

Special Educational Needs (SEN) Whole School Policy

Introduction

1. Basic Information

Name of school:	Cromwell Community College
Address of school:	Wenny Road, Chatteris, Cambs PE16 6UU
Telephone Number:	01354 692193
Fax Number:	01354 695592
'E' mail address:	office@cromwell.cambs.sch.uk
Web address:	www.cromwellcc.org.uk
Type of school:	Comprehensive
Age Range:	11-18
Gender of pupils:	Mixed
Number on Roll:	1130
Governor responsible for Special Educational Needs	Mr. Danny Baverstock
Principal:	Mr G.J Roberts
SENCO:	Mr R Whitehand
Inclusion Lead	Mr. J. Russell
SEN Support Staff:	Inclusive Education Manager - SWITCH, SWITCH Teaching Assistant 18 Teaching Assistants In-School Support Teacher Specialist Inclusion Lead

2. Statement of Intent

Cromwell values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for Learning

3. Principles and Aims

This Policy is based on the following principles and aims since they underpin the development of all good educational practice. The purpose, aspirations and goals of pupils with special educational needs are the same as for all pupils; it is only the ways in which these are achieved that may be different.

The Principles of SEN Provision

1. Equal Opportunities

Provision at Cromwell is based on equality of opportunity, so that all pupils, irrespective of disability, gender, ethnic origin or personal circumstances have an equal right to develop their skills and abilities

2. Inclusion

Pupils with special educational needs are educated at Cromwell, wherever possible, alongside their peers within this mainstream setting. The pupil's needs will be met within an environment that will have a positive impact on their learning. Such an approach means that the pupil will experience welcome, acceptance and real opportunities for friendship and positive relationships as well as challenging Learning experiences. It implies full involvement of the young person and parents in decisions about how education will be provided. It also recognises the central place of multi-disciplinary working in effective education

3. Raising Educational Standards

Cromwell College is committed to raising the educational standards of all its pupils and will therefore promote a culture that encourages high expectations for all learners, including those with special educational needs

4. Curriculum Access

Pupils with special educational needs will have access to a broad, balanced and inclusive curriculum

5. Decision Making

All Parents/Carers and children have the right to be heard and their views taken into account and recorded in the decision making process when determining appropriate education. It is clear that pupils, at Cromwell, will be enabled and encouraged to participate in all decision-making processes that occur in their education, knowing that they will be listened to and that their views are valued.

6. Resources

Pupils with special educational needs are entitled to their fair share of educational resources

7. Meeting Pupil's educational needs

Cromwell believes that pupils with special educational needs should have those needs met where possible

The SEN Aims of the College

With the above Principles in mind the following Aims are identified

- To ensure that all pupils at Cromwell have access to a broad, balanced, relevant and inclusive curriculum, helping raise the achievement of **all** pupils
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all College activities
- To ensure that Parents/Carers of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this Policy, we believe pupils will be helped to overcome their difficulties

The development of this policy involved the whole of the College, including Governors, teaching Staff and Support staff. Governors are continually kept up to date with SEN developments, which are reflected in this Policy

This Special Educational Needs Policy should be read in the context of Cromwell's other College policies, its College Improvement Plan and other more national and internationally published reports and documentation, such as

The United Nations Convention on the Rights of the Child

The Children Act (1989)

The 1994 Special Educational Needs Code of Practice; revised January 2002

Key DCFS regulations and circulars on the organisation of special educational needs

The Human Rights Act (1998)

The SEN and Disability Act (2001)

All Cromwell Staff are committed to the above principles and aims, which is demonstrated in their daily working contacts with pupils, Parents/Carers and other interested parties.

Whilst many factors contribute to the range of difficulties experienced by some pupils, we believe that the pupils, Parents/Carers, teachers and the relevant outside agencies working together can do much to overcome them

4. Definition of Special Educational Needs

The Education Act 1996 (Part 1V) contains the following statutory definitions;

“A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision.

A child has a **learning difficulty** if he or she:

- a. has a significantly greater difficulty in learning than the majority of children of the same age;
- b. has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority, or;
- c. is under the age of five and is, or would be, if special educational provision were not made for him or her, likely to fall within a) or b) above when over that age.”

Section 312(2)

“A child cannot be regarded as having a learning difficulty solely because the language which he or she is, or will be, taught is different from a language which has at any time been spoken in his or her home.”

Section 312(3)

Special educational provision means;

“for children of two or over educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools (other than special schools) maintained by the Local Authority in the area (such provision may, of course, be of a temporary rather than permanent nature.)

Section 312(4)

5. Scope of the SEN Policy

The policy covers all pupils at Cromwell Community College who may/will experience some form of difficulty in their learning which may arise from a variety of factors, including those related to

- the pupils themselves
- their Learning environment
- their social environment

A pupil who has special educational needs might

- find it harder to learn than most pupils of the same age

- have difficulty with reading and writing, number work or understanding information
- find it hard to express themselves or understand what someone is saying
- have problems making friends, relating to adults, organising themselves or behaving properly at Cromwell
- have sensory or physical needs, a disability or a mix of difficulties which affect their access to education

Code of Practice (2002)

All of these pupils may need extra help at Cromwell.

Gifted and Talented pupils (that is, pupils who are exceptionally able), pupils who are learning English as an additional language, and Gypsy, Roma, Traveller children would not, 'per se', fall within the statutory definition of special educational needs. Whilst it is recognised that some of these pupils will have individual learning needs which should be provided for, they would not be considered to have a special educational need unless they also had a learning difficulty.

Cromwell Community College will have due regard for the Revised Code of Practice on the Identification and Assessment of Special Educational Needs, including the Disability and Children's Acts, when carrying out its duties towards all its pupils with special educational needs.

6 Staffing

An up-to-date list of the Learning Support staff in on the College website.

The Special Educational Needs Co-ordinator (SENCO), in collaboration with the Principal and governing body, plays a key role in helping determine the strategic development of the SEN Policy and provision in the College to raise the achievement of pupils with SEN and others.

The SENCO takes day-to-day responsibility for the operation of the SEN Policy and co-ordination of the provision made for individual pupils with SEN, working closely with staff, pupils, Parents/Carers and outside agencies. The SENCO also provides related professional guidance to Colleagues with the same aim of securing high quality teaching for pupils with SEN.

7. College Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that

“all schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as

having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission”
(Code of Practice 1.33)

8. Inclusion

- The Governing Body will ensure that appropriate provision will be made for all pupils with SEN
- There is a clear expectation at Cromwell that pupils with SEN will be included in mainstream classes and the curriculum made accessible to all
- The term ‘Inclusive Education’ goes beyond the meaning of integration. Inclusion implies that Cromwell is able to change its structures and systems in order to give full access to social and educational opportunities. Cromwell recognises the potential benefits to all pupils when pupils with SEN are educated alongside their peers. Provision for individual differences in the context of a normal environment will be available in a way which is neither stigmatising nor isolationist
- When considering the most appropriate provision to meet a pupil’s special educational need, any discussion will be based on how best to offer the pupil a positive learning experience
- Cromwell will try to ensure that the Parents/Carers of children with SEN are kept fully informed of matters pertaining to this area of our provision and with the assistance of Cambridgeshire’s Parent Partnership scheme endeavour to promote co-operation between Parents/Carers, College, Local Authority (LA) and others to enable young people with SEN to achieve their full potential.

9. Evaluating the Success of our SEN Policy

Indicators that this Policy is being successful may be:

- The extent to which standards measured by exam results, have improved generally across groups of pupils with identified SEN
- A reduction in the number of pupils requiring a graduated response
- An increase in the number of pupils being discontinued at the School Action Stage
- An increase in the number of pupils who have discontinued statements
- An increase in the number of pupils who have moved from School Action Plus to School Action

In evaluating the success of this Policy, the College will consider the views of:

- College staff
- Parents
- Pupils
- External professionals

Pupil progress will provide evidence for the success of this SEN Policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting set targets
- Use of standardised tests
- Evidence generated from review meetings

10. Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this Policy.

11. Identification, Assessment and Provision

At Cromwell we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN 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 integrated into all aspects of the College. The SEN Code of Practice 2002 makes it clear that

“all teachers are teachers of pupils with special educational needs”

All teachers are responsible for identifying pupils with SEN 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 pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

a) Early Identification and Assessment

Early identification of pupils with SEN is a priority. Cromwell will use appropriate screening and assessment tools, and ascertain pupil progress through;

- Evidence obtained by teacher observation or assessment
- Pupils' performance in the National Curriculum, judged against level descriptions
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies
- Standardised screening or assessment tools e.g. screening/diagnostic tests, reports or observations, records from feeder schools, information from Parents, SAT results, pupil portfolios

b) SEN Provision

On entry to Cromwell each pupil's attainment will be assessed in order to ensure continuity of Learning from Primary school, or transference from another Secondary school. For pupils with identified SEN all relevant staff will:

- Use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in Learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own targets
- Involve parents/Carers in a joint home-school approach

c) The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by subject teachers through a differentiated curriculum
- Periods of withdrawal into the Learning Support Centre or the Learning Support Unit (Switch) with a support teacher/assistant
- In-class support with adult assistance
- Attendance at the Learning Support Unit (Switch) on a part time basis
- Support from specialists within class or as part of a withdrawal programme
- Attendance at the Learning Support Centre in a literacy workshop, following the Corrective Reading Programme
- Attendance at a small numeracy workshop
- Attendance on an alternative curriculum programme, which could include a local college course, extended work experience, mainstream classes, attendance at the Switch or 1:1 tuition
- Attendance at the March Pupil Referral Unit (The Junction)
- *Admission to the In-school Right Path Programme*

d) English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from an uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. College will approach Cambridgeshire Race Equality and Diversity Service (CREDS) for help and advice if necessary.

e) Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support.

Where teachers decide that a pupil's Learning is unsatisfactory, the head of subject/Faculty is the first to be consulted, then the SENCO if appropriate. All will review the approaches adopted. Where support, additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed it would be provided through School Action Plus. Where concerns remain, despite sustained intervention, Cromwell will consider requesting Statutory Assessment. Parents will be consulted at each stage. Each of these interventions is detailed in appropriate sections of this Policy.

Cromwell also recognises that Parents/Carers have a right to request a Statutory Assessment.

f) Record Keeping

Cromwell will record steps taken to meet pupil's individual needs. The College will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile may include:

- Information from previous school
- Information from Parents/Carers
- Information on progress and behaviour
- Pupil's own perception of difficulties
- Information from health/social services
- Information from other agencies such as Connexions Service, Educational Psychologist, Pupil Support Services, the Locality Team

g) General Learning Difficulties

The SEN Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on a par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to pupil and Parents/Carers
- Is likely to result in accreditation in F.E., training and/or employment
- Is likely to result in usable levels of skills

Teaching SEN pupils is a whole-school responsibility. The core of the teacher's work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. 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 SEN, Cromwell will intervene through **School Action** and **School Action Plus**, as described below.

h) School Action

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

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- 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 experiencing a differentiated curriculum

If Cromwell decides, after consultation with Parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individual programmes.

i) Use of Support Staff Within School Action

SEN teacher: The SEN teacher (SENCO) has mainstream teaching commitments. He also teaches groups of pupils comprising mainly pupils with SEN. The SENCO also teaches the Corrective Reading Programme. *The SENCO is also the Designated Teacher (DT) for Looked After Children.*

SEN Teaching Assistants: There are 18 Teaching Assistants working at Cromwell on a full time or part time basis, who support pupils in lessons and may teach the Corrective Reading Programme.

Inclusive Education Manager: The Learning Support Unit (Switch) is managed by one member of staff with a TA supporting.

j) Nature of Intervention

The SENCO, in collaboration with subject staff, will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative Learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- *Provision of access arrangements, or exam concessions for external exams.*
- Staff development/training to undertake more effective strategies
- Access to Local Authority support services for advice on strategies, equipment, or staff training

k) School Action Plus

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCO following discussion at School Action. External support services will provide specialist inputs to the support process, following discussion at fortnightly Locality Allocation Referral Meeting (LARM), *which Cromwell representatives attend.*

School Action Plus intervention 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 National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own Learning or that of the group, and this may be despite having an individualised behavioural management 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 presenting barriers to Learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. *Any resulting Action Plan* will incorporate specialist strategies.

These may be implemented by the teaching staff but may involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist teacher/professional.

l) Individual Education Plans

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) and may contain information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on one, two, three or four individual targets that closely match the pupil's needs.

m) Reviewing IEP's

IEPs will be reviewed twice yearly.

n) Request for Statutory Assessment

Cromwell will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent/carer or outside agency. Cromwell will have the following information available:

- The action followed with respect to School Action and School Action Plus
- The pupil's IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents/carers
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what

the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of Learning objectives for the pupil. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the subject staff with appropriate additional support where needed

o) Review of Statements

Statements must be reviewed annually. The LA will inform the Principal at the beginning of each school term of the pupils requiring reviews. The Principal will organise these reviews and invite:

- The pupil's parents/carers
- The pupil if appropriate
- The relevant school staff
- The SENCO
- A representative of the LA(if appropriate)
- Any other person the LA considers appropriate
- Any other person the Principal considers appropriate
- Any other person the parent or pupil considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets and set objectives
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

At Year 5 or 6 Annual Reviews the SENCO of Cromwell will be invited to attend (if appropriate). This enables the receiving school (Cromwell) to plan appropriately for transfer. It also gives parents the opportunity to liaise with Secondary Colleagues.

Year 9 Annual Reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. From Year 9 and beyond the Transition Plan will be reviewed and involve the Connexions Service. Cromwell recognises that the responsibility for such Transition Plans lies with these specialist services.

With due regard for the time limits set out in the Code of Practice, the Principal will write a report of the Annual Review meeting and send it, with any supporting documentation, to the LA. Cromwell recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN.

The School recognises that where a pupil with a Statement of SEN continues to attend after compulsory education, i.e. after age 16, the LA may decide to maintain the Statement until age 19.

p) The Role of the SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Principal and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow Colleagues
- Managing Teaching Assistants
- Overseeing SEN pupils' records
- Liaising with the parents/carers
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Care, Connexions Service, and voluntary bodies.

For effective co-ordination staff should be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents/carers are informed of this concern and the subsequent SEN provision

q) The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' (SENCO) is identified to inform about the Statement all those involved with teaching and supporting Statemented pupils

- Ensuring that SEN pupils have opportunities to be fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy

r) The Role of the Subject Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop IEPs for some SEN pupils. The extent of the SENCO's involvement is at the discretion of the school.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP – this may be delegated.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

s) The Role of the Principal

The Principal's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within Cromwell
- Working closely with the SENCO/SEN team
- Helping to inform parents/carers of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

t) SEN Inset

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. TAs' requirements in supporting pupils' needs will be considered frequently. The School's INSET needs will be included in the College Improvement Plan

u) Partnership with Parents/Carers

Cromwell Community College firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (Code of Practice 2.2)

Cromwell considers parents/carers of SEN pupils as valued partners in the process. Depending on age and appropriateness, SEN pupils will also be encouraged to participate in the decision-making processes affecting them.

Cromwell will endeavour to make available, to all parents of pupils with SEN, details of the parent partnership service available through the LA. The SEN Code of Practice outlines that 'LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (Code of Practice 2.14)

v) Complaints Procedure

Cromwell's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents/carers if required.

w) Links with External Organisations/Agencies

Cromwell recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils

When it is considered necessary, Colleagues from the following support services will be involved with SEN pupils:

- Educational Psychologists
- Medical officers e.g. Child and Adolescent Mental Health (CAMH) Team.
- Speech Therapists
- Physiotherapists
- Hearing Impairment services
- Visual Impairment services
- Occupational Therapists
- *ESLAC (Educational Support for Looked After Children)*

In addition, important links are in place with the following organisations:

- The Connexions Service
- The LA
- Specialist services
- The business community
- Education Welfare Officer
- Social Care
- Other groups or organisations

w) SEN Policy Review

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the College Improvement Plan.