

SEN Policy

St. Nicholas Catholic High School



September 2020

1. Background

This policy should be read in conjunction with the Equal Opportunity Policy.

At St. Nicholas Catholic High School, 'who' our students become is as important to us as 'what' they become. Gospel values permeate all the work undertaken in the school and students are encouraged to recognise the importance of education in their own fulfilment as valued individuals for the betterment of society. Our school is an inclusive learning community which endeavours to take all practical steps to ensure that the curriculum, environment and facilities are accessible to all pupils, staff and visitors.

SEND refers to a Special Educational Need and Disability. A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age. Similarly, the child might have 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 (taken from 2015 SEN Code of Practice: 0 to 25 Years).

All pupils, regardless of circumstance, should have access to the entire breadth of the curriculum and teaching which is appropriate for their needs and abilities. This includes physical access, within the constraints of the buildings, and technical features to support, for example, visual and hearing impairment. There is also provision for the appropriate, safe, respectful and suitably supported environments for all activities for all pupils. We aim to put in place the necessary resources to enable pupils to participate and achieve, regardless of their personal challenges.

2. Principles

Working practices are based on two principles:-

Inclusion - this means that all pupils who are able to benefit from mainstream education, and choose St. Nicholas Catholic High School, should be enabled to do so. For some, this will mean receiving support appropriate to their needs, for varying periods of time. The support may be in class, to assist in gaining full access to the curriculum, or by withdrawal for periods of time to receive targeted support in order to address specific challenges to learning which are more appropriately managed individually. Withdrawal will be kept to a minimum to avoid unnecessary disruption to the continuity of learning. Some pupils may receive support outside of lessons, for example, for physical access.

Personalisation - this means that the needs of the pupil should drive the allocation of support. For each pupil, across the range of special educational needs, individual learning plans, with

specific targets and associated entitlement to support are devised. These are agreed with the pupil and her parents/guardians and are regularly reviewed. At St. Nicholas Catholic High School we aim to achieve the following outcomes for all of our pupils: being healthy; staying safe; enjoying and achieving, making a positive contribution and economic well-being (Every Child Matters 2003).

Where a child has SEN we endeavour to remove the barriers to their learning, as far as possible, so that they can achieve to the best of their ability. Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives (SEND Code of Practice, 2015).

Pupils identified as having special needs are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are fully integrated. We appreciate that often pupils who have special needs or who are vulnerable have low self-esteem. All staff are encouraged to deal positively and pro-actively with all pupils' needs. We recognise that there are additional safeguarding challenges for children with SEN and disabilities including: awareness that their behaviour, mood and injury may relate to possible abuse and not just their SEN or disability; they may be at higher risk of peer group isolation; they may experience a disproportionate impact of bullying and/ or may have difficulties with communication.

3. Aims

Our SEN policy aims to:

Set out how our school will support and make provision for pupils with SEN.

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

This policy has regard to all relevant local and national policies and codes of practice to ensure that our provision is in line with best current practice. We will refer in particular to:-

- Children and Families Act 2014
Part 3 of the Children and Families Act 2014, sets out schools' responsibilities for pupils with SEN and disabilities
- SEND Regulations 2014
Which set out schools' responsibilities for Education, Health Care Plans (EHCPs), SEN co-ordinators (SENCOs) and the SEN Information Report.
- SEND Code of Practice 2015
- Equality Act 2010
- Education Act 1996, Sections 316 and 316A

All students are entitled to access the full school curriculum and to take part in every aspect of school life unless there is a specified modification or disapplication outlined in an individual

student's EHCP. Even in these cases, the necessary intervention is put in place to encourage an inclusive education.

- All pupils are valued equally, irrespective of their backgrounds or their abilities.
- All pupils have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.
- The aims of education for all pupils will be the same.
- It is the responsibility of every member of staff to identify and meet the needs of their pupils.
- Every pupil is entitled to have their particular needs recognised and addressed.
- High quality support is offered to ensure that all needs are met.
- Opportunities are maximised to enable pupils with special educational needs to join in with all the activities available.
- Consideration of SEN crosses all areas of the curriculum and all aspects of teaching and learning.
- SEN provision is more effective if pupils and their parents/guardians are involved.
- Provision for our pupils with special needs is part of a continuous cycle of assessment and review.

4. Practice

4.1 Arrangements for co-ordinating inclusion and Special Educational Needs provision.

SEN provision is an integral part of the St. Nicholas Catholic High School Development Plan and forms part of a coherent provision which will ensure that the needs of all pupils are identified, assessed, supported and monitored. Every Development Plan contains a section which ensures that this key element continually progresses, identifying resources and opportunities to support this. The Headteacher, Governors and the SENCO work closely to ensure that each pupil has the opportunity to develop their potential to its maximum. All staff work co-operatively together to ensure that all pupils' needs are met.

4.2 Admission arrangements.

The web-site details the admission policy for pupils with SEN. It also includes details of the arrangements for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; and the facilities provided to assist access by disabled pupils (disabled pupils meaning pupils who have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities, Equality Act 2010). Pupils with SEN are admitted on an equal basis with others in accordance with the admissions policy.

Where a Local Authority proposes to name the school in an Education and Health Care Plan (EHCP), the school shall consent to being named, except where admitting the pupil would be

incompatible with the provision of efficient education for other pupils and where no reasonable steps may be made to secure compatibility. In deciding whether a pupil's inclusion would be incompatible with the efficient education of other pupils, regard will be paid to the relevant guidance issued by the Secretary of State to Schools. In the event of any disagreement between the school and the LA over the proposed naming of the school in an EHCP, the school may ask the Secretary of State to determine whether the school should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent/carer of the pupil may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.

If a parent/carer of a pupil in respect of whom an EHCP is maintained by the LA appeals to SENDIST either against the naming of the school in the pupil's EHCP or asking the tribunal to name the school, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State, be substituted for the Secretary of State's decision.

Where the school has consented to be named in a pupil's EHCP, or the Secretary of State or SENDIST have determined that it should be named, the school shall admit the student notwithstanding any provision of this agreement.

If a child is formally identified as having SEN or SEND by an external agency, they are placed on the SEN register. If they are achieving a considerably lower level than usual within the national expectations for their age, a decision may be made to request a formal assessment for an Education Health Care Plan (EHCP). On gathering all relevant advice about a student's progress the SEN team may request an EHCP outlining outcomes required and additional provision to be provided.

Wherever possible students with SEND are taught in mainstream lessons and follow the usual timetable for their teaching group. In order to facilitate this, they may be supported by a Teaching Assistant in addition to the differentiated provision provided by the teacher. Where it is judged to be more effective, the student may be withdrawn from certain lessons to facilitate small group or one to one teaching.

All class teachers have a summary of the needs of each child with SEND for effective learning. They are also supplied with a list of SEND students in the school and additional SEND information where appropriate e.g. characteristics of dyslexia, etc.

4.3 Specialist SEN provision

The SEN staff information lists several impairments, their identification and support:-

- Dyslexia
- Dyspraxia
- Asperger's Syndrome
- Autistic Spectrum Disorders
- Speech and language difficulties

- Social, emotional and mental health difficulties
- Attention Deficit Hyperactive Disorder (ADHD)
- Hearing Impairment
- Visual Impairment
- Irlen's Syndrome
- Medical needs
- Complex needs

This list is merely an illustration and does not limit the support which the school will provide.

4.4 Facilities for those with SEN or who are disabled

As far as possible, within the constraints that the building sets, we will ensure that the needs of all pupils, staff and visitors are catered for, to ensure that all can participate in education of the very highest quality. Wherever possible, the accommodation will be adapted to ensure full access to every area. While a number of impairments have been identified above, the school will not be limited solely to these. The SEN department will have the capacity to enable professionals from a wide range of agencies to assess and assist pupils in the most appropriate way.

Guidance from the DfE is followed to ensure that all pupils' needs are met. Further details on how resources are allocated to pupils with special needs are included in the Annual Report.

4.5 Identification and review of student needs

Categories of Special Educational Need - The current Code of practice does not assume that there are hard and fast categories of special educational need, but recognises that pupils' needs and requirements fall into four broad areas:-

- Communication and interaction e.g. Autistic Spectrum Disorders, speech and language difficulties.
- Cognition and Learning e.g. Dyslexia, slow processing speeds.
- Social, emotional and mental health eg. ADHD, anxiety.
- Sensory and/or physical e.g. hearing/ vision difficulties.

The SEN Code of Practice 2015 makes it clear that all teachers are responsible for identifying pupils with special needs and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which these pupils can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for special needs provision.

4.6 Early Identification

Early identification of special needs is a priority. Appropriate screening and assessment tools will be used, and progress will be ascertained through:-

- Evidence obtained by teacher observation/assessment from feeder schools and observations in the classroom at St. Nicholas Catholic High School.
- Performance in class assessments, judged against school assessment criteria.
- Progress in relation to SATs/ baseline testing.
- Other testing or screening, for example to ensure that access arrangements for extra considerations in examinations can be made; or to determine if a pupil is experiencing social, emotional or mental health difficulties.

4.7 SEN Provision

On entry in Year 7 or Year 12, each pupil's attainment will be assessed in order to ensure continuity of learning from either the primary or secondary school. For those pupils with identified special needs, the Head Teacher, SENCO and other colleagues as appropriate will:-

- Use the information from the feeder school to shape the curriculum and pastoral provision, in line with the Code of Practice 2015.
- Note areas where the pupil requires support.
- Ensure regular observations/assessments to provide regular feedback on achievements/ experiences, in order to plan the next steps in learning.
- Ensure pupils have the opportunity to demonstrate knowledge and understanding.
- Involve pupils in planning and agreeing targets.
- Involve parents/carers.

4.8 Main methods of provision

- Full time education in the classroom, with additional help and support from the teacher by a differentiated curriculum.
- Periods of withdrawal to work with support staff.
- Support in class with adult assistance.
- Support from specialists in class or as part of a withdrawal programme.
- Help for parents/carers in contacting/arranging for specialist provision.

4.9 Monitoring progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupils and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.

- Shows an improvement in self-motivation and social or personal skills.
- Shows improvement in behaviour.
- Is likely to lead to opportunities upon leaving school.

Where staff decide that a pupil's learning is unsatisfactory, the SENCO is to be consulted and the Head of Department or Head of Year informed. The SENCO and the teacher will review the approaches adopted. Where support additional to that of the normal class provision is required, it will be provided. Where concerns remain, despite sustained support, consideration will be given to requesting an assessment for an EHCP. Parents/carers will be fully consulted at each stage. Parents/carers also have the right to request an assessment for an EHCP.

4.10 Record Keeping

Comprehensive records will be kept of the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual records the pupil's record will include:

- Information from previous phases/schools.
- Information supplied by parents.
- Information on progress and behaviour.
- Student's own perception of difficulties/progress.
- Any information from health/social services.
- Information from other agencies such as careers services.

Teaching pupils with special needs is the responsibility of all staff. The core of the teachers' work is a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' interests, abilities and aptitudes. Some pupils may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having special needs, intervention will be as described in the three stages listed below.

4.11 Stages of Support

Level 1 Support

This support is characterised by interventions that are different from or additional to the normal differentiated curriculum. This action can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing numeracy or literacy skills.
- Show persistent emotional/behavioural problems, which are not affected by the strategies outlined in the School Expectations.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite access to a differentiated curriculum.

If it is decided, after consultation with parents/carers, that additional support is required to make progress, the SENCO, together with staff, will support the assessment of the pupil and have an input in planning future support. Subject teachers will remain responsible for planning and delivering individualised programmes. Parents/carers will be kept informed of the action and results.

Use of staff within Level 1

All staff have a responsibility in law to ensure that the needs of all pupils are met. Pupils identified to require support within Level 1 will receive help by the provision of learning experiences different to or in addition to the already differentiated curriculum, as part of mainstream lessons.

Nature of Intervention

The SENCO, together with the subject teacher, will decide the action required to help the pupil's progress. The actions might be:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/equipment.
- Group support.
- Provision of additional adult time to devise interventions and monitor effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to local authority support services for advice on strategies, equipment or staff training.
- Access arrangements for exams, which are also using as a 'normal way of working'.

SEN Support

This support is characterised by a sustained level of support and, where appropriate, the involvement of external services.

Nature of Intervention

This will usually be triggered through continued concern, supplemented by evidence that despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at levels considerably lower than expected.
- Continues to experience difficulty in developing numeracy/literacy skills.
- Has emotional/behavioural problems that often substantially impede personal learning or that of the group; this may be despite having an individualised programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus making barriers to learning.

External support services will require access to pupils' records in order to understand the strategies used to date, and the targets set and achieved. Specialist health/education professionals may also be asked to provide further assessments and advice, and possibly work directly with the pupil. The consent of the parents/guardians will be sought for any additional information required. The resulting support will incorporate specialist strategies. These may

be implemented by the subject teacher but involve other adults. Where appropriate, direct intervention/support from a specialist/teacher may be requested.

Education and Health Care Plan (EHCP)

This will be requested from the Local Authority when, despite an individualised programme of sustained intervention within SEN support a pupil remains a significant cause for concern. An EHCP may also be requested by a parent/carer or an outside agency. The following information will be available:

- Invention that has been put in place to date
- Pupil's provision to date
- Records and outcomes of reviews undertaken.
- Information on the pupil's health and relevant medical history.
- Pupil's attainment.
- Literacy/Numeracy attainments.
- Relevant assessments from specialists such as support teacher and educational psychologists.
- The views of parents/carers and the pupil.
- Social Services/Educational Welfare Service reports.
- Any other professional involvement.

An EHCP will normally be provided where the Local Authority considers the pupil requires provision beyond what the school can offer. It is recognised that a request for an EHCP does not automatically lead to an EHCP being offered. An EHCP will include details of learning objectives and these will be used to develop targets that are:

- Matched to the longer term objectives set in the EHCP.
- Established through consultation with parents/carers and the pupil.
- Implemented in the classroom.
- Delivered by the subject teacher with appropriate support where specified.

Review of ECHPs

These must be reviewed annually; the LA will provide information, at the start of each school year, on those pupils requiring reviews. The SENCO will organise these reviews and invite:-

- Parents/guardians.
- The pupil.
- Relevant staff.
- A representative of the LA.
- Any outside agencies considered appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to their targets.
- Review the provision made in the context of the pupil's levels of attainment in basic literacy and numeracy.
- Consider whether the ECHP is still appropriate in the context of performance during the year, and whether to stop, continue or change it.
- Set new targets for the coming year.

EAL

Particular care will be provided for those pupils whose first language is not English. Their progress is monitored across all curriculum areas in order to ascertain whether any problems arise from uncertain command of English or from special educational needs. It may be necessary to assess their proficiency in English before planning any additional support that may be needed. A separate EAL policy is available.

Access

We are an inclusive learning community and take all practical steps to ensure our environment, facilities, curriculum and working practices are accessible to all pupils, staff and visitors. We do this by:

- Ensuring physical access to areas within the constraints of the buildings and by the provision of technology to enhance provision and performance when appropriate.
- Promoting non-discriminatory and inclusive working practices for all, ensuring that all feel equal and important participants in our work.

5. Roles and responsibilities

5.1 The SENCO

The SENCO is Mrs Sarah Hilton s.hilton@st-nicholas.cheshire.sch.uk . She will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

5.2 The SEN governor

The SEN governor is Emma Leach – e.leachgov@st-nicholas.cheshire.sch.uk . She will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

5.3 The Headteacher

The Headteacher Is Mr Richard Woods r.woods@st-nicholas.cheshire.sch.uk. He will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 Class/subject teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

6. Our approach to teaching pupils with SEN

6.1 Transition arrangements for students with SEN

In the normal course of events our transition arrangements are such that all students who will be attending St. Nicholas Catholic High School will, in the summer term of Year 6 meet, in their Primary School environment, a key member of staff from the school. Students then attend St. Nicholas Catholic High School for two Induction Days. Some students will, on account of their additional needs, require an enhanced transition. This may require additional visits in order that students can experience various aspects of the school day in advance of Induction Days or following Induction Days and in response to any issues that are identified.

Transition information is arranged when staff make their visits to primary schools. In the case of students with additional needs, direct communication between parents/carers/primary colleagues and the SENCO may be required. For some students, additional work may be needed, e.g. extra transition visits, particularly for students who are on the Autistic Spectrum. All SEN documentation is transferred from Primary Schools late in the summer term.

6.2 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- We invite parents of SEN students to visit the school during Year 5 and meet the SENCO at this stage to discuss their child's needs.
- Where possible the SENCO will attend the Year 6 transition review for those students who have an EHCP. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc. in addition to the transition days undertaken by all students.
- SEN students that are moving between key stages will have transition reviews in conjunction with EHCP annual reviews in Year 9.
- SEN students will have access to specialist careers guidance advice throughout KS4 and a transition review meeting in Year 11 will identify the support they need in moving to post16 education.
- School invites vulnerable students to attend summer school before they officially join the school in September.

The effectiveness of the SEN department is also reviewed through analysis of outcomes, observation of lessons and other provision, student voice and feedback from parents and carers. This is then reported to SLT and the Governing Body. We also evaluate effectiveness of SEN provision by using pupil questionnaires and provision maps to measure progress.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We will also provide the following interventions:

6.3 Adaptations to the curriculum and learning environment

To enable access to the curriculum for students with SEND, the school provides:

- Individual teaching programmes
- Individual timetables
- Intervention resources
- Specialist equipment
- Teaching Assistants
- Specialist teachers
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school was built in the 1950s and it has, over the years, improved the accessibility of the school for students with SEND. These include:

- Installing lifts in the main building and the sports hall making all facilities accessible.
- Making the school more accessible to the visually impaired with clearer delineation of stairways and obstacles.
- Installing two disabled toilets.
- Specialist room to support a student with specific needs.
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

There are facilities for small group/individual teaching in the Learning Support Rooms. All members of the school community, including students, are invited to inform the school of any disability they have. The Autism Resource is divided into two rooms. These rooms are for teaching and supporting the students during unstructured times.

6.4 Additional support for learning

We have 14 teaching assistants in the mainstream school and 6 in our Autism Resource centre who are trained to deliver interventions. Teaching assistants will support pupils on a 1:1 basis when an intervention is specific to them. They will also support pupils in small groups when being in a group is crucial, for example Social Skills.

Our SENCo has 8 Years' experience in this role and has worked as a Special Needs Coordinator for students aged 4 to 18 years. She has work extensively with pupils who have a wide variety of needs including Social and Emotional needs, Physical and Sensory needs, ADHD, ASD, Dyspraxia and Dyslexia.

We use specialist staff for Precision teaching, 1 to 1 consolidation, typing skills, handwriting skills, social skills, homework support for SEN pupils, literacy and numeracy support. We have 5 Learning Mentors, one for each year group, who support pupils with their social, emotional and mental health needs. We also have a part-time dyslexia specialist.

6.5 Evaluating the effectiveness of SEN provision

The provision and progress of students with SEN are evaluated by using summative and formative procedures. In lessons teacher will use student tracking procedures and homework tasks as measures of achievement and progress. This will identify whether the interventions implemented for a specific student are having the desired impact.

The effectiveness of the provision and progress of students with SEN is reviewed by the SENCO using external and internal data sets for comparison, e.g. Raise Online, Fischer Family Trust etc.

6.6 Special arrangements for pupils with SEN for examinations

Pupils with Special Educational Needs may need special arrangements to ensure access to public examinations. Pupils may need to be assessed and their needs identified as follows:

- Access arrangements will be identified at the start of each academic year through the SEN register, EHCPs, Provision Maps, the pastoral team, teachers and parents.
- Investigations and assessments will be conducted, where appropriate, using external assessment where necessary.
- The SENCO will liaise with the examination officer to ensure that necessary applications are made and arrangements are put in place.

A separate Access Arrangements policy is available.

7. Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- ❖ The Educational Psychology Service
- ❖ Sensory Services (hearing/vision impaired students)
- ❖ Therapy Services (Speech and Language, Occupational Therapy, Physiotherapy)
- ❖ The Autism Team
- ❖ The SEN Assessment and Monitoring Team
- ❖ The School Nurse and specialist Nursing services
- ❖ Education Welfare Service
- ❖ Information, Advice and Support Service (previously known as Parent Partnership)
- ❖ Special Schools
- ❖ Specialist Inclusion Services
- ❖ Children and Adolescent Mental Health Service (CAMHS)
- ❖ Family Case Workers
- ❖ Primary Schools
- ❖ Childrens' Social Care
- ❖ Local Authorities
- ❖ Other High Schools
- ❖ Young Peoples Services (Connexions)

8. Complaints Procedure

The school aims to be sensitive to the needs of the students and their parents. The SENCO is open to seeing parents at mutually agreed times to discuss the needs of their children and the school's provision for them, including aspects such as health, progress, behaviour at

home and at school; factors contributing to difficulties pupils may be facing and further steps the school might take.

Informal complaints may be made through the child's Form Teacher, Head of Year, Subject Teacher, Teaching Assistant, SENCO or the Senior Leadership Team and a response given or a meeting arranged for further discussion as soon as possible. More formally the Headteacher will receive and investigate complaints and seek to resolve problems. Parents who have a concern which they feel has not been properly addressed may put their concern in writing to the Governing Body.

This policy has been written in light of the Children's and Families Act 2014 and the SEN Code of Practice that is contained within The Act. SEND policy at St. Nicholas Catholic High School is also guided by the demands and guidance contained within the Disability Equality Act 2010.

S. Hilton 2020