

Longdean School



Inclusion Policy

Reviewed:	Autumn 2017
Ratified:	September 2017
Next Review	Autumn 2018

Introduction:

Longdean is an inclusive school which aims for students to be able to say, 'I am proud of who I am and what I have achieved today.' Our approach to equality is based on the following principles:

Our approach is based on our belief that:

1. **All learners are of equal value** irrespective of physical ability/disability, ethnicity, culture, national origin or national status, gender and gender identity, religious or non-religious affiliation, faith background or sexual orientation.
2. **We recognize, respect and value difference and understand that diversity as a strength.** We take account of differences and strive to remove barriers and disadvantages which individuals may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between different groups and communities.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. **We have the highest expectations of all our children.** We anticipate that all our pupils can make good progress and achieve their highest potential
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school. We provide access to the curriculum for all by providing support that is tailored to the needs of our young people and by promoting extracurricular activities.

Purpose:

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The **Public Sector Equality Duty** or "general duty" requires all public organisations, including schools to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between different groups
3. Foster good relations between different groups

Specific Duties requires all public organisations, including schools to:

1. Publish relevant, proportionate information demonstrating their compliance with the Equality Duty
2. Set themselves specific, measurable equality objectives.

In line with these duties, at Longdean we strive to ensure:

- That all stakeholders have a common understanding of inclusion
- That all education settings and activities – formal or informal – are fully accessible to all young people
- That early identification, assessment, support and ongoing reviews of the needs of all young people are part of our day-to-day practise
- That partnership with parents, carers and other stakeholders are promoted
- The effective use of resources towards prevention and early intervention
- That the core principles of inclusiveness is referred to in our behaviour, admissions, SEN and recruitment policies
- That members of our school community are protected from discrimination on the grounds of specific characteristics: this means that the school cannot discriminate against young people on the grounds of sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity

Definition:

Inclusion is concerned with the learning, participation and equal opportunities of all young people, all of whom have a right to access the curriculum. It applies to all of the following:

- Girls or boys where there are gender issues
- Minority ethnic and faith groups, travelers, asylum seekers and refugees
- Students who need support to learn English as an additional language (EAL)
- Students with special educational needs including those considered to have social, emotional or mental health difficulties
- Students with physical disabilities
- Students who may be gifted and talented
- Students in need, including those in public care
- Students whose families may be seriously disadvantaged by poverty
- Students who are at risk of disaffection and exclusion from school
- Other students such as sick children, young carers, children from families under stress, pregnant school girls and teenage mothers

School Context

The Inclusion Department comprises: Special Educational Needs, Speech and Language Base, English as an Additional Language (EAL), Learning Support Centre and Able Gifted and Talented provision. We recognise that Inclusion and inclusive education is the joint responsibility of all stakeholders. Inclusion is a process, not an end-point. It is informed by a constant cycle of reflection, adjustments and developments that stem from this.

Roles and Responsibilities

Director of Learning (DoL) Inclusion

The DoL Inclusion role encompasses the traditional role of SENCo linking the progress of learning across the curriculum within all subject areas. The role is responsible for leading, managing and monitoring the day to day provision of the Inclusion Department, and planning and leading for improvement school wide. The DoL Inclusion oversees the provision of the before-school and lunchtime clubs which cater for our most vulnerable students and those in need of additional support.

Specific Learning Difficulties (SpLD) Teacher

The role of the SpLD Teacher includes working with small groups of students who require additional support with Literacy and Numeracy. The SpLD Teacher is fundamental to advising colleagues regarding strategies and differentiation according to need. The SpLD teacher identifies the needs of students who require additional and specialist support with their learning.

Speech and Language (SL) Base Manager

The SL Base Manager is the designated person responsible for coordinating provision for Base students. The SL Base provides for children with speech, language and communication needs (SLCN). Students remain members of their mainstream form groups and are taught curriculum subjects in a mainstream environment. In addition Base students have access to specialist teaching, either individually or in small groups, to foster expressive and receptive language skills, social communication skills and ease of transition between key stages such as moving on to GCSE work in year 10 or to Sixth Form or college in year 11. Base students have access to speech and language therapy as their needs require. All the students have an Education, Health and Care Plan. Places in the SL Base are allocated by a Speech and Language Provision Panel, organised by the LEA.

It is the responsibility of the SL Base Manager to ensure good connections between the school and the parents of Base students, as well as between Base students and the wider school community. The aim is to ensure that Base students have the support they need to access the mainstream curriculum and to support them in acquiring functional skills which enable them to develop independence.

English as an Additional Language (EAL) Lead Professional

The school's EAL provision is led by a Higher Level Teaching Assistant (HLTA) who is responsible for leading non-mainstream support for target EAL students. The HLTA works in partnership with mainstream staff and provides language support for EAL students that is specific to the needs of the secondary curriculum at Key Stage 3 and 4, especially in English, Science, Mathematics, ICT and options. The HLTA is also responsible for developing short- term induction programmes to suit individual EAL student's needs

Special Educational Needs

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:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- 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.

The way in which provision and support is made has changed for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force on the 1st September 2014. A new SEN Code of Practice accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hertfordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

1. Ethos and Value Statement

At Longdean School we strive to inspire students to “rejoice in [their] youth” by providing a holistic and relevant education where success for all our learners can be achieved. We aim for the school to be a beacon of excellence in our community, where everyone feels safe, valued, included and proud. We endeavour to nurture every learner's natural curiosity - providing them with life enriching opportunities to develop socially, academically and morally.

We value honesty, teamwork and leadership. Enjoyment, excitement and challenge are key features of life at Longdean. Learners are encouraged to develop confidence, resilience, respect for others and a life-long love of learning, making them valued members of the community and contributors to both national and international stages.

2. Aims and Objectives – Every teacher is a teacher of SEN

We aim to:

- Provide every child with access to a broad and balanced education that recognises and adheres to the Special Educational needs Code of Practice
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.

Objectives:

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health, care services and previous schools prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCo
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN.** Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have access to the curriculum.** This will be coordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for
- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** Longdean School receives further support from Hertfordshire Children's Services, Education Psychology Service, Speech and Language Therapy Service, Child and

Adolescent Mental Health Services (CAMHS), PALMS (Positive behaviour, Autism, Learning disability and Mental health Service) among others.

- **Create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of each vertical form group, helping to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life.

3. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Mr. G. Cunningham (Headteacher) and the Senior Leadership link for Inclusion is Ms. S. Embrey. The SEN link governor is Mrs. J. Hewison.

The coordinators of the day-to-day provision of education for pupils with SEN are Ms. D. Amhari-Smith (Director of Inclusion and SENCo), Mrs. S. Pates (Assistant Director of Inclusion), Mrs. P. Hickey (Speech and Language Base lead) and Mrs. L. Reynolds (Inclusion Administrator).

4. Arrangements for coordinating SEN provision

The Director of Inclusion will hold details of all SEN Support records such as the SEN Support Register, provision maps, strategy sheets and structured conversation minutes for individual pupils.

All staff can access the following documents on SIMS, Longdean School Website or the staff shared network:

- Longdean SEN Policy
- A copy of the full SEN Student Register
- Guidance on identification of SEN in the Code of Practice
- Information about individual pupils' Special Educational Needs including pupil Pen Profiles and strategy sheets where applicable
- Practical advice, teaching resources, and information about types of special educational needs and disabilities
- Information available through The Hertfordshire SEND Local Offer.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

5. Admission Arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN - those with Education, Health and Care Plans and those without. Where appropriate upon transition, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered where necessary.

6. Specialist SEN Provision

Longdean is an inclusive school. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate. There is a Speech and Language Base for students with Speech, Language and Communication Needs (see separate policy)

7. Facilities for pupils with SEN

We have the following adaptations and special facilities:

- Ramps
- Lifts
- Toilets for disabled users

Our new building was opened in January 2017 and has state-of-the-art facilities; however, we will continuously monitor and improve these facilities as needs and resources become available, in line with the requirement to make reasonable adaptations to meet the needs of students with disabilities, and facilitate access for adults with disabilities

8. Allocation of resources for pupils with SEN

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
- Resources identified (but not earmarked) for SEN within the individual school's budget
- Availability of additional grants to the school
- Priorities identified in the School Development Plan

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 students and individual students, including those with statements of special educational needs or an EHC Plan
- Ensure that support is allocated to students on a fair and equitable basis
- Monitor the progress made by students with SEN
- Evaluate the effectiveness of provision for SEN

- Ensure that support staff, including teaching assistants, work within the framework of school policy and practice

9. Identification of pupils' needs

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place to help remove barriers to learning.

Quality First Teaching is the baseline of learning for all pupils. SEN support at Longdean arises from a four-part cycle (Assess, Plan, Do and Review) known as the Graduated Response, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and required support to ensure the pupil makes good progress and secures good outcomes.

Where pupils arrive at Longdean already included on the SEN Support Register, parents will be contacted by the SENCo within the first term, to discuss the student's needs.

A pupil is monitored if concern is raised by a parent or teacher but this does not automatically place the pupil on the school's SEN Support Register. Concerns are discussed with parents and details are recorded by the school as an aid to further progression and for future reference.

The Graduated Response starts at a whole-school level where teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, will be closely monitored.

Parents will be informed of the circumstances under which their child is being monitored. Parents are encouraged to share information and queries with the school.

Once a pupil has been identified as possibly having a Special Educational Need, s/he will be added to the school's Inclusion Register and support arises from the four part cycle:

1) *Assess* – steps are taken to identify the specific difficulties that the student is experiencing. These will draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support is already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. At this stage, it is determined whether a pupil's needs are sufficiently significant to warrant support that is additional and different from mainstream support. If this is the case, the student is added to the school's SEN Support Register.

The Student will continue to be closely monitored by staff in order to gauge their level of learning and possible difficulties in mainstream classes.

Subject teachers will take steps to provide further differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

10. SEN Support

Where it is determined that a pupil *does* have SEN, parents will be formally advised before inclusion of the individual on the School's SEN Support Register. A Key Worker will be allocated to the pupil and the following phases of the four-part cycle will then continue.

2) *Plan* – a programme of support to address the student's specific needs will be designed or identified. This will involve consultation between the SENCo and other relevant staff to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of the student's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

3) *Do* – the student will receive teaching through an intervention programme for a specified period. Subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

4) *Review* – at the end of the intervention, the progress that the student has made will be evaluated. In addition, termly progress checks will be used to review improvement. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support in light of pupil progress and development. Any necessary amendments going forward, in consultation with parents and subject teachers, will be made. Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

The Graduated Response is an ongoing cycle to enable support to be refined and revised, as our understanding of an individual grows. Our school's SEN Support Register is adaptable and pupils are added and removed according to the progress made through having their specific needs met. When a pupil is deemed to have made sufficient progress and been removed from the SEN Support

Register, they will usually be added to the school's Inclusion Register, as continued monitoring for at least a term will be necessary.

A few students will have lifelong or significant difficulties and undergo a Statutory Assessment.

11. Referral for an Education, Health and Care (EHC) Plan

This is a process which can be requested by a parent or by the school. This occurs where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, and for planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, the SENCo and other relevant professionals. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Educational Psychologist
- Speech and Language Therapist
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.Hertfordshire.gov.uk/localoffer or by contacting Special Educational Needs and Disability Information Advice and Support Service (SENDIASS), formerly known as the Parent Partnership Service:

Telephone: 01992 555847

E-mail: sendiass@hertfordshire.gov.uk Website cyp.iasnetwork.org.uk/

Address: County Hall, Pegs Lane, Hertford, Hertfordshire SG13 8DQ

Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire Local Authority, if it is decided that the needs of an individual cannot be met by the support that is ordinarily available in school. Both staff in school and parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

12. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as necessary, as far as possible, taking into account the wishes of parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching will be provided. Staff members will be encouraged to attend voluntary INSET training to further develop their skills and knowledge.

13. Ensuring access to the curriculum for pupils with SEN

The Director of Inclusion and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching.
- Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Ensuring that in-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary
- Individual or small group tuition is provided where it is felt that pupils would benefit from this provision
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

14. Inclusion of pupils with SEN

The Headteacher, SLT Link and Director of Inclusion oversee the school policy for Inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from internal and external support services. Where a behavioural incident warrants exclusion the Headteacher and member(s) of SLT will consider the incident in line with the school's Positive Behaviour Policy.

15. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils during the academic year. Parents and students are given an opportunity to evaluate the effectiveness of provision by means of an annual questionnaire in addition to discussion at reviews.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The school will offer the opportunity for parents to have access to the SENCo and Inclusion leaders via email or appointment. Further feedback from parents can be given at any time through email contact available on the school website.

SEN provision and interventions are recorded on student files and within departments. These are updated by staff and monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of the academic year and are adapted following assessment.

16. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Director of Inclusion, Headteacher or Senior Leadership Team Inclusion link member. If the issue cannot be resolved, advice on formal procedures for complaint will be provided.

17. In-service training/Continued Professional Development (CPD)

We aim to keep all school staff up-to-date with relevant training and developments in teaching practice, in relation to the needs of pupils with SEN.

The SENCo will seek the support of the Local Educational Psychology Service when a need for specialist training is identified. The Inclusion Department and Senior Leadership Team will consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENCo will attend relevant SEN courses, and facilitate/signpost relevant SEN-focused external training opportunities for all staff. All Teaching Assistants are given training through internal CPD and/or a range of local agencies working with specific students at the school.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

18. Links to internal support services

The SEN department continues to build strong working relationships and links with the school's internal support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school.

Any one of the support services may raise possible SEN concerns about a pupil. This will then be brought to the attention of the Director of Inclusion who will then inform the child's parents.

19. Working in partnership with parents

Longdean School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- Continuing social and academic progress of children with SEN to enable personal success
- Parental views are considered and valued
- Personal and academic targets are set and met effectively

The Director of Inclusion will provide support to teaching staff when necessary and will attend parent meetings upon request.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Director of Inclusion may also signpost parents of pupils with SEN to the local authority SENDIASS where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action established in regards to the provision for their child.

Parents of students with an Education Health and Care Plan are invited to attend their child's Annual Review Meeting to contribute their ideas and opinions.

The school's SEN link governor may be contacted via the school office, at any time in relation to SEN matters.

20. Links with other schools

The school works in partnership with The Astley Cooper School and Adeyfield School as part of The East Dacorum Co-operative Learning Trust.

Where a student has a current Statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. Transition Plans are drawn up in accordance with parental, pupil and staff views and follow the actions of a Review Meeting.

21. Links with external agencies and voluntary organisations

Longdean School invites and seeks advice and support from external agencies for the identification, assessment and provision of SEN. The Director of Inclusion is the designated person responsible for liaising with specialist services as required for individual students, including – but not limited to - the following:

- Education Psychology Service
- Speech and Language Service
- Child and Adolescent Mental Health Service (CAMHS)
- Positive behaviour, Autism, Learning disability and Mental health Service (PALMS)
- Sensory Support Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.