



## Murray Park School

<b>Title of Policy</b>	<b>Special Educational Needs</b>
<b>Date of adoption</b>	<b>Autumn 2018</b>
<b>Originator</b>	<b>Sian Hubbard</b>
<b>Date of review</b>	<b>Autumn 2021</b>
<b>Additional information</b>	<p><b>This policy has been developed within the context of the new Code of Practice and the school's Inclusion Development Plan.</b></p> <p><b>The school's SEN and Inclusion policies adhere to both the spirit and the provisions underlying the 2010 Equality Act, which consolidates and replaces the previous discrimination legislation for England, Scotland and Wales.</b></p> <p><b>Update May18</b> Data will be processed in line with requirements and protections set in the General Data Protection Regulation</p> <p><b>Update January 2021</b> Following leaving the European Union policy updated to refer to UK GDPR</p>

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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March came into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/student-support/sen](http://www.education.gov.uk/schools/student-support/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, will now be replaced with a new Education, Health and Care (EHC) Plan. In Derby City, children with a Statement of Special Educational Needs have all had this converted to EHCP.

**The Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derby City that have a Statement of SEND or Education, Health and Care Plan and those who do not have a plan, but still experience some form

of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The following link may also be useful:

[https://sip.derby.gov.uk/media/derbycitycouncil/contentassets/documents/sendlocaloffer/5\\_The\\_Local\\_Offer.pdf](https://sip.derby.gov.uk/media/derbycitycouncil/contentassets/documents/sendlocaloffer/5_The_Local_Offer.pdf)

## **Mission statement**

The school's vision is straightforward: Supporting students in gaining a positive outlook, shaping their futures and reaching their full potential. "Proud to be here."

This policy builds on the core principles established in our vision.

Our central belief is that every student will have the opportunity to reach their full potential and have their individual needs catered for.

We believe that all students should be valued equally. We will strive to eliminate prejudice and discrimination. We will work to develop an environment where all can flourish and feel safe. We are committed to an inclusive education for all students.

We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

## **1. Aims and objectives**

### **Aims**

- ✓ **To ensure that all students have access to a broad and balanced curriculum including the national curriculum in line with the Special Educational Needs Code of Practice.**
- ✓ **To provide a differentiated curriculum appropriate to the individual's needs and ability.**
- ✓ **To ensure the identification of all students requiring SEN provision as early as possible in their school career.**
- ✓ **To ensure that students with additional needs and disabilities take as full a part as possible in all school activities.**
- ✓ **To ensure that parents of SEN students are kept regularly informed of their child's progress and attainment.**
- ✓ **To ensure that SEN students are involved in decisions affecting their future SEN provision.**

### **Objectives**

- ✓ **Identify the needs of students with SEN as early as possible.** This is most effectively done by gathering information from the student, parents, education (including feeder schools) and other educational agencies where appropriate, as well as health and care services prior to the child's entry into the school.
- ✓ **Monitor the progress of all students** in order to aid the identification and progress of students with SEN. Continuous and rigorous monitoring using assessment and progress data of students with SEN by their subject teachers will help to ensure that they are able to reach their full potential. In addition to this further monitoring will be carried out by

SLT, Progress Leaders, Heads of Year, Subject Leaders and the SENCO and Learning Support team to support identification.

- ✓ **Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENDCO and Assistant SENDCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for. Heads of Year will also contribute regularly to creating and reviewing such provisions.
- ✓ **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information termly on the provisions for students within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- ✓ **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone.
- ✓ **Create a school environment where students feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between students and their keyworker and will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council, Prefects, Peer Listening Counsellors
- ✓ **Wider Partnerships to enhance student provision and support.** These include collaborative working with the families of feeder primary schools, other SENCOs and the SEN Network schools within Derby City, outside providers e.g. Junction 16 and external agencies such as CAMHS, Social Care and the MAT team.

## **2. Responsibility for the coordination of SEND provision**

- ✓ The person responsible for overseeing the school's provision for children with SEN is Nicola Caley (Headteacher).
- ✓ The person responsible for co-ordinating and overseeing the day-to-day provision for students with SEND is Sian Hubbard (SENCO)
- ✓ The person responsible for monitoring the school's provision of education for students with SEN is Jo Pickering (SEN Link Governor)

## **3. Arrangements for coordinating SEND provision**

The SENCO will hold details of all SEND support records such as provision maps, personal pupil profiles or structured conversations and IEP/MEP/Statement/ECHP targets for individual students where relevant.

### **All staff can access:**

- ✓ The Murray Park SEN Policy;
- ✓ A copy of the full SEN Register or alternative school document used for tracking this cohort;

- ✓ Guidance on identification in the Code of Practice (SEN Support and students with Education, Health and Care Plans);
- ✓ Information on individual students' special educational needs, including action plans, targets set and copies of their Student Profile;
- ✓ Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- ✓ Information on the school staff IT system on current legislation and SEN provision, individual students and their special needs and requirements;
- ✓ Information available through Derby City's SEND Local Offer;

This information is produced in consultation with the student and parents and made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students.

#### **4. Admission arrangements**

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the school's Admissions policy for more information.

The school has a designated Co-ordinator of Transition who liaises with both feeder and non-feeder schools. In addition to this the SENCO and specialist Head of Year 7 will liaise with primary schools to share information and aid transition for students with SEN. This also includes a programme of additional visits and a Summer School for the most vulnerable students and meetings with parents where this will be appropriate to supporting a smooth transition.

#### **5. Specialist SEN provision**

The school currently has 200 students with an identified SEND. These numbers will fluctuate slightly when the school's SEN register is reviewed on a termly basis. This represents around 20% of the school's population, which is in line with national averages. At the time of writing, the school has 12 students with EHCPs which is in line with the national average.

We have 9 members of staff who specialise in SEND provision and support. We have staff with experience in supporting students with a wide range of needs including Autistic Spectrum Disorders, Visual Impairments, Hearing Impairments, physical disabilities, ADHD and dyslexia. The SEND team is well-supported by an experienced pastoral and inclusion team of Heads of subject, Heads of Year, Form Tutors, the Aspirations and Achievement Co-ordinator and the Transitions Co-ordinator.

We are committed to whole school inclusion. For more information on our provision for inclusion, including our involvement in specialist programmes to aid inclusion, see section 10.

## 6. Facilities for students with SEN

*Murray Park School has a range of specialist SEND facilities in place. These include:*

1. Flat entry points to all ground-floor buildings to the side and ramp access at the rear for wheelchairs.
2. Yellow painted edges and railings to steps to support those with Visual Impairments.
3. Designated disabled toilet facilities.
4. 3 support staff with current certificates in Catheterisation.
5. Designated laptops to support individuals with writing difficulties and visual impairments.

### **Murray Park Access Plan**

With the introduction of the Disability Discrimination Act (DDA 2005) there is a new duty to promote disability equality. This has been strengthened by the Equality Act 2010.

This involves a plan that describes how the school intends to improve access to learning for students who have disabilities. This plan is reviewed annually and updated every three years. It is our intention to:

- ✓ **improve access to the physical environment**
- ✓ **improve access to the curriculum**
- ✓ **improve how we provide information, in a range of formats, for students with disabilities**

From the Spring Census of 2013, there has been a statutory requirement to identify those students who have a disability. The Equality Act states that someone is disabled if *'they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'*.

**There is an expectation that schools will make 'reasonable adjustments' which will help to meet the practical needs of disabled children.**

## 7. Allocation of resources for students with SEN

There is a shared expectation that the majority of students with SEND will have their needs met through the delivery of a relevant and engaging curriculum supported by high-quality differentiation in lessons. It is also recognised that many students will require some additional support, either short-term or longer-term, in order to fully access the curriculum and make the progress which is expected of them.

All students with SEND will have access to Element 1 and 2 of a school's budget which equates to up to £6,000 (the equivalent of *up to 10 hours'* per week of additional support. This is called Notional Funding. Notional Funding is used to support individual students with interventions relevant to their needs. Interventions can be 1:1 or in small groups as appropriate. These can include: Literacy Interventions e.g. Lexia, Dockside Reading, Literacy Progress Units, Numeracy Interventions e.g. Catch-Up Numeracy, Rapid Maths, The Socially Talented Social skills programme, In class support, 1:1 withdrawal, preparation of suitably differentiated materials.

Allocation of resources is determined by the level of needs of the student and is made in conjunction with the School's policies, Senior Leadership, the SENCo and relevant professionals. Parents and the student are also consulted prior to interventions taking place, and regular progress updates are shared with parents and the student.

In addition to the funding detailed above some students may be eligible for other sources of funding. These other sources include Student catch up funding which is generally used for literacy and numeracy interventions, *continuing care packages, equipment provided through inclusive technology etc.*

## **8. Identification of students' needs**

### **Identification**

Please refer to the definition of Special Educational Needs at the start of this policy

### **A graduated approach:**

#### ***Quality First Teaching***

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a student has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Student progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### ***SEN Support***

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the student's school records. The aim of formally identifying a



student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- ✓ Assess
- ✓ Plan
- ✓ Do
- ✓ Review

*This is an ongoing cycle to enable the provision to be refined and revised as the understanding grows of the needs of the student. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.*

### **Assess**

This involves clearly analysing the student's needs using the subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Information sharing will typically be done through the student's Personal Profile.

### **Do**

The subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## ***Review***

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## ***Referral for an Education, Health and Care Plan (EHCP)***

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement or EHCP will be taken at a progress review. The decision to convert an existing Statement of SEN into an EHCP will be taken at the child's next Annual Review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- ✓ Parents
- ✓ Teachers
- ✓ SENCO
- ✓ Social Care
- ✓ Health professionals (e.g. CAHMS, school nurse, GP)
- ✓ Education professionals (e.g. the Educational Psychology Service)

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from Education, Health and Social Care services (where appropriate) about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[https://sip.derby.gov.uk/media/derbycitycouncil/contentassets/documents/sendlocaloffer/5\\_The\\_Local\\_Offer.pdf](https://sip.derby.gov.uk/media/derbycitycouncil/contentassets/documents/sendlocaloffer/5_The_Local_Offer.pdf)

or by contacting an Education, Health and Care Plan Co-ordinator on:

**01332 642698 or email [SENDadmin@derby.gov.uk](mailto:SENDadmin@derby.gov.uk)**

or by contacting the Parent Partnership Service on:

**01332 641414**

### ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be proposed by Derby County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the Student's formal record and reviewed at least annually by staff, parents and the Student. The annual review enables provision for the Student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **9. Access to the curriculum, information and associated services**

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

#### **Procedures and Review:**

- ✓ Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback.
- ✓ Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND.
- ✓ Reviewing annually in consultation with SLT and curriculum leaders the exam courses available and offered to individuals and groups to ensure they are appropriate and accessible.
- ✓ Making use of all class facilities and space.
- ✓ Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- ✓ Using and reviewing relevant and appropriate interventions to narrow the gaps in literacy and numeracy skills for SEND students.
- ✓ Considering whether individual or small-group tuition could be made available where it is felt that students would benefit from this provision.
- ✓ Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- ✓ Offering appropriate alternative provision where necessary and always in consultation with parents.
- ✓ Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

## **10. Inclusion of students with SEN**

The Deputy Head, Miss Rebecca Somes, oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Assistant Heads together with the SENCO to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

**The school will seek advice, as appropriate, around individual students, from external support services through regular liaison with outside agencies.**

**External Support agencies might include:**

- ✓ Educational psychologists.
- ✓ Schools and Families Specialist Services.
- ✓ Medical staff, including School Nurse, GP, Pediatrician, CAMHS
- ✓ Speech therapists.
- ✓ Physiotherapists.
- ✓ Occupational Therapy
- ✓ Targeted Support
- ✓ Social Care

Extra-curricular activities are an integral part of Murray Park School and available to all students. Students are actively encouraged to attend and this can be supported where appropriate. This includes sports, visual and performing arts. Inclusiveness in extra-curricular activities is important to us at the school.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students throughout the year.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice and through the setting of individual targets for every student. Information about progress is recorded, tracked and analysed at least termly using Go4schools and tracking sheets. Parents are informed of progress at review meetings and through written reports.

The impact of intervention programmes is also tracked and reported on annually to ensure programmes are appropriate in meeting students' needs and narrowing gaps.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO, the Headteacher, the Deputy Head responsible for Inclusion and the SEN Link Governor. Information is gathered from different sources including student and parent surveys, teacher and staff surveys, and consultation evening feedback forms, parent forum, lesson observations and book scrutiny. This will be collated and published by the school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

The school's complaints procedure is outlined in the School Complaints Policy, which is available on the website or from the school office, on request.

We are always happy to talk to parents and to listen to any concerns they may have. We operate an 'open door policy' and can be contacted at any time should a concern arise.

Parents may speak to their child's form tutor, keyworker, Head of Year/Key Stage Leader, the SENCo or directly to members of the Senior Leadership Team. We will always do our best to resolve any issues that are raised.

The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents and carers as required. Where a formal complaint is lodged, in the first instance all parties will be directed to pursue formal mediation before a case can be presented to an SEND Tribunal.

## **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The school offers all staff CPD opportunities and an annual programme of wider training across all phases of education.

The SENCO attends relevant SEN courses and facilitates/signposts relevant SEND-focused internal and external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCO, who will then inform the child's parents.

The following services will be involved as and when is necessary:

- ✓ **Educational psychologists.**
- ✓ **Schools and Families Specialist Services.**
- ✓ **Medical staff, including School Nurse, GP, Pediatrician, CAMHS**
- ✓ **Speech therapists.**
- ✓ **Physiotherapists.**

- ✓ **Occupational Therapy.**
- ✓ **Alternative Training providers**
- ✓ **MAT team**
- ✓ **Social Care.**

## **15. Working in partnerships with parents**

The school firmly believes that developing a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. The school considers parents of SEN students as valued partners in the process. Depending on age and appropriateness, SEN students will also be encouraged to participate in the decision-making processes affecting them.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

We aim to meet with parents of all children on the SEN register twice a year. If an assessment or referral indicates that a student has additional learning needs, the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Link Governor, Jo Pickering, may be contacted at any time in relation to SEN matters via Catherine Pearch, Clerk to Governors.

## **16. Links with other schools**

The SENCO meets at least termly with all other Derby City secondary school SENCOs via the SEN Network Meetings. These form part of the wider initiative across Derby City called the School Improvement Partnership, or SIP. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. Through the Transitions Co-Ordinator and Head of Year 7 where are strong links with the primary schools in the Murray Park family of schools.

### **Transition**

In preparation for transition from primary to secondary phase, the SENCO or appropriate keyworker will be invited to attend Y6 Annual Reviews (for children with existing Statements of

SEND or EHCPs). This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to meet and liaise with secondary colleagues.

Where appropriate, Y6 students are invited to attend additional transition visits to become more familiar with the school setting and key members of staff. Information about strengths, difficulties and strategies is shared to allow Student Profiles to be produced for distribution to secondary teachers in time for the student's starting school in Year 7.

At Year 9 reviews for SEND students, formal transition plans are produced for students with existing Statements/EHCPs to determine the most appropriate routes to employment, further education, work-based training, higher education, and adult life. The school will also organise a Student Centred Transition Review to ensure that an action plan is in place for Key Stage 4. Connexions interviews will be offered as part of this process.

Year 11 SEND students are supported with transition to post-16 education through the selection of appropriate courses, supported visits with staff, sharing of students' profiles with the destination provider and other relevant information. Additional input from Connexions will be sought for all students with a current EHCP.

The school recognises that where a student with an EHCP continues to attend education after compulsory education i.e. after age 18, the local authority may decide to convert to the EHCP which will then be reviewed and maintained, where appropriate, until the age of 25.

### **17. Links with other agencies and voluntary organisations**

The school invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Deputy Headteacher for Inclusion at each school is responsible for liaising with Social Services. The SENCO is the designated person responsible for liaising with the following:

- ✓ Education Psychology Service (STEPS)
- ✓ Speech and Language Service
- ✓ Specialist Outreach Services (Visual Impairment Team/Hearing Impairment Team)
- ✓ Community Health Team
- ✓ Speech, Language and Communication Therapy Service

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child *unless* there are over-riding safeguarding issues.

**Signed** \_\_\_\_\_ *[Name]* **(Headteacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]* **(SENCO)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]* **(SEN Governor)**

Date \_\_\_\_\_

**policy will be reviewed annually.**