



Corley Centre

SPECIAL EDUCATION NEEDS AND INCLUSION POLICY

The vast majority of students attending Corley Centre have a diagnosis of Autism. This must be taken into account when reviewing and implementing all policy procedures.

Policy Review

This policy will be reviewed in by the Full Governing Body annually *unless circumstances dictate that it should be reviewed sooner.*

The policy was reviewed and agreed by the Full Governing Body on 15th February 2017.

It is due for review Spring Term 2018.

Policy Reviewed	25 th March 2015
Policy Reviewed	24 th February 2016
Policy Reviewed	Spring Term 2017
Next Review	Spring Term 2018

CORLEY CENTRE SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

This policy sets out information in relation to the school's provision for students with Special Educational Needs.

The aims of this policy are:

1. That practice reflects our school mission statement;
2. That students receive the provision set out in their Statement of Educational Need and/or their Education Health and Care Plan;
3. To create an environment that meets the special educational needs of each student so they can achieve their learning potential and engage in activities;
4. To request, monitor and respond to parents/carers and student's views in order to evidence high levels of confidence and partnership;
5. To make clear the expectations of all partners in the process;
6. To ensure a high level of staff expertise to meet student autism needs, through well targeted continuing professional development;
7. To ensure support for students with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;
8. To identify the roles and responsibilities of all staff in providing for student's autism, special educational needs
9. Through reasonable adjustments to enable all students to have full access to all elements of the school curriculum;
10. To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The objectives of the policy are:

1. To identify and provide for students who have autism, special educational needs and additional needs;
2. To work within the guidance provide in the SEND Code of Practice, 2014;
3. To operate a "whole student, whole school" approach to the management and provision of support for special educational needs;
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy;
5. To provide support and advice for all staff working with students with autism and a variety of SEND
6. Organise all our activities to ensure that all students are included in the life of the school.
7. Work closely with parents, sharing information on child's progress and their individual needs;
8. Continuously develop our ways of working to provide the highest quality of provision for all our students within the resources available;
9. Meet the requirements of the Education Act (1996), the Special Educational Needs (SEN) Code of Practice (2001), and the Special Educational Needs and Disability Act (2001);
10. Encompass the LA Statement of Policy for Children with SEN;
11. Facilitate a student's learning by identifying his/her individual needs relating to their autism and other SEND and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEND Code of Practice (2014);
12. Respond to particular students flexibly according to the nature of their difficulties;

13. Support students' learning without making them feel different or inferior to their peers;
14. Enable each student to become an independent and confident student.

Corley Centre has a named SENCO and a named Governor responsible for SEND. They ensure that the Corley Centre's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.



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1: KEY MEMBERS OF STAFF

Special Educational Needs Coordinator (SENCo):

Mrs Sarah Heckle
Assistant Headteacher
National Award for SEND
Contact: Tel: 01676 540218

SEND Governor: Mrs Paula Williams

SEND Teaching Assistants line manager – Mr Mark White

Designated Safeguarding Officer – Mr Mark White

Deputy Designated Safeguarding Officers – Mrs Lisa Batch

Member of staff responsible for managing PPG – Mrs Lisa Batch

Member of staff responsible for managing LAC funding – Mr Mark White

Member of staff responsible for meeting the medical needs of students – Mrs Lisa Batch

2: CORLEY CENTRE MISSION STATEMENT

Corley Centre provides a safe and supportive learning environment, enabling students to reach their full academic and personal potential. We celebrate achievement at all levels, recognising students as individuals.

We aim to develop self-confident, independent and motivated learners who strive to reach aspirational goals. Students are guided towards independence and a deeper understanding of the world in which they live. They are encouraged to work alongside others in preparation for adult life.

Our challenging and varied curriculum provides the opportunity for individual learning both inside and outside the classroom, along with links to vocational experiences and the wider community.

We support our students in developing and maintaining positive relationships, promoting an understanding of their own and others' wellbeing.

3: SCHOOL OVERVIEW

Corley Centre provides education for students with complex social and communication difficulties, including those with autism.

Corley Centre is committed to raising the aspirations of, and expectations for, all students with SEN. The school focuses on outcomes for children and young people rather than simply providing hours of provision and support.

Corley Centre continuously strives to ensure that everyone in the school is treated with respect and dignity. Each person will be given fair and equal opportunity to develop to their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Corley Centre supports the needs of students with autism. Students' needs are met within the curriculum and support for students is in line with National Autistic Society National Standards.

Corley Centre is committed to equipping staff with teaching and learning pedagogy to promote outstanding SEND provision. Staff receive regular professional development opportunities through individual, department, and whole staff training. All teachers and support staff undertake an induction on taking up a post at the school. Induction includes a meeting with the SENCO who explains the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

4: WHAT ARE SPECIAL EDUCATIONAL NEEDS?

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision". SEND Code of Practice 2014.

All students have an equal right to a full and rounded education, which will enable them to achieve their full potential.

Corley Centre identifies the needs of students by considering the needs of the whole child, which will include their special educational needs and also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

5: CORLEY CENTRE IS COMMITTED TO:

- Providing a secure, enjoyable and stimulating learning environment which will enable students to realise their potential as individuals in society;
- Providing equal access to a broad and balanced curriculum which:
 - ✓ meets statutory requirements;
 - ✓ reflects the cultural diversity of society;
 - ✓ meets the needs of all students;
 - ✓ develops skills for independence and a pathway for an active role in society;
 - ✓ maintaining close contact with the home: making parents welcome in the school and to enable them to play a full part in the education of their children.

6: THE ROLE OF THE GOVERNING BODY

The governing body challenges the school and its members to secure necessary provision for any student identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing outstanding education for students and ensure that funds and resources are used effectively.

The Governing Body reviews this policy annually.

7: LINKS WITH OTHER SCHOOLS

Corley Centre liaises closely with other schools at the point of student transfer and a detailed transition process is followed.

Links with local mainstream and special secondary schools have also been developed. These can include liaison for particular curriculum projects or students following accredited courses.

The school arranges and participates in a number of sporting fixtures with other schools throughout the academic year– these provide the opportunity for students to interact with students from other schools.

8: ORGANISATIONAL ARRANGEMENTS TO ENSURE STATEMENTED NEEDS ARE MET

SHARING STUDENT INFORMATION AND TARGET SETTING

When a student receives a place at Corley Centre a transition plan is put in place. The Assistant Head/SENCo from Corley Centre will visit the feeder school and meet with parents/carers and staff. An Individual Risk Assessment is completed and a Pen Portrait is created. The information gathered about a student is then shared confidentially with all Corley Centre members of staff. Staff use this information when setting individual targets to meet the student's needs as given on the Statement of Special Educational Need or Education, Health and Care Plan.

STATEMENT/EDUCATION HEALTH AND CARE PLAN

Corley Centre receives the final Statement of Special Educational Needs/EHC Plan. Individual objectives and provision required are transferred onto the Student Information Sheet and shared with staff.

STUDENT INFORMATION SHEET

The Student Information Sheet contains Pen Portrait information, statement objectives and provision of need. Areas of concern from the Risk Assessment and Behaviour Plans are included where applicable.

SUBJECT / PASTORAL PROVISION HIGHLIGHTED

Both pastoral and teaching staff, on receipt of the Student Information Sheet, must take responsibility for the confidential information that it contains and place their name and subject/pastoral area on the top of the sheet. Staff must then read the statement objectives and provision needs and highlight areas of provision they can meet within their subject/pastoral area.

Each pastoral/subject teacher creates individual targets for every student they teach at Corley Centre. These targets must be created using the highlighted needs of provision as stated on the Statement of Special Educational Needs.

SHORT TERM TARGETS

Upon the receipt of the final Statement short term targets are set based on the subject/pastoral targets set as above. These targets are returned to the Local Authority SEN team.

ANNUAL REVIEW PROCESS

All students who are admitted to Corley Centre have a Statement of Special Educational Need/EHC Plan. This clearly sets out their individual needs/outcomes and forms a basis for the provision that will be made for them.

Each year the Statement of Special Educational Need or EHC Plan is formally reviewed. This is called the Annual Review. Parents/carers and all professionals who are currently involved with the student are invited to attend the review and contribute in writing or verbally. Students are encouraged and supported to provide a written contribution and to attend the review and contribute verbally. From Year 9 the CSWP Careers advisor attends to offer advice on opportunities available following Year 11.

All staff (teachers and HLTAs) with a responsibility for teaching the student contributes to a report on progress made since the last Annual Review. The report is structured around the objectives/outcomes set out in the Statement of Special Educational Need or EHC Plan. For those students who have already had an Annual Review at Corley Centre the targets set at the previous Annual Review are reported on.

A Transition Review will take place for those students who are currently outlined to receive an EHC Plan.

During the Annual Review the reports and verbal contributions from parents and students are discussed and minuted. All present in the meeting will agree up to three targets for the student to work towards before the next Annual Review.

The appropriateness of the provision in meeting a student's needs is discussed and agreed. If the provision is not appropriate to meet the student's individual needs the Local Authority is responsible for making appropriate arrangements.

Following the meeting, the targets are transferred to individual student Annual Review Target Sheets. In a 1-1 session, the student's Mentor will discuss the targets with them and support the student in identifying actions required and staff available for support. This process enables the student to take responsibility for his or her own targets and begin to work with some independence towards them.

9: WEEKLY PERSONAL LEARNING AND THINKING SKILLS TARGETS (PLTS)

With support from staff, each student sets a weekly target based upon one of the six personal learning and thinking skills. This is recorded by the student in his/her personal planner and stamped to indicate the relevant PLTS. The planner remains the property of the student and is available for the parent/carer to view at home. All students' weekly targets are recorded by the class TA as a means of monitoring progress. This record also acts as a means of quality control, for example, to ensure that a student's targets cover the full range of PLTS or focus on a particular area for development.

The six PLTSs are: Self Managers, Team Workers, Creative Thinkers, Effective Participators, Independent Enquirers and Reflective Learners.

Students are given support to understand the six areas and how they can develop their skills in each one.

The PLTS also form the basis of teachers' planning across all subjects; providing opportunities for students to develop skills in each of the six areas.

The Statement of Special Educational Need or EHC Plan, the Student Information Sheet and Annual Review Targets all influence the PLTS targets that are set each week.

The PLTS target is supported by the school's reward system. Each time the student demonstrates progress towards the target they can receive a SPLAT. This is a stamp, colour-coded to identify the PLTS and symbol-coded to identify the curriculum subject. Each stamp has a value of five pence. Students spend their SPLATS at the 'SPLAT shop' in school, exchanging them for a reward of their choice of equivalent monetary value.

10: MANAGEMENT OF FINANCIAL RESOURCES

The financial resources of the school are described in two ways:

- Official Funds
- Voluntary Funds (e.g. School Fund)

The Governing Body, Headteacher and School Business Manager manage all finances of the school, via the Governors Resources sub-committee. All are supported with advice from the LA School Finance Officer (SFO).

The use of financial resources is planned to maximise the provision the school makes to meet the needs of its students. Staff are involved in budget planning by submitting development plans for the subject area/s for which they have responsibility.

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- statutory requirements
- other budgetary pressures in the school
- the resources identified (but not earmarked) for SEN within the Individual School's Budget
- the availability of additional grants to the school
- priorities identified in the School Development Plan

All financial planning is directly related to the School Improvement Framework.

The SENCo works with the senior management team of the school to:

- identify the pattern of need across the school
- establish the most cost effective means of meeting these needs
- allocate support to groups of pupils and individual pupils, including those with statements of special educational needs
- ensure that support is allocated to pupils on a fair and equitable basis
- monitor the progress made by pupils with SEND
- evaluate the effectiveness of provision for SEND
- ensure that support staff, including teaching assistants, work within the framework of school policy and practice

11: EQUALITY OF OPPORTUNITY

All students, regardless of race or creed, are offered an equal opportunity to access all matters relating to education within the school, including the National Curriculum.

Students are provided with suitable role models, of both sexes, on the staff and are encouraged to seek pastoral support from their respective teacher or member of the support/care staff, but are free to approach any member of staff with whom they feel comfortable for pastoral support.

Each year, students identify their personal 'High Five' as part of the PSHE curriculum. Through discussion and guidance, each student identifies up to five members of staff from whom they would feel comfortable receiving 1-1 support, particularly in times of stress or high anxiety. This information is shared on a need to know basis so that staff can approach a student confident that he/she may respond positively to an offer of support.

Opportunities are provided for all students to achieve nationally recognised qualifications at a variety of levels – according to their individual ability. The school is committed to seeking out appropriate accredited courses, which are relevant to the needs of the students.

12: STAFF EXPERIENCE AND QUALIFICATIONS

When new appointments to the staff of the school are necessary, every effort is made to recruit staff who have some previous experience of working with students with special educational needs.

Students are always represented as part of the selection process.

Only staff with appropriate qualifications are employed.

All staff appointed to the school undertake an induction programme, including ASD specific CPD.

13: PROFESSIONAL DEVELOPMENT

Professional development takes place and is planned in accordance with the needs of the school as set out in the School Improvement Framework (SIF). The SIF is reviewed annually and actions are set to ensure the needs of all students are met.

14: CURRICULUM

Every effort is made to enable access, for all students, to the National Curriculum and the wider curriculum. The Governors endeavour to ensure that staffing and resources are directed to support this effort.

The purpose of the school's curriculum is to provide a framework to promote academic, personal, social, moral and physical development of the students.

Teaching Assistants work alongside teachers to provide additional support to students.

It is not the policy of the school to dis-apply any part of the National Curriculum for students attending the school, however, from time to time it may be necessary to "suspend" the National Curriculum for a given period of time, especially for those students who require a more needs led curriculum.

The school is staffed by Teachers and Teaching Assistants, as well as non-curriculum staff responsible for administration, caretaking and school meals. All staff have a desire to work together for the benefit of the students. Learning takes place throughout the school.

Each teacher has a responsibility for an area of the curriculum; the school seeks to provide a broad, relevant and balanced curriculum.

The classes are organised in line with Key Stages indicated within the National Curriculum (Key Stages 3 and 4).

Access to the curriculum can prove to be difficult for some students due to their individual needs. The school endeavours to maximise success and subsequent progress for such students by constantly reviewing strategies on a group or individual basis.

In addition to the academic curriculum students are offered the opportunity to visit places of interest and educational value, taking part in the Coventry Experience.

15: IDENTIFICATION, ASSESSMENT AND REVIEW

Identification, Assessment and Provision

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

Corley Centre regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

Provision for students with special educational needs is a matter for the whole school. The Governing Body, Headteacher, SENCO and all other members of staff, particularly Subject Teachers and Teaching Assistants, have important day-to-day responsibilities.

The school will assess each student's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the student's previous setting. If the student already has an identified special educational need, this information may be transferred from other partners in their previous setting and Subject Teachers will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the student within the class;
- Use the assessment processes to identify any additional learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the student's achievements and experiences to form the basis for planning the next steps of the student's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular student, a teacher will look carefully at all aspects of the student's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Whole school review of individual achievement

Teachers use a number of methods to review the progress of individual students.

Assessment for Learning is fundamental to our teaching and learning ethos and forms the basis of the teaching and learning development work of the school. Staff work together in coaching pairs to further develop their own practice and provide support for each other.

Teachers plan into their lessons opportunities for assessment, both formative and summative. Students work towards externally accredited qualifications and awards in Key Stages 3, 4 and 5.

The school arranges for regular parent consultation evenings, to which parents/carers are invited to discuss their child's progress with subject staff. Additionally parents/carers are welcome to visit the school, by appointment, to discuss matters of concern.

Opportunities for reporting to parents are planned across the year to provide regular on-going feedback.

Monitoring Students' Progress

The school's system for observing and assessing the progress of individual students will provide information about areas where a student is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO, Progress Managers or Deputy Headteacher to consider what else might be done. This might lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress do not meet the expectations identified by the Corley Centre Progress Model.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the student and their peers from widening;
- Closes the attainment gap between the student and their peers;
- Better the students' previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the student's behaviour.

In order to help children with special educational needs, Corley Centre will adopt a graduated response. Initially needs are assessed, these needs are then planned for, provision is put in place and reviewed to identify impact (Assess, Plan, Do and Review). This may include using specialist expertise if the school feels that the interventions are not having an impact on the individual. The school will record the steps taken to meet the needs of individual students and the Progress Managers have responsibility for ensuring that records are kept and available when needed.

When any concern is initially noticed it is the responsibility of the Subject Teacher to take steps to address the issue. Additional support will be put in place and monitored for a period of time. This support is discussed with parents at parents evening meetings. The subject teacher after discussion with the SENCO, Progress Managers and Deputy Headteacher will then provide interventions/support that are additional to those provided as part of the school's differentiated curriculum.

Reasons for a student receiving additional support may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a students' identified area of weakness;

- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and / or interaction difficulties, and continues to make little or no progress.

The nature of Intervention and support

The SENCO, Progress Managers, Deputy Headteacher and the student's subject teacher will decide on the action needed to help the student progress in the light of earlier assessments/observations. This may include:

- Differentiated learning materials or specialist equipment;
- Small group or individual support with TA/Teacher or other specific interventions;
- Extra adult time to devise/administer the planned intervention and also to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, Progress Managers and Deputy Headteacher the student's Subject Teacher may be responsible for working with the student and ensuring delivery of any individualised programme in the classroom. Students may also receive support from the Senior Support Team, both in and out of the classroom, focusing on academic and/or pastoral intervention. A student may be assigned a Key Person who will work closely to support them when it is deemed necessary. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Interventions are time specific and reviewed throughout.

Whole school policy on Assessment, Reporting and Recording

On entering the school all students are assessed to inform planning. Students are tested for cognitive ability, reading and spelling. Results are shared with all staff to identify ability and potential. From 2012, students identified as having particular difficulties in Literacy receive intervention work based on the Everyone Can Read resource.

A written Annual Report is given to parents/carers.

KS3 Teacher Assessments are undertaken in all National Curriculum subjects. Each subject teacher maintains his/her own records of attainment for assessment purposes.

Each student builds his/her own Record of Achievement folder as he/she progresses through the school until Key Stage 4 when this transfers to a Progress File. Students are presented with their Progress File on leaving Corley Centre.

In Key Stage 4, students' progress is monitored half termly against target grades in each of their accredited subjects. Target grades are set for each subject using prior attainment data. Monitoring is recorded and shared with students, staff and parents and used to identify underachievement and appropriate interventions.

Student transfer across phases

Students join the school from a variety of schools and at various times throughout the year. To ensure full transfer of information and a smooth transition, the Assistant Headteacher (SENCo) visits the school to

discuss with staff the student concerned. Students also visit Corley Centre prior to transfer to familiarise themselves with different aspects of the school.

16: PARENTS/CARERS AS PARTNERS

Partnership plays a key role in enabling students and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their own views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

To enable parents to be fully informed, the school website contains links to our policy for special educational needs and the Special Educational Needs Information Report including the arrangements made for students in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. We inform parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents are always able to arrange to meet with or speak to the Headteacher, Deputy Headteacher and Assistant Headteacher/SENCO, and parents and students have access to the school's website.

a) Building positive relationships with parents/carers

The school strives to develop mutually supportive relationships with parents/carers by:

- Promoting an 'approachable' image to parents/carers, making it clear they are welcome to come into school, by appointment, to speak to staff. Each mentor Group has an allocated senior member of staff who also acts as a named contact for parents, along with the Pastoral Mentor. Parents are provided with the email address of both staff. This ensures consistency of practice and forms part of the Stages of Pastoral Support;
- Inviting parents/carers to visit the school when Corley Centre has been named on a child's statement or EHC Plan, and explaining in detail at this meeting the aims and practices of the school, encouraging them to air any concerns and ask questions about the provision that will be made for their child;
- Endeavouring to keep parents informed of progress, difficulties and achievements by telephone, letter, email, praise post-cards or personal contact;
- Arranging regular parent / teacher meetings;
- Providing an Annual Report to parents;
- Establishing a home/school link, so, if parents wish to discuss with the school a particular issue but are unable to attend school they can do so.

b) Arrangements for partnership with parents/carers

An annual Schedule for Reporting to Parents is issued at the start of each school year identifying times throughout the year when information will be shared with parents:

- Annual Review
- Pastoral Mentor Meeting
- Parent/Teacher Progress Meetings
- Half Termly Monitoring of Progress for KS4
- Termly Progress Reports for KS3
- Annual Written Report

In addition to the above, parents are regularly invited into school on an individual basis to meet particular members of staff to discuss issues as they arise.

As a result of Annual Reviews and informal meetings, agreements are often made to take particular action to support or assist a student. These agreements often involve parents and school working together for the benefit of the child.

Parents are encouraged to visit school for a wide variety of social events to encourage a supportive relationship. These include:

- Year 7 Coffee Morning
- Drama Productions
- Christmas Fair
- Friends of Corley Centre meetings
- Art Exhibition
- Sports Day

17: COLLABORATION

a) Involvement with outside agencies

The co-ordination of work with agencies takes place through the Deputy Headteacher for Personal Development and Well-Being, the SENCO and Family Support Worker. All case notes and discussion are minuted and placed on file and actions are recorded on Behaviour Watch.

The school is able to engage the assistance of LA Officers and various other Education Support Services when necessary.

Educational Psychologists make visits to the school from the Educational Psychology Service and CPA Ltd; they provide professional advice to staff, parents and students.

The school also works closely with the following agencies:

- Social Care
- CAMHS
- Primary Mental Health Service
- Children and Family First Team
- School Nurse

- Hospital Education
- Looked After Children's Service
- Speech and Language – Communication and Interaction Service
- Occupational Therapy
- Grapevine
- Vibes
- Compass
- Children's Disability Team
- Children's Learning Disability Team
- Short Breaks

Outside agencies may become involved if the student:

- Continues to make little or no progress in specific areas over a sustained period;
- Continues working substantially below that expected of students of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional or social skill difficulties which regularly and substantially interfere with the student's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- Despite having received intervention, the student continues to fall behind the level of their peers.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the student directly. Interventions will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the classroom continues to be the responsibility of the subject teacher.

Speech and language therapy

All students who have been identified through the Statement or EHC plan as in need of speech and language therapy will be placed on the speech and language therapist's caseload. Speech and language therapy is delivered on an individual basis, in small groups or through class support.

18: THE ROLE OF THE SENIOR LEADERSHIP TEAM

Responsibilities of the Special Educational Needs Co-ordinator (SENCo) and Senior Leadership Team (SLT) surrounding SEN include:

- Overseeing the day-to-day operation of the school's SEN Policy;
- Co-ordinating provision for students with SEN;
- Liaising with and advising fellow teachers;
- Overseeing the records of all students with SEN;
- Liaising with parents of students with SEN;
- Contributing to the in-service training of staff;
- Liaising with local primary and secondary schools so that support is provided for students as they prepare for transfer;

- Liaising with external agencies including the LA's Support and Educational Psychology Services, Health, Social Care and voluntary bodies ;
- Co-ordinating and developing school based strategies for the identification and review of students with SEN;
- Monitoring the progress of students through regular classroom observations.

19: SCHOOL REQUEST FOR AN EDUCATION HEALTH AND CARE PLAN (from September 2014)

All students at Corley Centre will have a statement or EHC Plan before the admission stage.

Conversion from Statements of Special Educational Needs to an Educational Health and Care Plan will be in accordance with the LA timeline.

20: STORING AND MANAGING INFORMATION

See our Data Protection Policy.

21: DEALING WITH COMPLAINTS

If a parent has a complaint about Corley Centre they should seek support from their child's Senior Link, the member of the Senior Leadership Team responsible for the Mentor Group. If parents continue to be dissatisfied they can contact a Deputy Headteacher or Headteacher. Parents are given contact details for the relevant staff members at the start of the year. This is also available on the website.

If the issues remains unsolved, parents should follow the Local Authority complaints procedure.

The Governing Body reserves the right to amend this policy if and when required.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 (2014)

Schools SEN Information Report Regulations (2014)

Coventry SEND Local Offer can be found at <http://www.coventry.gov.uk/sendlocaloffer>

Corley Centre SEND Information Report can be found at <http://corleycentre.co.uk/>

Corley Centre Medical Needs Policy can be found at <http://corleycentre.co.uk/>

