



The Stonebridge School SEN Policy



COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014, January 2015)
- Schools SEN Information Report Regulations (2014)

THE STONEBRIDGE SPECIAL EDUCATIONAL NEEDS POLICY

THE SPECIAL NEEDS CO-ORDINATOR at The Stonebridge School is Ms Anderson.

Ms Anderson is one of the Deputy Head teachers. She is a member of the Senior Leadership Team which ensures a keen focus on inclusion across the school including pupils with special educational needs. She has completed the National Award for SEN (NASENCo) which is compulsory for all SENCOs in England. **Ms Anderson can be contacted via email @ deputy@stonebrigde.brent.sch.uk or by phone on 0208 965 6965 or 0208 963 1656.**

At The Stonebridge School the SEN Policy is one of **Inclusion**. We believe that all teachers are teachers of children with Special Needs and must offer a differentiated, inclusive curriculum, which caters for the needs and ability levels of all children in the classroom. This involves careful planning, grouping, constant assessment and evaluation and setting of realistic targets to ensure that all children are given the opportunity to achieve success, gain confidence and be motivated to move on in their learning. We believe ‘ Every Child Matters’ , our aim is to personalise learning for all children. We strive to make our teaching more innovative and responsive to the diverse needs of every child, and to help each child including those with Special Educational Needs to achieve their full potential.

Our motto is – ‘ Learning for Life’ **and we** believe that every child deserves to succeed regardless of his or her academic ability or any other disability or need. We believe that the well-being of a child is important in order for them to achieve and get the best from school. We strive to support our children in their emotional, social, physical and academic development, and so we work with families and outside agencies to remove and overcome barriers to learning.

The Special Needs Policy reflects the new SEN Code of Practice 0-25 (2014) and the Equality Act 2010. The policy was developed in conjunction with staff and has been shared with staff, parents and governors as well as the Article 12 Group to ascertain their views and make necessary changes. This policy can also be read in conjunction with The Equality Statement and Inclusion Policy, Intimate Care Policy, Safeguarding Policy, Behaviour Policy, LSBC Restraining guidelines and the Anti-Bullying Policy.

Our Aim:

At The Stonebridge School we aim:

To provide a learning environment rich in technological opportunities. To empower children to become independent and competent life long learners and to provide them with a high level of literacy and numeracy skills in order to equip them for their future and economic well-being. Through a wide range of high quality resources, a safe and secure environment, a committed and well equipped staff, exemplary partnership with parents and the community and the commitment to equal opportunities we will ensure that each child reaches their full potential.

Our Objectives

- To recognise that certain children have difficulties which call for special educational provision
- To give every child with special needs the greatest possible access to a broad and balanced school curriculum, including the National Curriculum
- To try and meet the needs of these children within this school setting. Where this cannot be the case, to ensure that suitable provision is made
- To acknowledge the role parents/carers have in their child' s learning
- To work in partnership with parents/carers so that they may support their child' s learning
- To help special needs children to work in partnership with the teacher to support their learning
- To enable every child to feel and be successful with their learning and develop their self esteem
- To work within the guidance of provided in the SEND Code of Practice 0-25 (2014)

Further to this we would like to promote positive attitudes towards cultural diversity, gender equality and people with special educational needs. The physical environment of the school should promote access to the curriculum for all children. It should take into account any special need e.g. lighting, seating, acoustics, steps. The educational environment should consider appropriate groupings, flexible teaching styles and accessible curriculum materials.

Identifying Special Educational Needs

We follow the requirements of the New Code of Practice 2014 on the Identification and Assessment of Special Needs and continually strive to remove barriers to achievement. As defined by the SEN Code of Practice 0 – 25 (2014) - a child has special educational needs if he, or she, has a learning difficulty, which calls for special educational provision to be made for him or her if

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- a) S/he has a significantly greater difficulty in learning than the majority of others of the same age or
 - b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or other providers.

Early Identification

The early identification and assessment of a child with special needs is a vitally important part of the remedial process. Identification is used to highlight strategies and implement provision for the child and not to put the child into a category. At The Stonebridge School we identify the needs of pupils by considering the needs of the whole child. Identification and review occurs as and when it is deemed necessary, in all cases, as early as possible. All children at or above School Action level in the SEN Register will have an Individual Education Plan, which will be renewed termly. Each member of staff is expected to keep up-to-date with information about SEN children in their class. There are four broad areas of needs. A child may have one primary area as well as difficulties in other areas and these needs may change over time. Early identification is paramount to meeting the child's needs quickly and efficiently. The purpose of identification is to work out what action needs to be taken and what should be planned for and not to put children into a category.

Broad areas of need

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health – (formerly known as social, emotional, and behavioural needs.)
- Sensory and or physical needs

Communication and Interaction

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

language or social communication at different times of their lives. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation and usually need support for learning. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some children have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder or attachment disorder (ADHD). There are clear processes to support children in with social, emotional and mental health difficulties.

These include:

- meetings with the parents to discuss concerning behaviours and possible solutions

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- clear individual behaviour logs or (ABC charts) to ascertain the triggers for behaviours and consequences,
 - additional support (which may be additional adult support, or therapeutic interventions such as Place 2 Be or Art Therapy)
 - Referrals to other agencies such as Occupational therapy, Child and Family Clinic or a supporting letter to the child's doctor for a referral to CAMHS.

Throughout this process, the family is involved and meetings are held to discuss the child's needs and ways in which to meet their needs. In extreme circumstances, a fixed term exclusion may apply when a child has behaved extremely dangerously. This is to safeguard the child as well as to minimise the effect of the disruptive behaviour on the other children. Additional guidance is available from the DFE Publication – Managing Pupils Mental Health and behaviour difficulties in schools. (Chapter 6)

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties. There is additional support through Social Care for Deafblind Children guidance. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. At the main site it is particularly difficult for pupils with physical disabilities to be admitted to the school as the school is housed in a grade 2 listed Victorian building, there are no lifts and currently expansion or work on the building is not possible. Some children are hyposensitive to touch, smell, vision, taste, and hearing. This means that they will display sensory seeking behaviours. Other children are hypersensitive to touch, smell, vision, taste, and hearing and they will display

sensory avoiding behaviours. Provision for such children is usually managed within the school through a range of resources and in conjunction with a referral to the Occupational therapist.

The purpose of identification is to work out what action the school needs to take and not to put a label on a child or fit them into a category. At Stonebridge School, pupils SEN needs are identified by looking at the needs of the whole child.

There are many other factors that may impact on a child' s attainment and progress BUT are not SEN needs such as:

- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being Looked After
- Being a child of a service man/woman

A Graduated Approach to SEN

At Stonebridge School, quality first teaching, differentiated for individual pupils, is the first step in responding to all pupils including those who have or may have SEN. Additional intervention and support does not compensate for a lack of good quality teaching and so interventions run alongside the quality first teaching that the child receives.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning and teaching assistants, outside agencies or specialist staff. We regularly and carefully reviews the quality of teaching for all pupils through ongoing monitoring and assessments as well as termly core tracking meetings, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Time is allocated every term for Continuous Professional Development (CPD) related to SEN as well as other targeted training and support.

SEN SUPPORT (SS)

Special Educational needs provision is made when the class teacher is concerned about a child' s progress, either academic, physical, sensorial, social, emotional and mental health development. This is after having had quality first teaching, accurate ongoing assessments which are recorded and monitored and differentiated activities and the child still has a significant difficulty and is making limited progress in comparison with their peers or against their starting point. These concerns will also be brought to the attention of the SENCO. The class teacher in conjunction with the SENCO will assess the child needs further, plan and implement interventions to address the area (s) of need and assess the impact of the interventions. This is referred to as the graduated approach and the child will be supported at SEN Support (SS). **Sen Support** signifies that the SENCO has identified that a pupil has special educational needs. They will then provide interventions that are **additional to**, or **different from** those provided as part of the school' s usual differentiated curriculum and offer strategies to support the child' s individual needs. An Individual Education Plan (IEP) where appropriate will be devised by the class teacher, pupil, in consultation with SENCO, and parents/guardians of the child.

SEN SUPPORT WITH OUTSIDE AGENCY INVOLVEMENT (SSOA)

SEN Support with outside agency involvement signifies that despite receiving an individual programme and/or concentrated support under SEN Support, a child continues to make little or no progress. The school will consult with specialists and outside agencies who will assess the child and produce a report and offer advice to the school. The class teacher/SENCO are then provided with advice and support from these specialists, so that alternative interventions, **additional** or **different** strategies to those provided for the child through SEN Support can be put into place. A new IEP will usually be devised: specialists can give advice on fresh targets and accompanying strategies based on their observations and assessments. The parents are involved throughout the process and meet with the SENCO to discuss the purpose of the referrals and the referral process. They also usually meet with the specialist to discuss the findings or receive a report. This information is used by the class teacher and the SENCO to plan, carry out the interventions and review the interventions put in place for the child. Children with particular needs may at times be referred directly to an outside agency without interventions first being put in place at a classroom level. This is because specialist intervention is required immediately. This is done in consultation with the parents.

STATUTORY REQUESTS & EDUCATIONAL HEALTH CARE PLANS (EHC)

For some pupils, progress onto SEN Support with outside agency involvement may not provide adequate support for their needs. After consultation with parents, pupil, class teacher, Senco and outside agencies the school can make a request to the Local Authority for a **Statutory Assessment**. This process requires the school to submit evidence to the SENAS – Special Educational Needs Assessment Group. If the LA authority agrees with the school about the severity of the child's need, an Educational Health Care (EHC plan) formerly known as a statement is given. Children already on an EHC plan receive support according to the hours allocated by SENAS in their Education Health Care plan. The support is tailored according to the child's needs as outlined in the EHC plan. All children with an EHC plan whether in mainstream or special schools should have targets that reflect the needs and objectives as set out in section 3 of the Statement. These targets will be shown in the IEP for that child. A child who has an EHC plan will have their progress/targets reviewed regularly by the class teacher and Senco and will have an annual review with class teachers/SENCO/pupils/parents/outside agencies and the LA.

A child, in the opinion of the school, with severe needs may progress through this register at a faster rate than stated above.

Provision Mapping

At The Stonebridge, Provision Mapping is:

- An 'at a glance' method of showing the range of provision available to all pupils within the school
- A means of ensuring each pupil is having his/her needs met
- A means of accounting for SEN provision or any other provision
- A tool to describe good inclusive practice
- A way of auditing provision and intervention and planning

Provision Mapping can be used:

- To demonstrate cost effectiveness of provision
- To audit how well provision matches need
- To highlight gaps in provision
- To draw attention to repetitive or ineffective use of resources
- To assess school effectiveness when linked with outcomes for pupils

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- To plan development to meet pupils' identified needs
 - To set annual success criteria for the SEN policy
 - To report annually on the success of the SEN policy
 - As evidence of how resources are being used to meet needs (for SLT, governors, parents, LAs, external agencies and OFSTED inspectors)
 - To focus attention on whole-school issues of teaching and learning rather than on individual child issues
 - On an individual basis as a starting place for writing, or as an alternative to IEP's

Provision Mapping can be presented in various formats:

- As an adjunct to the SEN register to track, monitor or highlight individual pupil provision
- Whole school - to demonstrate what is generally available at every level of the curriculum and at every level of need
- By each intervention strategy for the purpose of costing
- In an individual format to demonstrate provision over time for one pupil

Allocation of resources

In order to give every child with special educational needs access to a broad and balanced curriculum, the school has established a procedure for identifying and providing human and material resources to support individual special needs requirements. Staff adopt a multi-sensory approach that is carefully structured to include the use of technology when providing suitable learning activities. Learning and Teaching assistants work closely with the teachers, to promote all aspects of education and welfare of SEN children.

Resources

Teacher's books and further professional reading is stored in the Deputy Heads office. Some resources to be used with children are also stored in the Deputy Heads office. Many of these resources are useful within the classrooms and may be stored semi-permanently there. Most resource are in classrooms with particular children to meet their needs.

The budget allocation is reviewed and discussed with the staff and governors annually. The figure is agreed, in the light of information given by the SENCO, about levels and types of SEN need.

Class Teacher

- Identifies pupils with learning, social or physical and sensory difficulties with the class he/she teaches
- Keeps notes on child' s SEN and liaises with SENCO, pupils and parents. Parents can see all papers held about their child
- Plans work for pupils to ensure they have regular opportunities to work at their level
- Liaises with the Senco for support with planning to meet pupils needs
- Liaises with Senco for strategies, structure and plans for pupils at all stages
- Directs in class support from Learning and Teaching Assistants and volunteers
- Implements recommendations from outside agency involvement
- Sets targets for IEPs and reviews targets as well as impact of provision

Learning and Teaching Assistants

- The school acknowledges the value of using Learning and Teaching Assistants to assist in early identification and also in implementing the tasks described in IEP' s through interventions- see **Provision Mapping**
- Training and appropriate visits to other schools will be offered as required to all Learning and Teaching Assistants'
- IEP' s are working documents and are used in all teaching. These are accessible in the classroom, but remain confidential

SENCO

- providing advice and practical support about approaches to identification, assessment and intervention within the SEN Code of Practice across the school
- providing day-to-day support ensuring arrangements are in place to support children with SEN
- strengthening the links between parents, schools, social care and health services
- developing and disseminating good practice
- supporting the development and delivery of training both for individuals and on a wider basis
- developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes, and secondary schools

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- Arranges meetings with parents and staff and keeps running notes on such discussions
 - Keeps SEN Governor well informed about provision, training and levels of need
 - Supports the staff in setting up and maintaining special needs procedures
 - Offers advice and help with the identification of SEN
 - Maintains a current list of pupils on all Stages
 - Discusses with the class teacher appropriate use of outside support agencies at SEN Support level.
 - Tries to ensure close co-operation between all agencies involved
 - Identifies ' areas of need' within the school
 - Provides opportunities for in-service training on special needs issues
 - Purchases appropriate teaching materials to meet the needs of individual pupils
 - Maintains a file of reference information on Special Needs
 - Evaluates provision mapping
 - informing parents of and working with local impartial information, advice and support services, to promote effective work with parents including the early years.

Governors

The Governors are responsible for evaluating the success of the school' s special needs provision. The points to be considered during evaluation include: -

- Is the education provided to all pupils, inclusive
- Is the school being successful in removing barriers to achievement
- Early identification and assessment of children with special needs
- Implementation of appropriate support
- Appropriate use of support services and agencies
- Success of IEP' s in meeting the children' s' needs
- Termly records are up to date
- Budget details are updated annually

All staff have the school' s Special Needs Policy and regularly discuss, observe and share good teaching practice. We realise there is a need for increased continuing professional development (CPD) provision in the SEN field, and Inset is arranged at an individual and whole staff level according to need. Time is allocated every term for CPD in relation to SEN.

Procedures for working in partnership with parents at The Stonebridge Primary School

The school believes that good teacher-parent relationships help promote successful learning for all pupils, regardless of ability. For pupils with Special Educational Needs this mutual support between home and school becomes even more crucial.

The Stonebridge has a number of ways in which it involves parents, including three parent consultation evenings a year, where parents are invited into school to discuss their child's progress individually with the Class Teacher. Where teachers have identified causes for concern, they will discuss these and the actions they have planned, with parents at the termly consultation evenings. In addition, an annual written report, covering all curriculum areas, is sent to parents in the summer term. For parents of pupils with Special Educational Needs arrangements are made to review Individual Education Plans and discuss new targets. Parents of pupils with behavioural difficulties, or who are following a particular programme, may be asked to come into school on a weekly or more regular basis to monitor progress. Although these are formal arrangements for consultation, it is stressed that all parents, who have concerns or questions about their child's progress, are welcome to contact school to arrange an appointment to discuss their child's progress with the Class Teacher or SENCO at any mutually convenient time. In practice we would expect to see many such parents on a regular basis, so they are able to help their children at home.

Parental Involvement

Parents/carers are involved with the identification and understanding of a child's difficulties. The school sets up a partnership between parents/carers, pupil and teachers so that they all take an active role in supporting learning. Teachers provide regular opportunities, on a formal or informal basis for parents/carers to discuss their child's progress. Parents are invited to discuss their concerns with the SENCO/class teacher on a regular basis. The school acknowledges the parents/carers rights to have their wishes taken into account concerning special needs provision and to have access to all written reports about their child. The school also provides pupils with regular opportunities to discuss their progress, they contribute to IEP reviews and are invited to annual reviews. Parents must always be informed when a teacher first identifies that a child has Special Educational Needs. All staff will actively work with parents of pupils with Special Educational Needs to enable and empower them to:

Understand the New SEN Code of Practice (2014)

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- * Be fully informed of the school-based response to their child's Special Educational Needs
 - * Have knowledge of their child's entitlement within the Special Educational Needs framework
 - * Make their views known
 - * Enable parents to work closely with outside agencies including attending relevant appointments
 - * Have access to information, advice and support
 - * Recognise and fulfil their responsibilities

In The Stonebridge Primary School we endeavour to communicate positively with parents by:

- * Using parental knowledge
- * Focus on the child's strengths as well as areas of weakness
- * Recognise the personal and emotional investment of parents
- * Ensure parents understand the procedures
- * Respect differing perspectives and seek constructive ways of reconciling different viewpoints
- * Respect the differing needs parents themselves may have
- * Recognise the need for flexibility in the timing and structure of meetings.

The Stonebridge Primary School will always seek parental permission before making a referral to other agencies for support for their child.

Parent Partnership Services

LAs must make arrangements to provide information and advice on Special Educational Needs matters to the parents of children with Special Educational Needs in their area. The Brent Parent Partnership Service within Brent is based at the Civic Centre, Engineers Way, NW10.

The Parent Partnership Service has the following core activities:

- Working with parents
- Providing information and publicity
- Training, advice and support
- Networking and collaboration
- Helping to inform and influence local SEN policy and practice

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- Providing access to an Independent Parental Supporter for those parents who want one.

Admissions

Pupils with Special Educational Needs, but without Educational Health Care plans, must be treated as fairly as all other applicants for admission. Admissions authorities must consider applications from parents of children with Special Educational Needs but with no EHC plan on the basis of the school's published admissions criteria. Whilst LAs and schools can make any reasonable and objective admission arrangements in the event of over-subscription, those arrangements cannot be used to refuse admission to a child -or give the child a lower priority than other applicants- simply because the school considers that it cannot cater for his or her special educational needs"

The SEN Policy will be reviewed annually after agreement with governors.

Admission arrangements at The Stonebridge Primary School

General admissions arrangements

- The policy and guidelines for admissions of all pupils is outlined in the school's general admissions policy and arrangements (See School Prospectus)
- Information to support admissions will be sought from a variety of sources:
 - i. Reception:
 1. Parents
 2. Records from Early Years educational settings
 3. Baseline records
 4. Special Educational Needs records (Individual Education Plans, Education Health Care plans)
 5. External Agencies, including Health and Social Services
 - ii. Post reception:
 1. Parents
 2. Previous educational settings
 3. End of Foundation Stage Profile/year records/screening
 4. Special Educational Needs records (Individual Education Plans, Education Health Care plans)
 5. External Agencies, including Health and Social Services

Specialism

The SENCO and other Special Educational Needs staff keep up-to-date with new developments in Special Educational Needs by:

- Reading relevant Special Educational Needs literature
- Regularly looking at NASEN website for updates as they closely work with the DFE to ensure schools have the right support for pupils with SEN
- Regular access to Special Educational Needs web sites (e.g. SENCO Forum, DfES Special Educational Needs site, NASEN....)
- Informal advice from external agencies
- Accredited training which is a statutory requirement for new SENCOs from September 2009

External Agencies

External agencies may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. When Individual Education Plans are produced with the help of external specialists (SEN Support with Outside Agency Involvement), the strategies should usually be implemented, at least in part, in normal classroom settings.

Sources of external agency support at The Stonebridge School are:

- Educational Psychology Service (EP)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy Service (OT)
- Physiotherapy Service
- Community Child & Family Clinic
- Children and Adolescents Mental Health Service (CAMHS)
- Brent Autism Outreach Service (B.O.A.T)
- Brent Hearing and Visual Support Service
- Inclusion Team including Pre- Exclusion Service & Anna Freud Centre
- Voluntary services
- Education Welfare Service

Liaison with External Agencies

Regular contact is established and developed with all the above agencies.

The SENCO co-ordinates the liaison, contact and support times of external staff to ensure the work of these agencies is efficient, effective and provides the most benefit to the pupils and staff

in the school. Parental commitment and authorisation is always sought at this time and if not given can greatly delay the needs of the child being met.

Transition Arrangements

Procedures for receiving and transferring pupils documentation remain the responsibility of the SENCO. In support of these arrangements the following additional information and documentation is provided by the SENCO to the receiving school for pupils with Special Educational Needs:

- Individual Education Plans
- Reviews of Individual Education Plans
- EHC plan
- Assessment details
- Reports

For pupils with an EHC plan, a Transition Review will take the place of the annual review in Year 5. This review aims to give clear recommendations as to the type of provision the child will require in future years. The child's EHC plan can then be amended appropriately.

Receiving school SENCOs will be invited to attend final review meetings for Y6 children supported at SEN Support with outside agency involvement or with an Education Health Care Plan (EHC plan).

The SENCO will arrange a liaison meeting with receiving schools in the Summer Term to discuss all Y6 children with Special Educational Needs.

Evaluating the Success of the SEN Policy

The SEN Policy will be evaluated according to a range of criteria. These include:

- The amount of teaching time available to support pupils with SEN
- The number of pupils with SEN attaining specified bands
- Average reading improvement of pupils receiving this type of support
- The number of planned programmes of intervention
- The proportion of teachers' records which include information on the SEN of pupils in their classes

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- The proportion of teachers' records which show evidence of differentiation for pupils with SEN
 - INSET time allocated to staff development with reference to SEN
 - The proportion of parents attending or contributing to reviews or consultations
 - The identified staff fulfil the expectation of the school in carrying out procedures for SEN and produce the necessary paperwork (e.g. IEPs, reviews, reports, assessments, classroom organisation and teaching records)
 - Recommendations by external agencies are acted upon and incorporated into the curriculum.
 - The pupils are confident and well motivated and are making measurable progress
 - There is movement between 'stages' and the number of pupils on the records.

Complaints

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups especially parents.

Procedures at The Stonebridge School

If a parent is not satisfied with the Special Educational Needs arrangements for their child they should consult the Class Teacher in the first instance. The Class Teacher will then liaise with the SENCO and if necessary, a mutually convenient appointment will be arranged to discuss parental concerns. Should parents remain dissatisfied, an appointment with the Headteacher will be arranged. In accordance with the school's complaints procedures, parents also have leave to refer their complaints to the Governors.

Agreed by Governors: September 2015

Reviewed: January 2017

The policy is to be reviewed: Autumn 2018

