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SPECIAL EDUCATIONAL NEEDS POLICY

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PARRETHORN HIGH SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY

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SPECIAL EDUCATIONAL NEEDS POLICY

1. INTRODUCTION

The SEN Policy Statement has regard to the school's Mission Statement, pastoral care programme and other relevant policies (see Section 15). It reflects relevant sections of the Children and Families Act 2014, the Equality Act 2010 and the new Code of Practice: 0 to 25 years 2014.

2. MISSION STATEMENT

The aim of the SEN policy is to fulfil the school's Mission Statement to 'provide each of our pupils with the opportunity to fulfil their full potential in a caring and supportive environment, where high quality teaching and learning can take place ensuring success for all of our pupils. We maintain positive links with the wider community and promote in our pupils, self esteem, an appreciation of rights and a willingness to accept responsibilities.'

3. POLICY OBJECTIVES

- To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum, including access to the National Curriculum and public examinations, so that they can reach their full potential.
- To educate pupils with Special Educational Needs, in whatever way possible, alongside their peers within the normal curriculum of the school, and to provide pastoral and learning opportunities beyond those offered to mainstream pupils, meeting the individual needs of the SEN pupils.
- To enhance self-esteem and to foster a joy in learning.
- To support pupils in choosing and implementing a suitable, rewarding career, or further education opportunities when they leave the school.
- To promote SEN as a whole school community issue by disseminating information and working in close partnership with senior management, pastoral, subject and support staff, by close contact with the school's governing body, and by establishing strong working relationships with parents/carers.
- To ensure that SEN pupils feel secure and valued in knowing that their achievements are celebrated

4. RESPONSIBILITIES FOR SEN AT PARRENTHORN HIGH SCHOOL

The principal aim in allocation of responsibilities for SEN at Parrenthorn High School is that a team approach is adopted encompassing all adults relevant to the pupils' education and pastoral care. Such personnel include:

- The Head Teacher, who has ultimate responsibility for provision
- The Special Educational Needs Co-ordinator

- The Deputy Head Teacher (Pastoral)
- The Assistant Head Teacher (Pastoral)
- The Governor Designated with special responsibility for SEN
- The Governors' Sub- Committee for SEN
- The Assistant Special Educational Needs Co-ordinator
- A team of Learning Support Assistants (HLTA/TA)
- All subject, pastoral and welfare staff within the school
- A range of teachers and other professionals from outside agencies (see Section 14)

5. **PERSONNEL**

Head Teacher	Mr C. Bell
Deputy Head Teacher with responsibility	
Teaching and Learning.	Ms N. Woo
Assistant Head Teacher and	
Special Education Needs Co-ordinator	Mr N. Moores
Members of Governors' Curriculum/Pastoral Committees	
- Available from Mr Morley	
-	
Assistant Special Educational Needs Co-ordinator	Mrs J Wainwright
Core Team	5 Level 4 LSAs
Learning Support Assistants	5 Level 3 LSAs, 10 level 2 LSAs

6. **ADMISSION ARRANGEMENTS**

Pupils are admitted to Parrenthorn High School in accordance with the Authority's Admissions to High School Policy. Pupils meeting admission criteria will be allocated a place at the school irrespective of SEN or disability.

"A parent's wish to have a child with a statement educated in the mainstream should only be refused in a small minority of cases where the child's inclusion would be incompatible with the efficient education of other children"

In addition, modifications to the school building have been implemented to facilitate inclusion of pupils with physical and medical disabilities. The school has an ongoing accessibility plan.

Transition for pupils with SEN

It is the aim of the department to ensure the smooth transition into school of pupils with an identified Special Need, there is a designated HLTA with responsibility for transition between year 6 and 7 which includes coordinating information with primary

schools and organising individual enhanced transition packages where appropriate. In addition, young people with SEN are supported in planning and preparing for post-16 provision from school and from the Connexions service. The Learning Support Department work closely with post – 16 colleges to ensure information regarding pupil needs is shared.

7. IDENTIFICATION OF PUPILS WITH SEN

Information about pupils is gathered using a wide variety of methods including, KS2 results, baseline assessments, WRAT 4 scores. This is in addition to qualitative data such as parental meetings and discussions with primary school staff (as part of the transition process). Other methods are utilised when appropriate such as questionnaires, classroom observations and liaison with outside agencies. This is supplementary to schools normal ongoing assessment and reporting systems.

Subject teachers supported by the senior leadership team make regular assessments of progress for all pupils. Concerns may be raised where one of the following apply:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress
- Progress fails to close the attainment gap between the child and their peers
- Lack of progress which widens the attainment gap

The first response to such lack of progress is high quality teaching targeted at their areas of weakness. If progress continues to be a concern then the subject teacher (in liaison with the Head of Department) should complete an initial concern referral to the SENCO and they working together should assess whether the child has SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN and causal factors should be investigated. Equally slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as such.

8. SEN RECORD

School Support

If there are still concerns regarding the progress of a pupil despite quality first teaching, targeted at the pupil's area of weakness the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. If a SEN is identified an Intervention Plan will be completed recording intervention which is 'additional to or different from' the differentiated curriculum. The

Intervention Plan will include pre and post intervention observations and individual SMART targets. Progress will be reviewed with the pupil and parents (under the coordination of the SENCO) each term and will take into account progress information from subject teachers and support staff where appropriate.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. Intervention will follow a graduated approach of 'assess, plan, do, review' cycle outlined in the SEN Code of Practice 0 – 25 (2014). One of these cycles may employ the involvement of outside agencies such as the Additional Needs team or educational psychologists. More specialist assessments may be carried out at this stage so to inform planning and provision.

If SEN support is provided parents are informed and involved in reviewing progress and setting targets.

9. SEN AREAS OF NEED

Pupils are identified as having SEN using the broad areas of need as outlined in the Code of Practice. They are as follows:

Communication and interaction

This area includes children and young people with speech, language and communications needs (SLCN) as well as those with ASD including Asperger's and Autism.

Cognition and learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD) as well as Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children with a hearing

impairment or visual impairment and pupils recognised as wheelchair users which require specialist support and/or equipment.

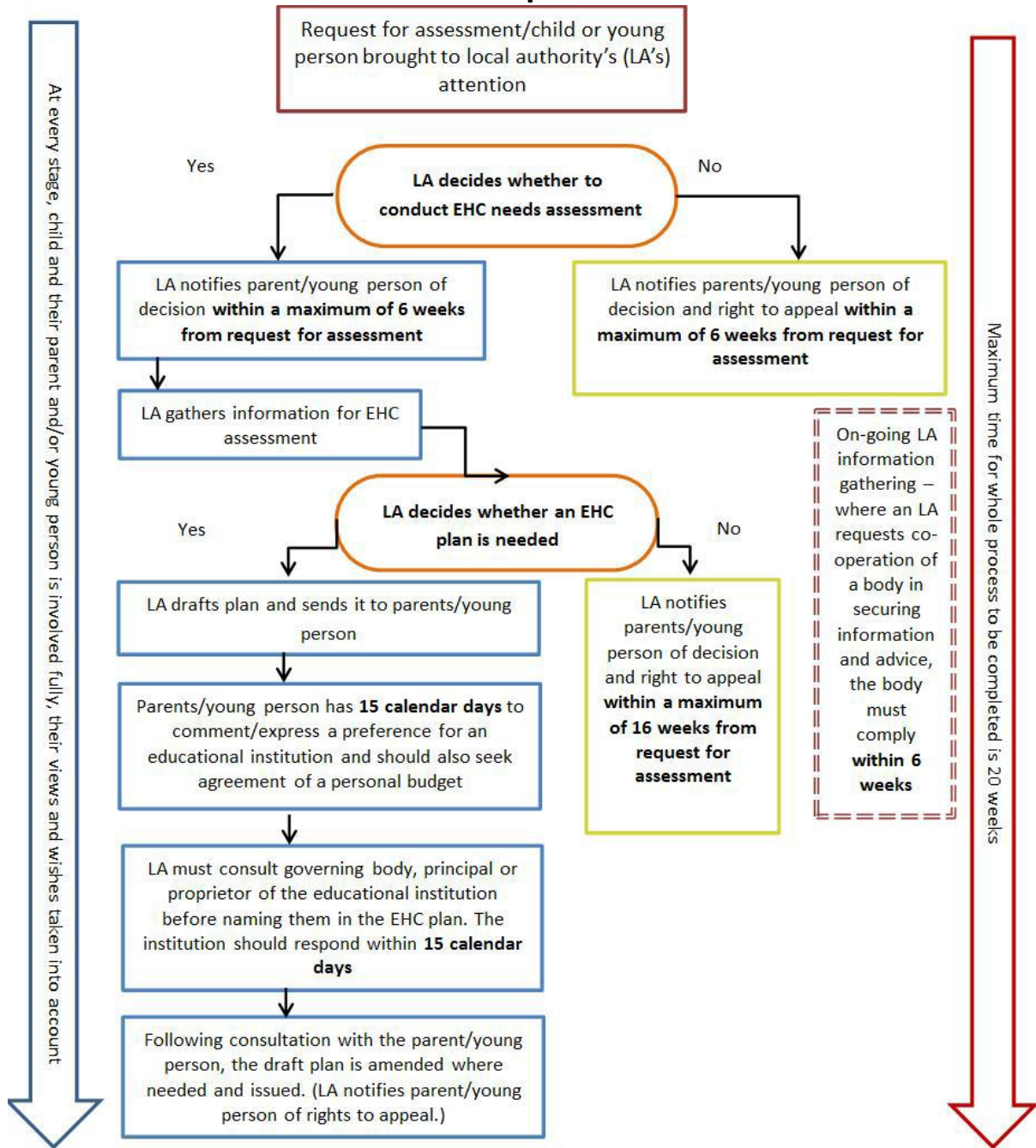
10. Education, Health and Care needs assessment

For a small minority of pupils the help given by schools through *School Support* may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA (Local Authority) to initiate an EHC plan assessment. Where a request for a statutory assessment is made to an LA, the pupil will have demonstrated significant cause for concern and the school will provide comprehensive written evidence to demonstrate support for their concern.

Assessment of need involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether an assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists they may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools. Therefore the LA will consider the case for an assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such that additional support from the education authority is required and an EHC plan may be issued.

Further information about the assessment process can be found on the local authority website, www.bury.gov.uk.

Statutory timescales for EHC needs assessment and EHC plan development



11. SPECIALIST PROVISION

The department adopts a philosophy of full integration of SEN pupils into mainstream classes. However, where response to educational need requires it, provision over and above that in place for mainstream pupils is available:

- (A) The department has a designated learning support base classroom ideally situated in the middle of the main teaching corridor which serves as a multi-functional base for SEN pupils.
- The room is open at breaks and lunchtimes giving accessibility to pupils who can come to the base for support at any time.
 - Pupils may be withdrawn to the Learning Support base either individually, or in small groups, to work on intervention plan objectives or work within an intervention group.
 - All pupils may use the room at lunchtime when a variety of activities are available to them, including reading, board games and doing homework
 - All pupils may use the room at lunchtime or break time to access help with, or work independently on, homework or coursework tasks, use the learning support library and read. The department also helps run the Homework Club after school in the Library three times a week.
 - The room provides a retreat for occasions when a pupil may need to be withdrawn from a mainstream lesson or wish to seek individual counselling.
- (B) Pupils with a statemented/EHC plan provision may require small groups or one to one intervention to meet objectives may be withdrawn from specific lessons. This often applies to pupils with a specific learning difficulty or those who may need specific teaching for SLCN.
- (C) Pupils with a statement/EHC plan specifying Learning Support Assistant provision are supported within mainstream classes, and very occasionally, when it is felt that the child's need will be better met in a withdrawal situation, provided with individual or small group assistance. Similarly, pupils at School Support level will receive more general support within the classroom, the core subjects being targeted wherever possible.
- (D) SEN pupils may receive direct support, or school staff may receive advice on their support from a range of external agencies
- (E) Where appropriate, pupils have access to a range of ICT aids to learning
- (F) Small group intervention groups are organised to support pupils with Social, Emotional and Mental Health Needs as well as those with social communication difficulties.
- (G) Individual pupils, who have organisational, emotional or behavioural difficulties, may receive short, individual mentoring sessions from Learning Support Assistants on a weekly basis, or less frequently as need and staffing limitations allow. All pupils with a statement/EHP are assigned a 'Key Worker' who acts as a mentor to the pupil and prepares them for their person centred annual review.

- (H) Year 7 and 8 as well as a small number of year 9 pupils identified as having the most significant difficulties with reading are placed on a Peer Reading Scheme. Year 10 pupils are given training in supporting reading and are allocated to a pupil with whom they work for the full academic year. Year 10 pupils receive a Record of Achievement Accreditation at the end of the scheme.
- (I) Year 7 and 8 pupils who have significant difficulties with spelling or comprehension will take part in an intervention group to help support their literacy.
- (J) Individual pupils who have significant difficulties with speech and language or numeracy (dyscalculia) will receive individual or small group intervention.
- (K) Pupils receive extra help with career preparation through the Connexions services. Year 11 pupils with a Statement of SEN/EHC plan and selected pupils at School Support receive enhanced transition to college where appropriate.
- (L) Pupils will receive appropriate dispensations in internal and external examinations according to their individual needs. For external examinations identified pupils are tested for examination access arrangement (at the end of year 9) to determine what support they are entitled to.
- (M) Further intervention takes place at Key Stage 4 by way of an alternative curriculum for selected pupils. The ASDAN/CoPE courses are run for small groups in year 10 and 11.

12. ALLOCATION OF RESOURCES

The Learning Support Department receives an allocation from the school budget for requisition and photocopying purposes. Subject Departments can refer to the Learning Support Department for advice on resources.

Resources within the department include:

- A range of textbooks and photocopiable resources to address literacy, numeracy and behavioural difficulties alongside differentiated humanities.
- A selection of education board games and equipment to develop social skills.
- A range of reading schemes such as Dockside, Livewire, Rising Star, Oxford Reading Tree and Wellington Square
- Standardised diagnostic tests – WRATS/CATS
- Laptops and iPadsx12
- 6 Desktop computers connected to the school network and running the Lexia programme/IDL Dyslexia

Therapeutic Inclusion

This is known as 'The Space' and acts as a Therapeutic Inclusion room. This is specifically designed to support pupils with social, emotional and behavioural difficulties, overseen by

the SENCo and delivered by specially trained staff. The room gives pupils the opportunities to recognise emotions and develop appropriate strategies to help them both in and out of the classroom, whilst being a nurturing environment.

13. IDENTIFICATION OF PUPILS WITH SEN

Pupils are identified as having Special Needs initially through liaison with feeder primary schools. Learning support staff from Parrenthorn attend transitional reviews (for statemented pupils) at feeder primaries, interview year 6 class teachers, attend meetings where they will meet prospective pupils' parents and work with and, where appropriate, observe pupils in their primary classrooms. Continuity of provision is made in this way and through transfer of LA recording documentation and transition documentation.

Pupils who arrive at Parrenthorn at the beginning of Year 7, or who have transferred from other secondary schools, may be identified as having Special Educational Needs in a number of ways:

- Years 7 pupils are tested for word reading, sentence comprehension, spelling and maths computation using WRAT 4 (wide range ability test) at the beginning of the year. Results are shared with teaching staff to inform planning and the weakest pupils are identified to follow the peer reading scheme.
- Pastoral and subject staff that have concerns that a pupil may have Special Needs will fill in an 'Initial Concern Sheet.'
- Parents may contact the Learning Support Department, either directly, or through other school staff.
- Pupils may raise concern about aspects of their progress, either directly to the Learning Support Department, or through other school staff.
- Pupils' Key Stage 2 results may signify possible learning difficulties
- Outside agencies which have contact with the pupil, including health staff may raise concerns with the Learning Support Department

14. ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Once identified, pupils are assessed for learning difficulties using appropriate standardised testing:

- WRAT (Wide Range Abilities Test)
- CAT (Cognitive Abilities Test)
- DSV-2 Dyslexia Screen
- Irlens syndrome screening test
- York Analysis of Reading
- Neale Analysis of Reading
- Vernon Spelling Analysis
- Pupils may be observed in the classroom. Their work will be examined, and pastoral and subject staff consulted
- The Learning Support Team and Educational Psychology Service may also assess pupils, using a range of diagnostic tests

- Parental and pupil observations

Pupils identified as having social, emotional or mental health difficulties or difficulties with communication and interaction cannot be assessed completely objectively and assessments will centre on:

- Observation in and out of the classroom
- Behavioural checklists (QCA)
- Consultation with subject and pastoral staff
- Specialist assessment by outside agencies, such as the Educational Psychologist, the Pupil Learning Centre and Healthy Young Minds.
- Therapeutic Inclusion (The Space)

It should be noted that the Learning Support Department utilises a wide range of assessment methods with results of standardised testing being just one.

15. REVIEW AND EVALUATION OF PROVISION

As provision for pupils with SEN is a whole school issue, reviews and evaluation of that provision must involve all who are involved in the pupils' academic and social education. This is achieved through:

- Regular standardised testing (where appropriate) and/or analysis of progress in internal and external examinations.
- Position on the SEN Record. Pupils who make significant progress may be supported at lower stages of the record or removed from record (as appropriate).
- Pupils' Intervention Plans and progress towards achieving stated targets are reviewed regularly.
- Pupils with a Statement of SEN/EHC plan – statutory formal review for provision occurs once a year at a review meeting called an 'Annual Review', to which school and external learning support staff, careers service, pupils and parents are invited. Views of parents, pupils, subject and pastoral staff, support assistants and other support agencies are recorded and review outcomes inform an action plan. Pupils are fully involved in the setting of targets. Likewise, they will evaluate their own progress through comment at the review meeting and through written comment produced before and discussed at the meeting. Annual reviews are organised to be "pupil centred" with preparation work being undertaken with the pupil prior to the review.
- Review for all SEN pupils takes place on a termly basis during review day in September (years 8 – 11) and consultation evening in October (year 7). Review afternoons run during the Spring and Summer term where parents and pupils are invited to review progress with a member of the learning support team.
- Formal meetings are arranged on a regular basis between the SENCO and the Deputy Head Teacher with responsibility for SEN and information liaison occurs on a daily basis.

- The Learning Support Department “Core Team” meet weekly to discuss provision and to review the SEN record.
- Formal and informal meetings between the SENCO, pastoral and subject staff, are arranged regularly. These formal meetings take the form of a “Planning Meeting” and will involve external agencies as appropriate
- Within each subject department, a nominated liaison teacher for SEN attends SEN representatives meetings.
- Reports and evaluations from specialist teachers and outside support agencies are collated and the information distributed to relevant staff.

Review and evaluation are an ongoing process, which shapes the development of the department. The Department’s Development Plan summarises developments expected to take place in the next 18 months and is regularly updated in the light of new legislation and the effectiveness of provision.

Moreover, all evaluation cannot be objective and quantifiable. An indication of the effectiveness of the Learning Support Department is the perception of the existence of an appropriate school ethos in which individual differences are recognised and valued and all concerned with the pupils, especially parents, feel part of a team, working towards the development of confident, happy pupils who achieve their potential.

16. PARTNERSHIP WITH PARENTS

Informally, parents are encouraged to contact the SENCO whenever they wish and are contacted by learning support staff to celebrate achievement as well as raising concerns.

Formally:

- The SENCO and/or appropriate SEN teaching staff are available at review day/afternoons each term.
- For pupils with a Statement of SEN or EHC plan a statutory “Annual Review” is held to review progress towards objectives.
- Parents are invited to all reviews and for statemented/EHC plan pupils parents/carers are invited to make written comment before the statutory ‘Annual Reviews’ .
- Learning support staff are present at Open Evenings and Admissions Evenings.
- Through visits to primary schools, a rapport with parents is often established before pupils enter the school in year 7. An enhanced transition programme is in place for Statemented/EHC plan pupils and certain School Support pupils where advised or appropriate. Also, a designated LSA visits the main feeder primary schools to work with School Support and vulnerable pupils before induction day. This informs student passports which are passed onto staff.
- Parents of pupils involved in home/school reading programmes and individual reading sessions, or peer reading, are fully informed of the intervention their child is taking part in.

- A letter with information leaflet is sent home to inform parents of any intervention groups their child has been included in.

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or interviews with the SENCO or other involved staff. Concerns that cannot be resolved in this way will follow a line of referral involving the school's Deputy Head Teacher responsible for SEN, the Head Teacher or the school's Governing body.

When necessary, parents will be supported in taking concerns to the Local Education Authority and fully informed of SEN Disagreement Resolution Procedures and SEN Tribunal Procedures. Information regarding external support groups, such as Bury Parent Partnership, will also be made available.

17. IN SERVICE TRAINING ON SEN

If SEN provision is to be implemented effectively as a whole school issue and all staff are to differentiate appropriately to accommodate individual differences, it is vital that all are appropriately trained to fulfil this aim.

All members of staff, including learning support assistants, are encouraged to attend school INSET training, LA courses and courses provided by external agencies. Suitable courses are displayed on the staff room notice board.

The department provides a comprehensive training schedule for LSA's. Where necessary; outside agencies are invited into school to share their expertise. Other training is delivered by the SENCO and other internal staff.

All learning support staff follow a performance management cycle in order to maintain ongoing professional development. Objectives are set and monitored through regular meetings, lesson observation and evidence gathering.

The SENCO ensures that subject and pastoral staff are well informed of national SEN issues and issues relating to whole school SEN and individual pupils through:

- Essential preliminary information on SEN pupils is passed on to staff prior to pupils arriving in September.
- Student passports are used to share individual information about pupils.
- Distribution of information sheets on specific SEN difficulties that individual pupils have.
- SENCO contributions to pastoral and curriculum meetings and liaison through subject and pastoral representatives at SEN Representative's meetings.
- Information from SEN reference library of books and documents on SEN issues.
- SENCO contributions to INSET
- Information on weekly school bulletins and day to day input into staff briefings

- SEN representatives meetings to discuss prominent SEN issues in school as well as to deliver staff trainings. All staff are invited to attend when training has been organised.
- Formal and informal meetings with individual staff

All information is kept on the shared server and is easily accessible by staff.

18. INVOLVEMENT AND LINKS WITH OUTSIDE AGENCIES, SERVICES AND VOLUNTARY BODIES

The Department works closely with many outside agencies and support services, who may help to identify, assess and provide support for SEN pupils.

Health Service

The school has access to a school nurse. The school nurse is on-site regularly and can also be contacted through the health centre. The Paediatric and Clinical Psychologist at Fairfield Hospital may be directly by the SENCO (with parental permission).

Speech therapy, physiotherapy and occupational therapy services, from either the hospital or health centres, provide support through external appointment or through sessions at school.

Educational Psychology Service

The Educational Psychologist assesses and supports pupils, provides information for statutory assessment, and advises school staff on possible strategies.

School Attendance Team

The school attendance officer visits school on a weekly basis and works in close liaison with the department, particularly with pupils whose attendance or punctuality are issues.

Pupil Learning Centre

The Pupil Learning Centre specialises in the support of pupils with behavioural, emotional or social difficulties. An outreach teacher works in Parrenthorn each week to support and offer advice on pupils who are referred to him by the SENCO or another outside agencies. Pupil Learning Centre staff will also make home visits in support of certain pupils.

CLAS

The Curriculum Language Access Service advises on, and supports pupils for whom English is a second language. A support assistant will work in the school as necessary to support EAL pupils. CLAS staff will also make home visits in support of

certain pupils. Staff from the service will also attend reviews and meetings at which interpretation may be required.

Bury Council Childrens' Services – SEND, Inclusions and Integrated Youth Support.

This service provides the school with specialist teachers who will provide advice and support for pupils with:

- Hearing impairment (Sensory Needs Team).
- Visual impairment (Sensory Needs Team).
- Interaction and communication difficulties (ANT – Additional Needs Team)
- Physical difficulties (Disabilities Service)
- Specialist equipment for these pupils may be borrowed from this service and the service will regularly check that such equipment is appropriate and in good working order.

Social Services

Pupils and their families may receive support from Social Services. Close liaison between home, school and services personnel is maintained. Services personnel sometimes have meetings in school and through the SENCO/Pastoral Assistant Head Teacher attending Child Protection or Planning Meetings.

Lifetime Careers Service (“Connexions”)

The school has a designated Careers Adviser who works in school on a regular basis. He devotes extra attention and time to advising SEN pupils, liaising closely with the SENCO and attending transitional and upper school reviews. Where necessary, an SEN specialist careers officer comes into school to give advice to the department, parents and specific pupils.

Colleges of Further Education

Close liaison is maintained between college staff responsible for the transition of SEN pupils and the Learning Support Department as pupils approach the end of their school careers. Visits to colleges may be arranged and the SENCO will liaise formally and informally with college staff to ensure that there is continuum of support into further education.

Relateen

This service offers counselling to pupils with social and emotional difficulties. A counsellor works in school twice a week and pupils attend for counselling on a voluntary basis. The service is completely confidential.

In addition, a number of other agencies providing support and advice for parents have established links with the school and are recommended to parents when appropriate such as the Oasis Team and The Aspirations Project (Support for pupils with Asperger's Syndrome).

All services mentioned, with the exception of "Relateen", which is completely confidential, work in close partnership with the Learning Support Department, the pupil and the parents. Their contribution throughout the year and as part of the review procedure is highly valued. Services are asked to give written reports and are invited to attend the meetings, these reports are summarised and shared with subject staff where necessary.

19. CONCLUSION

This policy should be read alongside the school's policies for:

- Health and Safety
- Behaviour
- Equal Opportunities
- Racial Equality
- Racial Harassment
- Literacy
- Inclusion

Policy Agreed by the Governing Body on

Signed Chair of Governing Body

Review Date