

Plymouth  
School of  
Creative Arts

make  
discover  
perform

## **SEND Policy**

Date created: 01/11/2012  
Revision: 24/3/2017

Created by: M. Sweeney  
Last Revision: D.Strudwick

Review period: Yearly

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# 1. Introduction

The purpose of this policy is to support our whole school purpose of *Creating Individuals, Making Futures*. It ensures that our practice is based on principles of equity and access in an individual and different way for each member of our community.

In our school we recognise that every individual makes sense of things differently, and also learns and develops differently. A whole range of different factors (including physical and inherited characteristics, our past experiences and our environment) can affect the ways we understand and relate to the world around us. These differences can contribute to both difficulties and strengths within learning and development. Our framework for *Individual & Different Learning and Development* is genuinely inclusive and addresses *both* strengths and difficulties. Our differences are what connect us together.

In our school every member of staff has a responsibility in relation to people with SEND and every teacher is an SEND teacher.

1.1 Special Educational Needs and Disability (SEND) assessment and provision is based on the SEND Code of Practice: 0 to 25 - January 2015.

It's aims include:

For children and young people this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

1.2 This approach is informed by the views and expertise of families, teachers, local authorities, health professionals and national and local organisations working with them and proposes;

- A new approach to identifying SEN with continuity throughout ages and services
- A single assessment process and Education, Health and Care Plan (EHCP)
- Local authorities and other services will set out a local offer of all services available – See links on the school SEND Information report for an up to date version.
- Giving parents a choice of school
- Introducing greater independence to the assessment of young people's needs

1.3 This policy is written according to current legislation and guidance and follows the SEN Code of Practice 2015. It will be reviewed and updated when new legislation is published and on a yearly basis as part of a governance cycle of policy review.

1.4 This policy should also be read and used in conjunction with the yearly ***Plymouth School of Creative Arts' (PSCA) School Learning Plan*** which highlights school developments. This is shared with parents as a part of the termly Self Evaluation Process (SEP). It also connects to the Action Plan on the SEND page of the web site.

# 2. Vision and Rationale

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2.1 At Plymouth School of Creative Arts (PSCA), we welcome all pupils with special educational needs as part of our community. We will always endeavour to ensure that all our pupils have an equal opportunity to engage in our curriculum and all other aspects and experiences of life in our school.

2.2 We believe that our school has real potential to create a new model for optimal pupil and student progression throughout the full learning continuum of arts education nationally, but its motivation arises – pointedly and directly – from the conditions and needs of our city, particularly within our city-centre, with a focused ambition:

- To raise *aspiration* in Plymouth
- To improve pupil *attendance* and 16–18 *participation*
- To increase pupil *progression* into FE and HE
- To address *deprivation* and *re-engagement*
- To create new, qualitatively different provision beyond the scope and capacity of existing pockets of excellence

2.3 If ‘*Think global; act local.*’, is more than ever the progressive business mantra, we are thinking and acting locally and internationally: through active engagement in arts and cultural educational development projects from the Royal William Yard in Plymouth to the Forbidden City in Beijing, and creating international horizons for our students, for our partners, and for our wider learning communities. Any history of Plymouth, for centuries a maritime economy, would need to include the horizon.

2.4 There is a clear rationale, a groundswell of parental and teacher support, and a growing evidence base of research in support of our 4–16 ‘through school’ offering a broad and balanced curriculum that places creativity, arts practice and cultural learning at the heart of the pupil learning experience, and which articulates directly with an independent Art College (and with other FE and HE progression options in the city), enabling direct progression pathways into further and higher education from 16–18 and 19+.

### 3. Definition of Special Educational Needs

3.1 PSCA recognises that all young people have learning and/or behavioural needs and that for some, these individual needs become special educational needs.

3.2 Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. a) have a significantly greater difficulty in learning than the majority of others of the same age; or
2. b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3.3 Special educational provision means;

For a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for the child’s age in maintained schools, other than special schools, in the area

3.4 PSCA recognises that there is a continuum of special educational needs, which should be reflected in a continuum of provision, and that good practice in special needs goes to the very core of excellent learning and teaching.

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3.5 Only in a small minority of cases will a child have special educational needs of a severity or complexity, which require an EHCP.

3.6 Similarly, a talented or gifted child does not necessarily fall into the remit of special educational needs. The school recognises that these young people have their own needs, which are addressed separately. (***See the Gifted and Talented Policy***)

3.7 We also recognise that young people may have special educational needs in some areas of their learning can be identified as gifted and talented in others.

## 4. Scope of the Policy

4.1 This policy applies to all young people in Plymouth School of Creative Arts (PSCA) who have special educational needs. The policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances.

4.2 This policy also has implications for all our partners in the SEN process, e.g. partner schools, governing bodies, parents/carers and statutory/voluntary agencies.

## 5. Admissions

5.1 As clearly outlined at the beginning of our Admissions Policy (***See separate Admissions Policy for details***), a child with a Statement of Special Educational Needs (SEN) which names our school will be admitted. This applies to normal admissions at the start of any academic year and to mid-year admissions also.

5.2 There are no separate arrangements regarding admissions of children with Special Educational Needs and Disabilities (SEND) although as with all children we encourage parents to visit so that they are making a positive choice to come to the school.

## 6. Approach to Inclusion

6.1 PSCA will be fully inclusive and will ensure the needs of pupils with differing abilities are met including those assessed as;

- Gifted and talented (***Please refer to Gifted and Talented Policy***)
- Requiring SEND provision
- Socio-economic needs e.g. FSM
- In public care (LAC)
- Requiring temporary support e.g. arising from personal or family circumstances

## 7. Objectives and Strategies

7.1 PSCA is dedicated to the provision of an outstanding education to all pupils and works with the commitment to Every Child Matters and with the SEND Code of Practice. Every pupil should enjoy their educational experience and achieve their full potential. Resources will be made available to ensure as far as possible that every child will be able to read and write and be numerate functionally and from day one all pupils will be assessed and tracked and early interventions put in place to support every child appropriately.

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7.2 Legislation covering Disability and Equality will be complied with and any changes in policy or practice will be updated as new legislation emerges.

- We will ensure that disabled pupils are treated as favourably as their peers
- We will make reasonable adjustments to ensure that disabled pupils have the least possible disadvantage compared to peers
- We will draw up plans to show how we will continue to increase access to education for disabled pupils
- We will comply with the Disability Equality Duty Act

7.3 PSCA will implement a strategy for ensuring that the needs of pupils with differing abilities are met. The strategy will be based on the awareness of and meeting the needs of individual pupils including supporting those who need it and stretching all students.

7.4 The main curriculum will be 'scaffolded' so that it meets all pupils' needs inclusively and maximises their progress and achievement. This will be based on assessment of the needs of individual pupils and groups of pupils. This will include:

- A comprehensive assessment system which identifies the learning needs of all pupils
- Systematic use of the intelligence from assessment to inform teaching (including lesson planning and schemes of work), student experience and curriculum access.
- Using formative assessment or assessment for learning so that all pupils know what they need to do to progress
- For specific groups of pupils (e.g. those eligible for Free School Meals) making use of evidence-based strategies that have been proved to improve learning and progress alongside the development of new practice which is carefully monitored to ensure it is having a strong impact.
- Clear staff and governor accountability for the progress and achievement of groups of pupils

7.5 The provision of education will be inclusive and mainstream and give the child the opportunity, where possible, to take an active part in all activities provided. To enable this, there is provision of specialist support in the classroom through learning support assistants with the use of Individual Learning Plans (ILPs) (Meeting statutory expectations around Individual Education Plans (IEPs) to help children move forward at a pace and level that is right for them. This allows scaffolding of learning and checking for understanding including the use of specialist equipment where needed. Where scaffolding is unable to address need, which is sometimes the case, it is expected that outside agency support is accessed and the potential for access to alternative provision or special school is investigated. Finally, progression is enabled through transition planning by working again with external agencies and the child supported through specialist impartial careers advice and guidance. This work is being developed as part of our development in 2017/18 in relation to having Year 10 students and building from the existing careers advice that is embedded into our approach.

7.6 Digital work will support the education vision of promoting access and creativity through the subject matter, structure of the curriculum and its delivery. This fits with the schools work to engage with a number of digital partners in this area developing pioneering experiences to support learning. It will therefore permeate throughout all sessions and be seamlessly integrated into all classroom environments as both a standard expectation of setup (i.e. Learning platforms, Computers, Tablets), but also in the form of specific requirements within each subject, making each subject engaging in its use of specialist technology where appropriate (E.g. Hero, RealizIt).

7.7 The focus of provision at both primary and secondary will be on ensuring a minimum standard of ICT is achieved by all students, that it supports varied learning needs, and equally there is encouragement of those students who easily develop their ICT skills and are gifted within this area to continue to build upon their skills and knowledge throughout their education. This is embedded into all subjects and making related to the curriculum experience.

7.8 The infrastructure of the school will reflect the connective nature of the digital technology and allow for easy use of mobile devices, mobile technologies and new technologies as they develop. The learning environment will also

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allow for the use of technology in a variety of situations for example formal use, group use, individual use, social learning, information learning, and reflective learning. We aim to ensure that pupils have access to the assistive technologies that they require to maximise their use of the learning environment and school infrastructure.

## 8. Collaboration with local agencies

8.1 Our approach We are also have links with the Local Authority for Safeguarding and Child Protection, children and young people with SEN. The school is a part of a wider offer. The Local Offer in Plymouth provides children and young people with special educational needs or disabilities, families and professionals information in one place, helping them to understand what services they can expect from a range of local agencies (including their entitlements). The Local Offer covers provision for children and young people from birth to 25 and includes information on education, health and social care services. The Local Offer has been developed working with children and young people, parents and carers, schools, health services and voluntary organisations – see details on the SEND part of our web site.

8.2 PSCA is building our approach through identifying new partners to work with which will inform teaching, citizenship, access to expertise, encourage participation in learning and provide ongoing support both for the school, the staff and the pupils. These include voluntary and community groups and charities as well as more formal organisations and agencies, such as those that provide additional expertise for children with SEN, social, emotional and behavioural difficulties, those from deprived backgrounds and those in or have been in care.

## 9. Children with EAL

9.1 PSCA adopts a number of strategies to ensure that any barriers to learning and achievement, such as English as an additional/second language, can be overcome. It is important to identify with the culture and recognise any differences when working with children and their parents. Studies have shown that being bilingual will mean the child is more likely to learn well and succeed at school. Knowing little English does not mean a lack of ability to learn.

9.2 To help provide this support, we believe that engagement with parents is critical for a number of reasons. It can help better understand any previous language or educational experiences. We will encourage parents to interact with their child outside of school in the English language, for example by talking about activities they have undertaken that day at school. We will look to regularly involve parents through ongoing parent and child experiences and parents' evenings at least twice a year. We are keen though that parents do not feel they have to wait for these to access a conversation. We will look to integrate children as quickly as possible into the school environment and ensure that children with English as a second language are supported by staff within the studios and staff are aware of the requirements of these children.

## 10. Children with Disabilities

10.1 PSCA is committed to fair access for all children to an inclusive, creative and imaginative environment that removes barriers and enables pupils to learn, achieve and progress from Primary to Secondary and onwards.

10.2 The school will participate with the local Fair Access Protocol arrangements considering the range of categories identified and also consent to be named in an EHCP for children where this is appropriate.

10.3 The school employs a Special Educational Needs Coordinator (SENCO) who has Qualified Teacher Status (QTS). This is currently Dave Strudwick. He is responsible for managing the school based provision, liaising with parents, carers, external agencies, professionals and the Local Authority. This is developed through the work of the Phase Leaders ensuring that developments translate into practice around learning and teaching. They also act as the advisor to the school leadership team as well as providing professional guidance on staff matters relating to SEND.

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Further detail around staffing and approach is outlined on the SEN information report in the SEND section of our web site.

10.4 A comprehensive assessment system provides identification of the learning needs of all pupils at the earliest possible stage achieved through the work of the SENCO, school teachers and learning support assistants working with pre-school organisations, Local Authority, parents & carers, other organisations and the child themselves. A graduated approach to identification will be applied, beginning with scaffolding of student experience to more specific interventions and assessments and support from outside agency. This can result for a small minority of students with an EHCP. Having an EHCP does not mean you have a one to one person but allows the school to target resource in the most appropriate manner to meet need, improve learning outcomes and develop independence. The school will be responsible along with parents/carers and external agencies for the collation of evidence and working in a transparent and efficient manner.

10.5 Curriculum scaffolding will enable access for most pupils to a creative and imaginative curriculum. For pupils who are identified as making insufficient progress, the graduated approach to support will be applied and this will result in the development of an Individual Learning Plan (ILP). In addition access to external agencies such as social care, health and the Local Authority will allow for additional support where necessary. Scaffolding is addressed through lesson plans, schemes of work, class seating organisation, teaching and learning approaches and the use of formative assessment. Our PSCA curriculum is unique in allowing pupils to express themselves in different ways. It allows them to work more effectively in groups, is inclusive and fosters an environment which allows difference in team working, problem solving, skills development and aspirational choice without barriers.

10.6 Where necessary reasonable adjustments will be made which will include the provision of specialist equipment.

## 11. Responsibilities

11.1 The Governing Body will use its best endeavours to ensure high quality education and support for all. There is a nominated Governor – Joanne Anning with specific responsibility for SEND. Our SEN Governor will also be a point of liaison between the SENCO, SLT and the Governing Body. This will include overarching inclusion, equal opportunities and SEND issues and developments.

11.2 As stated above, a QTS trained and qualified SENCO will organise SEN provision. EHCPs, assessments, reviews and all relevant documentation and records will be constantly monitored, evaluated and reviewed, stored securely, with a single point of contact established to facilitate rapid responses and accessibility for the parents. The responsibility for the SENCO for the areas below does not suggest that they are responsible for delivering these but that they are responsible for ensuring that these areas work well. Namely the SENCO will be responsible for ensuring;

- The day to day operation of the school's SEN policy
- Initial testing of pupils as necessary
- Liaising with and advising school staff giving clear guidelines for procedure when needs are identified
- Coordinating provision for students with SEN
- Maintaining the school's SEN register and overseeing records of all young people with SEN
- Liaising with parents of young people with SEN (*see Section 11 below*)
- Contributing to in-service training of staff

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- Liaising with external agencies including the Educational Psychology Service and other SEN support services, medical and social services and voluntary bodies
- Consulting with SENCOs from other schools to ensure effective use of resources and the dissemination of good practice
- Managing a range of resources, human and material, including Individual and Group Education plans linked to young people with special educational needs
- Providing support and advice to colleagues
- Monitoring and evaluating the special needs provision and reporting to the Governing Body on the progress of students with SEN.

11.3 The Headteacher has the responsibility for the overall management of all aspects of PSCA's work including provision for young people with special educational needs. The SENCO is responsible for the day-to-day management and implementation of this policy. She/he will keep the Headteacher and Governing Body fully informed. At this point in time the Headteacher is the SENCO due to a maternity leave but this is not the long term intention of the school.

11.4 All teaching staff have a responsibility to ensure that each pupil is given every opportunity to fulfil their potential within the normal studio situation. All staff should be aware of the learning support needs of all pupils they teach, and should ensure that the needs of each pupil are addressed in accordance with our expectations of best practice as outlined in other policies. It is the responsibility of a variety of leaders to ensure that schemes of work and associated resources appropriate to a range of aptitude, ability and learning styles are available for class teachers to use within each programme of study. This changes depending on the age and stage of the students.

11.5 The dedicated SEN budget will be reviewed annually. Phase and subject budgets are expected to be used to support SEND though as this is a part of our inclusive approach.

## 12. Partnership with and role of Parents/Carers

12.1 The best results are achieved where parents/carers, school staff, students and LAs work in partnership. In working towards this principle the school will do the following;

- Assist parents/carers in their understanding of Special Educational Needs procedures, school-based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services
- Provide opportunities for mediation and discussion where necessary – we are committed to getting the best input from our parents and acknowledge their part in devising the best strategies to be used in securing the most apt provision and use of resources in supporting the specific needs of their sons/daughters. This will involve regular dialogue and communication with them, invitation to attend relevant key meetings and supporting the need to see appropriate members of staff as soon as possible. Links to parent support are on the web site under SEND - from Plymouth Information, Advice and Support for SEND (PIAS). PIAS provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area.
- Meet parental/carer preference for school placement subject to the requirement that the individual child's special educational needs can be met; that the education of other young people will not be adversely affected and that resources are efficiently used

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- Ensure that assessment and review processes seek and take account of the parents'/carers' and young person's views wherever possible
- Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and the range of different disabilities
- Provide clear written descriptions of the support services available for young people with special educational needs within the school and the local area
- Provide information in a variety of formats about the range of voluntary and statutory agencies, which may be able to assist parents/carers of young people with special educational needs
- Value families as the prime educators of their children
- Recognise that families have valuable knowledge and expertise of their child which service providers should encourage them to share
- Encourage families to be actively involved in relevant training/planning appropriate to their child's needs
- Promote mutual respect as the basis for communication between the school and families. This should include sensitivity to families' needs, desires and understanding
- Develop and promote open, honest and effective means of communication about the needs of young people who have SEND
- Deliver information in an appropriate and accessible form

### 13. Equality of Opportunity

13.1 Young people with SEND are entitled to equality of opportunity in all aspects of educational provision and access to a broad and balanced curriculum.

13.2 In working towards this principle we will ensure that;

- All young people are valued equally and treated fairly
- Special educational needs will not be considered a barrier in achieving a place at the school
- The building will be DDA compliant and our Access Plan looks to increase Access for students, parents and community
- All young people will be expected to make progress regardless of gender, disability, race, faith and culture.

13.3 All young people will have access to a relevant, broad and balanced curriculum. The main aim of additional and specialist resources are to enable young people to access this curriculum.

13.4 Additional resources will be allocated to those young people with the greatest need. This will be achieved through adherence to the Code of Practice and to the staged approach to the identification and assessment of special educational needs.

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## 14. Sharing responsibility

14.1 PSCA recognises that parents/carers are their child's first educators. Meeting young people's special educational needs is a shared responsibility. Working towards this principle the school will share responsibility with a range of other partners and agencies.

14.2 Procedures will recognise the importance of sharing information and collaboratively devising support programmes for young people with special educational needs.

14.3 This is especially important at those periods of a child's educational life where transition from one phase of life or education is involved.

## 15. Continuum of high quality provision

15.1 In working towards this principle PSCA will;

- In accordance with the Code of Practice and Equality Act, ensure that a young person's special educational needs will be met alongside his or her peers and within his or her own community
- Ensure that a continuum of provision is available to meet a continuum of need
- Keep under regular review Special Educational Provision to ensure there is consistency between policies within the school
- Work with the Special Educational Needs support services to improve the quality of provision

## 16. High quality trained staff

16.1 Young people with SEN, and their families, have a right to be supported by high quality, skilled professionals. PSCA will support this principle through ensuring staff have access to a Professional Development Programme which directly addresses the development of expertise in special educational needs.

16.2 This programme will be a comprehensive and appropriate staff development programme, which addresses the skills and knowledge staff will need to fully support and teach all learners who attend the school. This will be available not only to teaching staff but also to support staff and all those involved in managing the statutory assessment process. This programme is ongoing and developmental.

## 17. Clear and effective procedures

17.1 Procedures for identifying young people with special educational needs and for monitoring their progress will be clear, effective and straightforward. Any such procedures will take account of the Code of Practice on the identification and assessment of special educational needs. In working towards this principle, the school will;

- Focus on preventative work with young people. As a part of this we will ask parents to complete an Understanding Individual Needs form with a staff member so that we gain a good understanding of need, milestones, what's working, what's missing and what is next. The completion of this form also supports with access to other groups in the Local Authority including our Educational Psychologist Alan Ebbens.

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- Ensure EHCPs and individual learning plans are reviewed annually and the appropriate action taken where required
- Ensure procedures for identifying young people with special needs and for monitoring their progress are clear, effective and straightforward and follow published local and national criteria
- Ensure procedures are in place to ensure the views of parents/carers and young people are sought at all stages of SEND partnership
- Monitor and evaluate the school's performance in relation to young people with special needs using feedback and surveys to gather their views and those of their parents/carers in addition to assessment data as a part of the SEP document

## 18. Partnership with Young People

18.1 At PSCA we believe that partnership with young people is essential in relation to SEND and they have the right to have their views incorporated in assessment and review, and to be involved in decision-making about their own SEND.

18.2 Young people have the right to have their views, expectations and needs taken into account in all planning.

18.3 We recognise that effective action for learners with SEND will often depend on close co-operation between the school, the health services and young people's services. We are committed to implementing such co-operative arrangements so that services for individual young people, families and schools can be as seamless as possible.

18.4 All young people should be encouraged to develop a positive sense of self-image and a pride in their own identity.

18.5 All young people should be encouraged to accept and value differences.

## 19. Parental Complaints

19.1 Any genuine complaints from parents of any children will always be carefully investigated at PSCA. This includes issues related to SEND – ***(Please see Complaints Policy for specific procedures and details)***

19.2 However, given the sensitive nature of many issues surrounding children with SEND, we are mindful that we need to be as flexible as possible. As such, at PSCA we state that if any parent has specific complaints relating to the SEND provision for their child, they are welcome to address these directly to our SENCO, SEN Governor or a member of the SLT, who will note any complaints and arrange a suitable follow up meeting to discuss the situation. If this does not solve the issue or allay the complaint, then the parent is welcome to follow the procedures in our Complaints Policy.

## 20. Monitoring review and evaluation

20.1 All studio staff have day-to-day responsibilities with regard to pupils with special needs, and the care of such pupils is seen as a whole school responsibility. The SENCO is responsible for the co-ordination of provision and is responsible to the Headteacher in the first instance. Learning support provision is planned, monitored and evaluated by the SENCO, working with other staff as appropriate, especially Phase Leaders.

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20.2 Other professionals, including External Agencies may become involved when practicable and/or necessary.

20.3 PSCA will conduct internal reviews of SEND provision at least annually to complement the on-going monitoring and evaluation of provision and outcomes. This forms a wider cycle of external review with the Local Authority every two years.

20.4 The SENCO will report regularly to the Headteacher and Governing Body in relation to SEND.

20.5 Parents/carers also have a role to play though their contribution to reviews of their young people's learning, working with the school in relation to targets within their child's individual education plans.

20.6 In carrying out its responsibilities towards young people with special educational needs PSCA will;

- Keep its arrangements and provision for SEND under review
- Review the effective use of its resources
- Review and evaluate the school's arrangements for individual education planning and reviewing, including parental and Support Services involvement
- Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the school's Learning Plan and SEND policy, the LA's SEND policy and the finance delegated under SEND arrangements.

20.7 The monitoring and evaluation of the effectiveness of provision towards meeting the additional needs of young people who have special needs covers a range of important and interrelated areas. In particular:

- Allocation and effective use of resources
- The performance of LA support services as experienced by school students and staff
- The provision for young people with special needs within the school including annual review of statements and individual learning plans
- Individual student progress as measured against set targets
- Use of delegated funds.

## 21. Policy Review

21.1 The SENCO will review this policy on an annual basis and any proposed changes will be reported to the Headteacher, Governing Body and PSCA staff.

21.2 This policy for SEN will be made available and accessible to parents/carers, colleagues and all stakeholders.

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