

CHRIST THE KING CATHOLIC HIGH SCHOOL AND SIXTH FORM COLLEGE



Special Educational Needs Policy September 2019

Revised in line with the new Code of Practice 2019-2020

Reviewed by: Mrs L Stridgeon (Inclusion Manager/SENCo)

SLT Representative: Mrs Anita Stead (Deputy Headteacher)

SEN Governor: Mrs Laura McCormick

Christ the King High School and Sixth Form

Special Educational Needs

This policy complies with the statutory regulations laid out in the SEND Code of Practice (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (September 2014)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England documents (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been reviewed and updated by Mrs Laura Stridgeon the school's Inclusion Manager/SENCo in liaison with Mrs Anita Stead, Deputy Headteacher and Mrs Laura McCormick the SEN Governor. All pupils and parents of the school with SEND were consulted regarding the new SEN reforms.

Christ the King High School and Sixth Form

Special Educational Needs Policy

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1. Definition of SEN and the local offer

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DfES, 2014) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and 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 SEN Code of Practice (DfES, 2014) identifies four broad areas of special need, under which SEN can be classified:

- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and / or physical needs
- Cognition and learning

These categories will be used in order to plan SEN provision. However it is important to note that identification of a specific type of need does not automatically mean that the pupil requires a support plan. Approaches used in an inclusive classroom may enable the pupil to make progress without additional support. Frequently pupils have learning needs across categories and our priority will be to overcome barriers in order that the pupil achieves targeted outcomes; rather than the identification of a specific type of need.

The local offer

A requirement of the new SEN Code of Practice is for all Local Authorities to publish a local offer. This is designed to support children and young people with special education needs and/or disabilities and their families. The SEND Local Offer describes the services and provision that are available both to those families in Sefton 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. You can view Sefton's SEND Local Offer on its website by following the link below:

<http://www.sefton.gov.uk/localoffer>

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

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

2. Mission Statement

Grow, learn, serve and pray in a Catholic community inspired by the Gospel message, enabling all to realise their unique hopes and potential.

Christ the King is a community where everybody matters. We are committed to the message that Christ gave us when he instructed his followers, “to love one another as I have loved you.”

We do this by:

Celebrating achievement and effort

Helping others through our charity work

Respecting each other, being polite, thoughtful and forgiving when necessary

Including and welcoming all, especially when praying and worshipping together

Safeguarding our school community so all feel valued and cared for

Teaching knowledge, skills and values which develop the whole person

At Christ the King School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Christ the King School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

3. Aims and objective

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2014).

Our aims are:

- To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning

Objectives

Our objectives are to:

- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the pupil's entry to Christ the King.
- Monitor the progress of all pupils in order to aid with 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 full access to the National Curriculum. This will be co-ordinated by the Inclusion Manager/SENCo and the Assistant Head in charge of Intervention and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupil's 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, providing regular reports on their child's progress and providing information annually on the provision for pupils within the school as a whole.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and the Inclusion Manager/SENCo which will run alongside the monitoring of the progress of all pupils, particularly during the review of SEN plans.

4. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN in Christ the King is Mrs Erin Wheeler

The person responsible for co-ordinating the day to day provision of education for pupils with SEN is Mrs Laura Stridgeon, Inclusion Manager and SENCo. Mrs Emma King, Deputy Inclusion Manager and SENCo also has responsibilities in supporting this co-ordination.

The Inclusion Team also consists of 14 full and part-time Teaching Assistants. These members of staff will be deployed to support students with SEN where necessary and/or appropriate in line with a pupil's action plan and agreed support outcomes.

Mrs Stridgeon can be contacted directly via email at stridl@christtheking-school.com. Mrs King can also be contacted directly via email at kinge@christtheking-school.com. Both Mrs Stridgeon and Mrs King can also be contacted via the school telephone number which is 01704 565121.

5. Arrangements for coordinating SEN provision

The SENCO will hold details of all students receiving SEN support. The SENCo will also be responsible for holding and updating each SEN pupil's SEN plan and any specific SEN assessment data.

All teaching staff will be able to access the following information to support students with SEN:

- The Christ the King SEN Policy;
- A copy of the SEN Register;
- Guidance on identification in the Code of Practice (2014);
- Information on individual pupils' special educational needs, including action plans and expected outcomes;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities to support the delivery of quality first teaching (QTF);
- Information on the staff IT system on individual pupils and their special needs and requirements;
- Information on current legislation and SEN provision;

Initial meetings will be held at the beginning of each academic year with all class teachers to enable the SENCo to highlight and discuss individual learning needs and support requirements.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

6. Admission arrangements

The admission arrangements for *all* pupils are in accordance with the school's admission policy and national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with statements of SEN/Educational Health Care plans and those without.

All SEN paperwork should be passed to the **SENCo** by previous school or setting/parents/local support services as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

7. Specialist SEN provision

The school does not have a designated specialist SEN provision but if after initial assessments it is felt that a pupil will require additional SEN support, the SENCo will seek to accommodate the specialist needs of all pupils through the support of specialist support and advisory services, including:

- Sefton (S.S.E.N.I.S)
- Sefton Educational Psychology and Portage Services (S.E.P.P.S.)
- Outreach Support Services in Mainstream Education (O.S.S.M.E.)
- Speech and Language Therapy Services
- Occupational Therapists
- Together Trust (through Sefton ASC support team)

8. Facilities for pupils with SEN

The school will regularly review its Accessibility Plan in accordance with legislative requirements, perceived needs of pupils transferring to the school from feeding schools and advice from Sefton support services.

The school has a range of specialist SEN facilities in place. These include:

1. Ramp access to all buildings where required
2. Access toilet facilities
3. Hygiene room with access toilet hoist and changing bed
4. Access arrangements for students with SEN to complete exams
5. Designated support bases to provide learning support
6. Safe supervised area to support vulnerable pupils during none lesson times
7. Specialist resources and assessment materials to identify and support the needs of pupils with special educational needs or disabilities

9. Allocation of resources for pupils with SEN

All pupils with SEN will have access to part of the school's SEN budget which equates to £6,000 (approximately 9 hours of support per identified pupil). Some pupils with complex needs may access

additional funding. This additional (higher needs) funding is retained by the local authority. The SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority. The panel will determine whether the level and complexity of need meets the threshold to access this additional funding. It is the responsibility of the Senior Leadership Team, the SENCo and governors to agree how the allocation of resources for SEN is to be used.

10. In service training (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.

Our school operates the following training programmes:

Formal briefings to all staff at the start of the Autumn and Spring terms by the SENCo on the needs of individual pupils, advice on strategies to meet their needs and changes in SEN policies. Where appropriate briefings are arranged to be presented by specialist support services and or health care professionals.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and funding is made available to support this professional development in line with the school's C.P.D. policies. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

11. Identification of pupils needs

Identification

Early identification of pupils with SEN from information gathered from feeding schools and parents will enable the school to meet the needs with identified learning difficulties. Additional means of identifying pupils on admission to the school include:

- Results from Cognitive Ability Tests
- Results from standardised assessments of reading and spelling
- Reports from external agencies where available and/or requested

The SEN Code of Practice (DfES, 2014) identifies four broad areas of special need, under which SEN can be classified:

- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and / or physical needs
- Cognition and learning

These broad areas give an overview of the range of needs that will be planned for. However the purpose of identification is to work out what action the school needs to take and not to fit a pupil into a particular category. At Christ the King we aim to identify the needs of pupils by considering the needs in every aspect of the child which will include other areas not just his/her special educational needs.

There are many areas that may impact on a pupil's progress and attainment but are NOT considered SEN under the Code of Practice. These would include:

- Disability – whilst the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation, this alone does not constitute SEN.
- Attitude and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium grant
- Being a Looked After Child
- Being a child of a Service man/woman
- Behaviour – this alone is no longer considered SEN. Any concerns relating to a pupil's behaviour would be considered as an underlying response to a need.

Concerns over any of the above will be monitored and actioned by other personnel in school, including Heads of Year and the Assistant Head Teacher in Charge of Intervention and Inclusion.

A graduated approach:

Quality First Teaching – the baseline of learning for ALL pupils.

1. Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The pupil's class teachers will then take steps to provide 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.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from SEN support they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are monitored. Parents are encouraged to share information and queries with the school.
8. The 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 register. Concerns will be discussed with the relevant personal and class teachers in school to determine the quality first provision provided.
9. Progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings will be depending on the individual child's needs and progress being made.

SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the pupil on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of an individual grows. The cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEN support, the class teachers, working with the SENCo will carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data as well as the views and experiences of parents. The opinion and feelings of the individual and advice from external support services will also be considered where necessary. 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 staff are already involved, their work will help to 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.

Plan

When it is decided to provide a pupil with SEN support, parents will be informed in writing. Planning will involve consultation between teachers, SENCo and parents to agree the adjustments, interventions and support that are required as well as the impact on progress, development 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 their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The 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 1:1 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, problems solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviewing pupil progress will be made at termly assessment point academic data checks. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of pupil progress and development, making any necessary amendments going forward, in consultation with parents and subject teachers.

Where a student is identified during the review as making expected progress, they will be considered for removal from the SEN register. However this will only be done in conjunction with a consideration of the impact of removing any support his would involve. Any student that is removed from the SEN register will continue to have their progress monitored in line with whole school procedures. Parental involvement will be sought at all stages of this progress.

Referral for an Education, Health and Care Plan:

If a pupil has a lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur 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, to 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, SENCo and other relevant agencies where appropriate.

The application for an Education, Health and Care Plan will combine information from a variety of sources, including:

- Parents
- Class teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision and a summary of any action points taken. The primary 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 be found via the SEND local offer from Sefton:

<http://www.sefton.gov.uk/localoffer>

Education, Health and Care Plans (EHCs)

1. Following statutory assessment, an EHC Plan will be provided by Sefton if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the plan.
2. 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.
3. 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 Statement 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 is necessary, as far as possible, in line with the wishes of their 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 the child's parents, and an Inclusion Consultant from SSENIS for other flexible arrangements to be made.

The school curriculum is regularly reviewed by Mrs Oliver, Curriculum Manager, Mr Alexander, Teaching and Learning Co-ordinator, together with the SENCo to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge 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.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

13. Inclusion of pupils with SEN

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

14. Supporting pupils at school with medical conditions

Christ the King recognises that pupils at school with medical conditions need to be properly supported so that they have full access to education, including school trips and physical education. Where a student's medical condition is a disability, the school will comply with its duties under the Equality Act 2010.

On entry to Christ the King, information regarding students' medical conditions will be gathered during transition by the pastoral team. Student support will then create a care plan and ensure records are updated in school to ensure the best care can be provided should a child fall ill at school. The Student support team liaise closely with the school nurse who is available to provide advice where needed. Any medication required by students is kept at Student Services for the student to access as and when needed.

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 throughout the year. Information is gathered during SEN reviews and the SENCo is available to be contacted directly at any time through the following email:

stridl@christtheking-school.com

The progress of all pupils including pupils with SEN is monitored through the schools monitoring systems which mark pupil progress using national curriculum target levels.

Pupil's progress in literacy is monitored using standardised assessment of reading and spelling and progress is reviewed by the SENCo, Literacy Co-ordinator and class teachers.

A formal evaluation of the effectiveness of the school's SEN provision and policies will be conducted annually. The evaluation is carried out by the SENCo and headteacher/SEN governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums.

Evidence collected will help inform school development and improvement planning.

16. Complaints procedure

Complaints by parents will be addressed in line with the school's general policy. 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 SENCO, who will be able to advise on formal procedures for complaint.

Opportunities for parents and carers to express their concerns directly to Senior Leadership Team are facilitated through coffee morning and drop in events arranged for each year group.

17. Links to support services

The school continues to build strong working relationships and links with external 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 concerns about a pupil. This will then be brought to the attention of the SENCo and the child's parents.

The following services will be involved as and when is necessary:

- Sefton Special Educational Needs and Inclusion Service. (SSENI)
- Sefton Education Psychology and Portage Services. (SEPPS)
- Outreach Support Services for Mainstream Education (OSSME)
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Welfare Services
- Together Trust (through Sefton's ASC support team)

18. Working in partnerships with parents

Christ the King School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCO throughout the year.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and reports at the end of each term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service 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 any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor, Mrs Laura McCormick, may be contacted at any time in relation to SEN matters.

19. Arrangements for consulting young people

It is acknowledged and consistently supported that pupils with special educational needs be consulted and involved in relation to the additional support they require to be in place. This consultation will be ensured in a variety of ways:

- Initial pupil meetings with all year 7 SEN pupils to discuss their barriers to learning and the additional support to be put in place.
- SENCo and pupil meetings at the three review points each year with the option for pupils to attend SEN review meetings with parents.
- Pupil attendance at EHCP review meetings.
- Pupil involvement with external agencies, including attendance at meetings and support planning.
- Established points of contact within the SEN team, including identified Teaching Assistants alongside the SENCo/Deputy SENCo to ensure that pupils always have the option to raise a concern or discuss any issue as required.

20. Links with other schools and transition

The school is a member of the "ALSSIT" consortium. The SENCo also works in collaboration with other SENCos across the borough at various authority led INSET and meetings. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

The SENCo will meet with the SENCo of primary feeder schools to gather information and plan for the needs of pupils transferring to Christ the King. Where appropriate an individual enhanced transition plan will be put in place and transition visits will be arranged for both pupils and their parents.

Formal transition reviews will be arranged for pupils with Education, Health and Care plans (EHCs) or have been identified as having a significant learning difficulty. Such reviews will involve the pupil, parents, specialist support services and where appropriate Connexions and/or the school's Career Guidance Officer.

21. Links with other agencies and voluntary organisations

The school will where necessary seek the support and advice of other agencies in meeting the needs of pupils with complex learning needs. Currently the following agencies provide a range of support to the school.

- **Sefton Special Educational Needs and Inclusion Service. (SSENIS)**
- **Sefton Education Psychology and Portage Services. (SEPPS)**
- **Outreach Support Services for Mainstream Education, providing support for pupils with Autistic Spectrum Conditions (OSSME)**

Educational Psychologist:

Mrs Anita Warne

SSENIS Inclusion Consultant:

Mrs Jane Thurgood Parkes

SSENIS Support Teacher:

Mrs J Jameson

SSENIS Support Teacher for Hearing Impaired

Ms Louise Veenev

SSENIS Support Teacher for Visually Impaired

Ms Kate Branigan

Connexions Advisor

Mrs Gill Brown

Education Welfare Officer:

Mrs Jane Shaw

LEA SEN Officers

Mr Mark Knight

Signed _____

[Name] **(Headteacher)**

Date _____

Signed _____

[Name] **(Inclusion Manager/SENCo)**

Date _____

Signed _____

[Name] **(SEN Governor)**

Date _____

This SEN Information Report will be reviewed annually.