



The White Hills Park Federation Trust
A Culture of Excellence

Special Educational Needs and Inclusion Policy

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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.

Children 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 will be taught.

The coalition government is reforming 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 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

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

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?localofferchannel=0>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

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 Nottinghamshire that have an 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.

Mission statement

This Policy builds on The WHP Federation Trust's core values and ethos, namely to raise attainment of every student within the two schools and college which make up our Federation. 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.

The Federation is committed to Inclusion. 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 students with SEN are kept fully informed of their child's progress and attainment.
- To ensure that students with SEN are involved, where practicable, 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, 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 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, Inclusion 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 *SENCo and curriculum manager* 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 using a graduated response.
- **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** through a graduated response 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.

- **Wider Partnerships to enhance student provision and support.** These include collaborative working with the Bramcote Park and Alderman White families of schools, South Broxtowe SBAP, outside providers e.g. Buxton Training.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the federation provision for children with SEN is Paul Heery [Executive Headteacher]
- The people responsible for overseeing the day to day provision for students with SEN are Nicola Caley/ Mandy Holling / Suzanne Plimmer at Alderman White, Paul Heery/Paul Broadley at The Bramcote School, James McDonald/Faye Parker at Bramcote College [Head of school /Deputy Headteacher Inclusion]
- The person co-ordinating the day to day provision of education for students with SEN is Julie Shiels [SENCO]
- The person responsible for monitoring the federation provision of education for students with SEN is Clare Goodyear [SEN Link Director]
- The people responsible for the daily running of the inclusion units are Janine Harrison and Julie Bellingham at the Bramcote school Elaine Murphy and Elizabeth Matthews at Alderman White [Senior TAs]

3. Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN Support records such as provision maps, Student profiles or structured conversations and subject targets for individual students.

All staff can access:

- The White Hills Park Federation 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 federation staff IT system on current legislation and SEN provision, individual students and their special needs and requirements;
- Information available through Nottinghamshire'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 federation admissions policy for more information.

It

The federation has a designated Co-ordinator of transition who liaises with both feeder and non-feeder schools. In addition to this the Family SENCo and SENCo regularly liaise with primary schools to share information and aid transition for students with SEND. This also includes a programme of additional visits for the student and meetings with parents.

5. Specialist SEN provision

The White Hills Park Federation has 76 students with identified SEN and receiving SEN support or having an EHCP.

We have 23 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, Attachment disorder, social, emotion and mental health difficulties and dyslexia.

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

Alderman White School has a range of specialist SEN facilities in place. These include:

1. Flat entry points to all buildings.
2. Ramped access to the student support centre and English block.
3. Designated disabled toilet facilities.
4. Textured paving/carpets to support those with Visual Impairments.
5. Yellow painted edges and railings to steps to support those with Visual Impairments.
6. Designated laptops to support individuals with writing difficulties and visual impairments.
7. Dragon natural speaking, an assistive software programme for producing written work from speech.

The Bramcote School has a range of specialist SEN facilities in place. These include:

1. 2 lifts and 1 chair lift for wheelchair access to upper and lower areas.
2. Flat entry to the side and ramp access at the rear for wheelchairs.
3. Designated disabled toilet facilities.
4. Designated laptops to support individuals with writing difficulties and visual impairments.
5. Dragon natural speaking, an assistive software programme for producing written work from speech.

Bramcote College has a range of specialist SEN facilities in place. These include:

1. Flat entry points to buildings.
2. Ramped access to Art and Science.

3. Designated disabled toilet facilities.
4. Textured paving/carpets to support those with Visual Impairments.
5. Yellow painted edges and railings to steps to support those with Visual Impairments.
6. Designated laptops to support individuals with writing difficulties and visual impairments.
7. Dragon natural speaking, an assistive software programme for producing written work from speech.

Federation 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 Federation 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 is 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 meet the practical needs of disabled children.

7. Allocation of resources for students with SEN

All students with SEND will have access to Element 1 and 2 of a school's budget which equates to up to £6,000. This is called Place Funding. Place 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, Switch on, Literacy Progress Units, Numeracy Interventions e.g. Catch-Up Numeracy, Rapid Maths, The Socially Talented Programme, Social skills programme, In class support, 1:1 withdrawal, preparation of suitable materials.

Some students with SEND may access additional funding called Top –Up funding – Element 3. A student is assessed by the SENCo in consultation with the family SENCo and other professionals where relevant to ascertain if they meet the criteria for additional funding as published by the Local Authority. This additional funding might be from a budget which is devolved to our Family of Schools (AFN – Additional Family Needs) for moderation by the SENCos within the School Family and is managed by the Family SENCo. For those students with the most complex needs, additional funding is retained by the local authority (HLN – High Level Needs). The School SENCo with the support of the School Family and the Family SENCO will refer individual applications to a Local Authority multi-agency panel, the High Level Needs Panel, who will determine whether the level and complexity of need meets the threshold for this funding.

Allocation of resources is determined by the level of needs of the student and is made in conjunction with the federation policies, Senior Leadership, the SENCo and relevant professionals. Resources can include: Literacy Interventions e.g. Lexia, Switch on, Literacy Progress Units, Numeracy Interventions e.g. Catch-Up Numeracy, Rapid Maths, The Socially Talented Programme, Social skills programme, 1:1 In class support, 1:1 withdrawal/mentoring, Nurture provision, preparation of suitable materials e.g. large print, purchasing

additional aids such as computers, specialist reading software, reading pens, electronic spell checkers, coloured overlays and printing and alternative programmes of study.

In addition to the funding detailed above some students may be eligible for other sources of funding. These other sources include Student premium 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

See definition of Special Educational Needs at start of 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 SEND 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 SEN, 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 SEN 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 of the needs of the Student grows. 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 be done through the Student 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

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 will be taken at a progress review.

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

- Parents
- Teachers
- SENCO
- Educational Psychology and other relevant educational agencies
- Social Care
- Health professionals

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 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:

<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=ytkkkskjIRO>

by contacting the Assessment Team as part of the Integrated Children's Disability Service on:

phone: 0115 804 1275 or email lcds.duty@nottsc.gov.uk

or by contacting the Ask Us Nottinghamshire (Formally The Parent Partnership Service) on:

phone: 0115 804 1740 or email enquiries@ppsnotts.org.uk

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire 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.
- 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.
- 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 SEN 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 SEN and SEN 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 SEN students.
- Making sure that individual or group tuition is 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 Executive Headteacher 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 Jo Cooper Assistant Headteacher Transition together with the Julie Shiels *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 the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub, SBAPs, Family SENCo.

External Support agencies can include:

- Educational psychologists.
- Schools and Families Specialist Services.
- Medical staff, including School Nurse, GP, Paediatrician, CAMHS
- Speech therapists.
- Physiotherapists.
- Occupational Therapy
- Health Related Education Team (HRET)
- Family Service
- Social Care

Extra-curricular activities are an integral part of the federation and available to all students. Students are actively encouraged to attend and this can be supported where appropriate. This includes languages, sports, visual and performing arts. Inclusiveness in extra-curricular activities is important to us at the federation and we have a successful Boccia team.

11. Evaluating the success of provision

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

Student progress will be monitored on a termly basis in line with the SEN Code of Practice and individual targets. Information about progress is recorded, tracked and analysed termly using Go4 Schools. Parents are informed of progress through their Go4 Schools access and at review meetings and through formal 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 and Headteacher & SEN Director and 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 proprietors of Academy schools 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 Federation Complaints Policy, which is available 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, Key Stage Inclusion Team, 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.

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

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN 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 federation continues to build strong working relationships and links with external support services in order to fully support our students with SEND and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN 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, Paediatrician, CAMHS
- Speech therapists.
- Physiotherapists.

- Occupational Therapy.
- Health Related Education Team (HRET).
- Alternative Training providers e.g. Buxton Training.
- Family Service.
- Social Care.

15. Working in partnerships with parents

The White Hills Park Federation Trust firmly believes that developing a close working relationship with parents is vital in order to ensure;

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- 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 students with SEND as valued partners in the process. Depending on age and appropriateness, 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 SENS to the local authority Ask Us Nottinghamshire (formally Parent Partnership) service where specific advice, guidance and support may be required.

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 Director, Cheryl Heath may be contacted at any time in relation to SEN matters.

16. Links with other schools

The federation consists of Alderman White School, The Bramcote School and Bramcote College. Our SENCo works across all 3 sites. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. Through the family SENCo there are strong links with the feeder primary schools in the Alderman White and Bramcote Park families of schools. Through the South Broxtowe SBAP we also have links with neighbouring secondary schools.

Transition

In preparation for Transition from primary to secondary phase, the SENCo or appropriate Keyworker will be invited to attend Y6 Annual Reviews. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to 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.

At Year 9 reviews for students with SEND formal transition plans are produced to determine the most appropriate routes to employment, further education, work-based training, higher education, and adult life. Where appropriate, the school will organise a Student Centred Transition Review to ensure

that an Action Plan is in place for Key Stage 4. 'Futures' interviews will be offered as part of this process.

Students with SEND are supported with transition to post-16 education through selection of appropriate courses, supported visits with staff, sharing of students profiles and other relevant information with the new setting, additional input from 'Futures'.

The Federation recognises that where a student with an EHCP continues to attend after compulsory education i.e. after age 16, the local authority may decide to maintain this until the age of 25.

17. Links with other agencies and voluntary organisations

The White Hills Park Federation Trust 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
- Behaviour Support Service
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN 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 Director)**

Date _____

This policy will be reviewed annually.