SEN Coordinator:**

The SENCO –Mrs J Kalirai in close cooperation with the rest of the staff is responsible for the day-to-day operation, the monitoring of the policy and coordination of the provision for pupils with SEN. You can contact her through:-

the school telephone number +44(0) 01384 686606

the school email [info@leasowes.dudley.sch.uk](mailto:info@leasowes.dudley.sch.uk)

by post to Kent Road, Halesowen, Dudley, West Midlands, B62 8PJ

The SEND Coordinator role includes –

Collecting relevant information where necessary

Liaising with parents/carers and pupils with special educational needs termly.

Liaising with external support agencies including the Local Authorities support and educational psychology services, health and social services and voluntary bodies.

Ensuring Individual Passports are effectively implemented and evaluated

Planning, delivering and monitoring intervention for identified pupils

Managing the effective deployment of teaching assistants within the department.

Monitoring and reviewing the progress of pupils

Keeping the SLT lead, Headteacher and governors informed

Liaising with, advising and supporting class teachers

Ordering and allocating resources

Organising training for staff as appropriate

Arranging the transfer of records to other schools to enable efficient discharge of these duties the co-ordinator will have the support from senior management of the school, the governing body and the Local Authority.

Liaising with schools including feeder primaries and specialist settings.

## **Teaching Staff**

The class teacher is responsible for:-

Planning effectively for the full range of learners in the class. All staff at Leasowes are teachers of SEND. They are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialised staff. Staff at Leasowes aspire to high quality teaching and provide appropriate work for individual pupils when required.

When pupils are not making expected progress over time given their age and starting point they should access extra support.

Identifying pupils with SEND

Ensuring that any expression of concern is dealt with appropriately

Informing the SENCO and recording and acting upon concerns

Collecting relevant information and liaising with the SENCO

Consulting with the parents of the child and keeping them informed of progress

Working with the pupil in the classroom, with, if appropriate, support and resources provided by the SENCO

Managing the effective deployment of classroom assistants in support of pupils with SEND

### **Teaching Assistants**

Will promote progress and access to the curriculum by:

- Supporting students with SEND and the wider school population.
- Deliver individualised programmes where appropriate under the direction of the SENCO.
- Monitor progress against targets.
- Record and relay information to the appropriate Keyworker of SEND students
- Contribute to the review progress.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

### **Other**

- Communicate SEND/ issues to and from the School.
- Raise awareness of SEND issues at Departmental/School meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

### **Admission Arrangements**

Admission arrangements are outlined in the school prospectus and on the school website.

### **Transition**

The transition period between primary and secondary for SEND pupils is handled well. There are designated staff who collate the information and meet with primary school and parents, if necessary, so school has things in place ready in September for their child. This may include care plans, risk assessments, and peeps. A profile on each pupil is put together which gives an overview to the class teachers of pupil's difficulties and strategies to support that pupil. Transition into Key Stage 4 also runs smoothly with meetings and advice given to each pupil on what option to pick. PSHCE lessons and Connexions help with the transition between

school and college and identify those who are going to need support towards independent living.

### **Parent Partnership**

At Leasowes High School we believe that the involvement of parents is crucial to meeting a pupil's special educational needs. Parents are kept informed of their child's progress at all times either by the class teacher or SENCO through review meetings.

The authority provide legally based advice, information and support on all matters relating to SEN and disabilities, including health and social care issues, through 'Dudley SENDIASS' . It is free, impartial and confidential.

Tel 01384 236677      email [Dudley.sendiass@dudley.gov.uk](mailto:Dudley.sendiass@dudley.gov.uk).  
Web: [www.dudley.gov.uk/dudleysendiass](http://www.dudley.gov.uk/dudleysendiass)

### **Parents**

Parents can make an appointment to see a member of staff at any time but will be contacted each term.

Parents are expected to support the school and monitor homework.

### **Students**

At Leasowes High School we believe that students have a right to be heard and, where practicable, their views are taken into account when making decisions about their needs. Arrangements are in place for consulting students with SEND about and involving them in their education.

### **Complaints Procedures**

Initially, all complaints from parents or carers about their child's provision are made to the SENCO, who discusses this with relevant staff. However, if a parent or carer is not satisfied with the response given, this can be escalated to the SLT line manager, and then the Headteacher if necessary.

### **Monitoring and Evaluation of this Policy**

Work with outside agencies is reviewed at the end of the academic year

The SEND policy is reviewed annually and updated as necessary

## **PART 3: Identification, Assessment and Provision**

### **Identification**

The school uses the graduated response as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff.

## **New Intake Students into Year 7.**

### **a) Primary Liaison**

Feeder primary schools are visited/contacted throughout the year prior to transfer. Any student identified as having special educational needs are placed on SEN Support or have an EHCP and are referred to the SENCO. Contact is then made with the primary school.

The Local Authority notifies school about students who are transferring with EHCPs in the spring of their year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHCP. Relevant information is disseminated to teaching staff before transfer.

### **b) Initial Screening**

- SAT results
- Reading and spelling tests
- Cognitive Ability Tests (CAT tests)
- Tests undertaken by the SENCO as identified
- Progress Test in Maths and English

### **Screening in Other Year Groups**

- Annual reading and spelling tests in years 8-10.
- Access Arrangement assessments in Year 10
- Other assessments as required.

### **Staff Observation**

- Members of staff consult with the SEND team if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and/or additional intervention being undertaken.
- The SEND team may then ask for additional diagnostic assessment to be undertaken from other professionals.

### **Referrals by Parents or Carers**

- A student's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are investigated.

### **Provision**

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Leasowes High School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

## **Graduated Response**

**Wave 1** – Quality First teaching by all teaching staff.

**Wave 2** - Is initiated where students have failed to make expected progress over time.

Criteria for Wave 2 include:

- low Numeracy / Literacy scores
- A standard score of 90 and below in Key Stage 2 SATs
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Smaller group sessions.
- Appropriate teaching groups.
- Group support on a regular basis.
- KS3 Numeracy, Literacy classes, where appropriate.
- Additional staff training.
- Reduced breadth of curriculum
- Allocation of a keyworker
- Production of an Individual Passport

### **b) Wave 3**

Where students fail to make progress over time, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The school will also provide the following as appropriate:

- Individual support sessions
- A further adapted curriculum
- Regular core subject support
- Specific staff training

The Individual Passport is revised and new strategies are put in place following the involvement of the student and parents/carers. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the Local Authority.

### **c) Statutory Assessment for an Education Health and Care Plan**

If a student does not make progress over time and has demonstrated a significant cause for concern, the school and /or a parent/carer may decide to request that the Local Authority undertakes a statutory assessment. This may lead to the student being provided with an EHCP.

The SENCO is responsible for ensuring that the measures within an EHCP are implemented.

### **Intervention Pathways**

The Code of Practice 2014 identifies the following as areas of need:

Cognition and Learning  
Speech, Language and Communication  
Social, Emotional and Mental Health  
Physical and Sensory

Below is a pathway of intervention for each area of need, the interventions listed are not exhaustive and are applied on a 'best fit' model.

### **Cognition and Learning**

#### **Wave 1**

Individual Passport

Quality First teaching including - Scaffolding, alternative tasks/homework/ resources, concrete examples, chunking, provision of glossaries.

Phased Instructions

Pace of lesson

Visual Reinforcers

Clear, concise instructions

Seating Arrangements

Accelerated Reader Programme

Homework Club

Teaching Assistant support after school

Reasonable adjustments

Overlearning techniques

#### **Wave 2**

In-class Support

Learning Support Service

Intervention Groups – Handwriting, Numeracy, Spelling, Reading and Comprehension, Grammar

Reading Club

Access Arrangement Assessments

Individual discussions with staff regarding a specific student

Training regarding specific needs

1:1 sessions outside of lesson time

Additional support work packs

Individual Advice regarding option choices  
Use of ICT

### **Wave 3**

Individual Academic Mentoring  
Provision of Access Arrangements  
Accelerated Learning Classes  
Educational Psychologist  
Reduced Curriculum  
Connexions  
Adjustment of school targets  
Application for an EHCP

### **Speech Language and Communication**

#### **Wave 1**

Individual Passport  
Quality First teaching including - Scaffolding, alternative tasks/homework/ resources, concrete examples, chunking, provision of glossaries.  
Phased Instructions  
Pace of lesson  
Visual Reinforcers  
Clear, concise instructions  
Seating Arrangements  
Accelerated Reader Programme  
Homework Club  
Teaching Assistant support after school  
Reasonable adjustments  
Overlearning techniques

#### **Wave 2**

Speech and Language team  
Learning Support Service  
Autism Outreach Team  
In-class Support  
Intervention Groups – social skills, friendship groups  
Talkabout Programme  
Safe Haven provision  
Mentoring  
Peer Mentoring  
Advanced notification of changes  
Individual discussions with staff regarding a specific student  
Training regarding specific needs  
Individual Advice regarding option choices

### **Wave 3**

Educational Psychologist  
Individual sessions with school staff or specialist staff  
Mentoring  
Reduced Curriculum  
Accelerated Learning Classes  
Connexions  
Application for an EHCP

### **Social Emotional and Mental Health**

#### **Wave 1**

Individual Passport  
Quality First teaching including - Scaffolding, alternative tasks/homework/ resources, concrete examples, chunking, provision of glossaries.  
Phased Instructions  
Pace of lesson  
Visual Reinforcers  
Clear, concise instructions  
Clear expectations  
Code of Conduct  
Detentions  
Seating Arrangements  
Teaching Assistant support after school  
Reasonable adjustments  
Overlearning techniques  
Pastoral support  
First day absence call

#### **Wave 2**

Hub form group  
School nurse  
Mentoring  
Peer mentoring  
Behaviour Programmes  
Time out cards  
Safe haven provision  
In-class support  
Access to outside agencies  
Affiliation activities  
Intervention Groups – social skills, friendship, resilience, art therapy, Lego therapy  
Access to a variety of mental health services  
Fixed term exclusions  
Early Help Referral

Individual discussions with staff regarding a specific student  
Training regarding specific needs  
Individual Advice regarding option choices

### **Wave 3**

Educational Psychologist  
Alternative Provision (including Greenhill ALC)  
Reduced Curriculum  
School Health Advisor  
Individual Mentoring  
Part-Time Timetable  
Pastoral Support Plan  
Connexions  
Managed Move  
EHCP Application  
Team Around Family meetings

### **Physical and Sensory**

#### **Wave 1**

Individual Passport  
Quality First teaching including – Scaffolding, alternative tasks/homework/ resources, concrete examples, chunking, provision of glossaries.  
Phased Instructions  
Pace of lesson  
Visual Reinforcers  
Clear, concise instructions  
Print Size  
Seating Arrangements  
Homework Club  
School nurse  
Teaching Assistant support after school  
Reasonable adjustments at an individual level  
Use of ICT  
Overlearning techniques

#### **Wave 2**

Reasonable Adjustments at school level  
Risk Assessments  
Personal Evacuation and Egress Plans  
Hearing Impairment Service  
Visual Impairment Service  
Physical Impairment and Medical Inclusion Service  
Care Plan

Toilet Pass

Individual discussions with staff regarding a specific student

Training regarding specific needs

Individual Advice regarding option choices

### **Wave 3**

In-class support to allow physical access to the curriculum

Adaptation of the curriculum

School Health Advisor

Connexions

Referral to Cherry Trees/ James Brindley School/ Whiteheath

Application for an EHCP

### **Individual Passports and Reviews**

The strategies that will be employed at Wave 2, Wave 3 and for students with an EHCP are recorded on the Individual Passport reflecting provision that is additional to, or different from, normal scaffolded provision.

Contents of the Individual Passport include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.
- Areas of Concern
- A pencil sketch of the student and their needs
- Student and Parent views

The Individual Passport is communicated to all staff who support the student's learning, and to the parents or carers and the student.

Individual Passports are reviewed and updated on a regular basis.

### **Continuous monitoring of individual progress**

Monitoring of individual progress is completed rigorously by School and individual reviews, screening tests and through procedures described in the School's Assessment Policy.

### **Provision of an appropriate curriculum**

Through their departmental development plans, the SEF and SIP, and in conjunction with EHCPs provision for students with SEND is regularly reviewed and revised.

It is the responsibility of individual departments at the school to ensure that the expectations of a broad and balanced curriculum are met for those students with SEND in partnership with the Special Educational Needs team.

### **Provision of Curriculum Support**

The Special Educational Needs team can help subject areas in the following ways (although this is not an exhaustive list):

**a) Curriculum development:**

- Planning with individual members of staff/departments.
- Selection/design and preparation of suitable materials.
- Selection/design of teaching strategies.

**b) Withdrawal**

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is always carefully considered and will be offered to students who require Wave 3 support if they are not making sufficient progress.

**c) In-service Training**

- The SENCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at Leasowes High School.
- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

**Allocation of Resources**

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

**PART 4: Partnership**

**In school**

- The SENCO liaises closely with individual teachers, SLT, Curriculum Heads, Heads of Year and Pastoral Managers. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

**Parents /Carers**

Leasowes High School actively seeks to work with parents/carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review and Individual Passport Review procedures.
- Parents/Carers are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings.
- Parents/Carers are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- Year 6 Parents/Carers are encouraged to attend and Information Evening prior to intake.

### **Students**

Leasowes High School acknowledges the student's role as a partner in his/her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews.
- Student views are recorded as part of the Review process and their views are valued and listened to.

### **External Support**

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Leasowes High School include (*this is not an exhaustive list*):

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)/ Forward Thinking
- Connexions
- The School Nurse
- The Educational Investigation Service
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- SENDIASS
- The Learning Support Service (LSS)
- The Hearing Impaired Service
- The Visual Impaired Service
- The Autism Outreach Team
- Physical Impairment and Medical Inclusion Service
- SEN team - Dudley, Birmingham, Sandwell

## **Between Schools**

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At Trust run 'SENCO-network' meetings.
- On the transfer of a student with SEND.

## **Transfer Arrangements**

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.

Additional induction days are arranged as required for all students with SEND and vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in school.

Documentation relevant to the last Review is forwarded to Post 16 placements.

Policy written: July 2021

**Policy Review date: July 2022.**

