



## SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

### Legislative Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- **The Revised Special Educational Needs & Disability Code of Practice June 2014**
- **Equality Act 2010**
- **Children and Families Act 2014**

### Inclusion Statement

- We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special educational need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## Aims and Objectives of this Policy

### The aims of our SEND policy and practice at Waverley Studio College are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all SEND pupils to ensure that staff deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all SEND pupils.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).
- Enable pupils to move on from Waverley Studio College well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of Post 16 learning.
- Involve parents/carers at every stage in plans to meet their child’s additional needs.
- Involve the pupils themselves in planning and in any decision making that affects them.

### Waverley Studio College’s motto: Learning through Diversity

Our School Vision recognises and celebrates the diversity within our catchment area and welcomes the contributions which different groups and individuals make to the community. Our school motto of ‘Learning through Diversity’ embraces the diversity of our catchment area and promotes the tenets of ‘humanity, equality, aspiration and respect’ (HEAR). Differences between groups of people can cause misunderstanding and friction in society, therefore three key commitments of Waverley Studio College are to build and promote community cohesion, to tackle all forms of extremism and to promote tolerance within the School and the wider community.

### **All pupils have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:**

- All pupils are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- Pupils who have special educational needs and/or disability should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access strategies including skilled staff, specialist equipment and resources.
- Pupils should have special programmes designed to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education.

With regard to these beliefs, the following document outlines the provision the school endeavours to achieve for pupils with special educational needs. In addition, this policy describes the way we meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some stage in their school life, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Waverley Studio College we aim to identify these needs as they arise and provide teaching and learning contexts that enable every pupil to achieve to his or her full potential.

1. **Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.**

**and**

2. **The school's arrangements for assessing the progress of pupils with special educational needs**

In agreeing these staged arrangements, the school has taken into account the following definition:

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

**SEN Code of Practice (2014)**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

**Ofsted SEN Review 2010**

*“Ensuring that schools are clear about their provision that is normally available*

*for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level”*

**SEN Code of Practice 2014**

### **STAGE 1: Universal Offer**

#### **Definition: Well-differentiated, quality first teaching accessible to all pupils**

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some pupils will move to STAGE 2 (Targeted Offer) and will have access to interventions (e.g. additional subject support, possibly through revision classes or guided home learning) to support their learning needs. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All SEND pupil will be entitled to access ‘quality first teaching’
- Teachers will have the responsibility to
  - Plan strategically to meet pupils’ identified needs and track their provision.
  - Audit how well provision matches the needs of pupils in their lesson
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### **STAGE 2: Targeted Offer**

#### **Definition: Targeted use of intervention and support for pupils who have been identified as having an SEND**

#### **Identification and Assessment for the targeted offer**

Pupil’s needs should be identified and met as early as possible through :

- The analysis of data, which may include CATs, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of assess, planning, do and review.)
- Following up parental concerns
- Tracking individual children's progress over time
- Information from previous schools
- Information from other services
- Maintaining a provision map for all SEND pupils but which clearly identifies pupils receiving additional SEND support from the school's devolved budget or in receipt of High Needs funding. This provision map is regularly updated
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language
- Involving an external agency where it is suspected that a special educational need is significant

#### Curriculum Access and Provision for SEND Pupils

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching for the Universal Offer
- Targeted Interventions
- Other small group withdrawal
- Individual and/or small group support within a class setting by a Teaching Assistant
- Further differentiation of resources and equipment
- Homework/learning support club
- Learning Mentor Sessions

#### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for SEND pupils may be carried out in the following ways:

- Classroom observation by the SENCO, Senior Leaders and other teaching staff
- Ongoing assessment of progress made by intervention groups
- Work sampling
- Scrutiny of planning
- Teacher/Teaching Assistant interviews

- Informal feedback from all staff
- Pupil interviews
- Pupil progress tracking and Provision Mapping using assessment data
- Monitoring IEPs( if used) and IEP targets to evaluate the impact of IEPs on pupils' progress
- Attendance records and monitoring
- Regular meetings about pupils' progress between the SENCO and the Senior Leadership Team
- Headteacher's report to parents and governors

### **STAGE 3: Specialist Support Offer**

#### **Definition: Specific support for pupils in receipt of a Statement of Special Educational Needs or Education Health and Care Plan (EHC Plan)**

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014 within a 3 year conversion period from Statements of Need or new applicants of EHC Plans) will have access to all arrangements for pupils on the SEND register (see STAGE 1 & 2) and, in addition to this, will have an Annual Review of their statement/plan
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care PlanAnd will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage
- Our review procedures fully comply with those recommended in Special Educational Needs & Disability Code of Practice June 2014 and with LEA policy and guidance - particularly with regard to the timescales set out within the process

### **Targeted (Stage 2) and Specialist (Stage 3) SEN Support in Action**

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need or disability as defined by the SEND Code of Practice June 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the register of pupils being offered additional SEND support.
- In keeping with all vulnerable learners, intervention for pupils on the SEND register will be identified and tracked using a provision map.

- It may be decided that **a very small number, but not** all of the pupils on the SEND register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHC Plan)
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan (IEP) is required
- Our approach to IEPs: We recognise that IEPs are no longer prescribed in the SEND Code of Practice June 2014, but may be used with statemented pupils/pupils in receipt of an EHC Plan as a useful support & monitoring tool, especially in tracking progress during the annual review process.

### **Inclusion of pupils with English as an additional language (EAL)**

#### Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

#### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

#### Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through universal and targeted support (STAGES 1 & 2)

The following provision can be expected:

- Pupils will be placed in sets and groups which match their academic ability. Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- The progress of EAL pupils will be monitored against National Curriculum indicators. The pupil will not be placed on the SEND register for reasons of EAL.

### Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.



### Inclusion of pupils who are looked after in local authority care

Our school recognises that :

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical

### Management of SEND within our school

- The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinators (SENCOs).
- The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this SEND policy.
- Members of the Senior Team also have responsibilities for supporting and monitoring pupils on the SEND register.
- School SENCO for overall strategic planning is **Alison Johnson**.
- First point of contact for each year group is:

<b>Year 10</b>	<b>Saboor Ali</b>
<b>Year 11</b>	<b>Nazia Shaheen</b>
<b>Years 12 &amp; 13</b>	<b>Elizabeth Barlow</b>
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**All staff in school have a responsibility for maximising achievement and opportunity of SEND learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### **Headteacher**

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- The Headteacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through:
  - Analysis of the whole-school pupil progress tracking system
  - Maintenance and analysis of a provision map for SEND pupils (could be devolved to another member of the SLT and SENCO)
  - Pupil progress meetings with individual teachers
  - Regular meetings with the SENCO
  - Discussions with pupils and parents

### **Special Educational Needs Coordinator**

In line with the recommendations in the SEND Code of Practice June 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers, especially the First Point of Contact Senior Leadership adult.
- Managing other classroom staff involved in supporting SEND
- Overseeing the records on all children with Special Educational Needs
- Liaising with parents of children with SEND, in conjunction with class teachers and the Senior Leadership Team
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review. The First Point of Contact Senior Leadership adult will support this process

- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- Overseeing the smooth running of transition arrangements and transfer of information for Year 11/13 pupils on the SEND register
- Monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting teachers to review the progress of pupils who are being tracked on the SEND provision map. The Headteacher will guarantee sufficient planning time for the SENCO)
- Liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for SEND pupils
- Liaising closely with a range of outside agencies to support SEND pupils including the NHS, the voluntary sector and Social Services.

**Class teacher Responsibilities:**

1. Liaising with the SENCO teaching staff support :
  - All pupils are SEND learners
  - All pupils who require additional support because of a special educational need and need to be included on the school's SEND register. Some of these pupils may require advice/support from an outside professional to address a special educational need (this would include pupils with statements/EHC Plans)
2. Securing good provision and good outcomes for all groups of SEND pupils by :
  - Providing differentiated teaching, support and learning opportunities for all SEND pupils which takes into account the specific needs of every pupil
  - Differentiating work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally

provided as part of the differentiated curriculum offer and strategies”.

- Ensuring effective deployment of resources – including a teaching assistant support - to maximise outcomes for all groups of SEND pupils
- Taking into consideration targets and guidance given by the SENCO or other adults in a position of support
- Enabling all SEND pupils to access learning activities and opportunities which target IEP objectives or support pupils to work towards targets set on provision maps
- Taking individual responsibility for acquiring knowledge of special education needs through active self-guided CPD

**Information about the expertise and training of staff in relation to children and young people with special educational needs and/or disabilities and about how specialist expertise will be secured.**

- In accordance with Section 6 of the SEN Code of Practice June 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment
- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all SEND pupils in order to maximise their achievement as part of the school’s schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and Senior Leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements

**Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil with SEND, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment
- All staffing appointments to support SEND pupils will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited

**The role played by the parents of pupils with SEND (and other learning needs).**

**Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Where appropriate, agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEND,

involving parents in the drawing-up and monitoring progress against these targets

- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services
- Providing all information in an accessible way

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and to exercise choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- Self-review their progress and set new targets
- For some pupils with SEND monitor their success at achieving the targets on their Individual Education Plan.

### **Effective Transition**

- We will ensure early and timely planning for transfer to a pupil's next phase of education and will offer transition meetings to all pupils in receipt of a Statement of Special Educational Needs or an Education Health and Care Plan. Pupils with Education Health and Care Plan. During the meeting (often the annual review meeting) the next phase destinations and transition arrangements will be discussed
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable

### **External Agencies/Facilities and Support Service**

The school works closely with other agencies to focus on the identification and provision for those pupils who have special educational needs and disabilities. All services involved with the school are regarded as being part of a working

partnership whose aim is to provide, as highlighted in the SEND Code of Practice 2014, an integrated, high quality, holistic support that focuses on the needs of the individual pupil.

The following services/agencies are available to support the individual pupil as necessary:

- a) Educational Psychologist
- b) School and Pupil Support Service
- c) Sensory/Visual Specialist Support Service
- d) Communication and Autism specialist Team
- e) Behaviour Specialist Support Service
- f) Social Services
- g) Health Services
- h) CAMHS (Child and Adolescent Mental Health Services)
- i) Connexions
- j) Post 16 colleges
- k) Counselling agencies
- l) Voluntary organisations
- m) Speech and Language Therapist

### **Links with other schools**

Our partner feeder schools are a supportive and welcome contact. Liaison takes place via Learning Coaches and the SENCO. An induction programme for pupils coming to Waverley Studio College operates in order to establish a welcoming environment. In addition, the Learning Coaches and SENCO liaise with the SENCO's of feeder schools to arrange informal meetings with the parents and the pupil to discuss the individual educational and medical needs. This meeting is for the purpose of forward planning to meet the needs of the pupil and to highlight any issues which may need to be addressed and put the necessary support structures in place.

This involves:

- a) Shared teaching and learning experiences
- b) Shared staff expertise
- c) Shared resources
- d) Shared projects to promote inclusion

Parents will be given a reliable named contact at the next phase provider with whom the SENCO or teacher in charge of the transition process for pupils (this may be a member of SLT) will liaise.

**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

### **Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO/First Point of Contact SLT/ a Senior Member of staff, then, if unresolved, by Headteacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

### **Future Planning**

Future planning on SEN takes place in accordance with:

Ongoing evaluation of best value  
Annual budget  
Ongoing LEA and Government directives



**Policy adopted by Waverley Education Foundation Board of Trustees on:**

**06/12/2016**

**Policy to be reviewed on: December 2017**

**Signed:**

**X** \_\_\_\_\_  
**Chair of Trustees**

**X** \_\_\_\_\_  
**Principal**