



SPECIAL EDUCATIONAL NEEDS (SEND) POLICY FOR RUSH COMMON SCHOOL

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Person responsible for policy: Head of Pupil Support and Welfare

Introduction

In this policy as in all documents of Rush Common Academy Trust (“RCAT”), any reference to Governors of Rush Common School or Trustees of Rush Common Academy Trust, is a reference to the Board of Directors of Rush Common Academy Trust and any reference to the Headteacher of Rush Common School is a reference to the Chief Executive Officer of RCAT.

1 School Arrangements

1.1 Definition and Aims

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

We at Rush Common School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils will have SEN at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Rush Common School aims to provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum.

The Directors and staff of Rush Common School recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

The specific objectives of our SEND policy are to:

- remove barriers to achievement and learning and to narrow the gap between those who do well and those who do not;
- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- ensure that all pupils, whatever their SEN, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- identify, assess, record, and regularly review pupils' progress and needs;
- involve parents/carers in planning and supporting at all stages of the pupil's development;

- work collaboratively with parents, other professionals and support services including the Educational Psychology Service;
- ensure that the responsibility held by all staff and the director responsible for SEND is implemented and maintained;
- meet needs appropriately and inclusively.

The success of the school's SEND policy will be judged against the aims set out above and measured by:

- Pupil progress evidence and SATS results (end of KS1 And KS2)
- Feedback from parents and pupils at Pupil profile Review meetings and parent consultation meetings
- Discussions with pupils (questionnaires and pupil voice)
- Professional dialogue with class teachers and teaching assistants
- Feedback and dialogue with outside agencies and professionals (Educational Psychologists, OFSTED etc.)

Disability Discrimination Policy

It is unlawful to discriminate against disabled pupils. A person is considered disabled if they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A school discriminates if:

- it treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification;
- it fails, without justification, to make reasonable adjustments which require the school to think ahead, anticipate the barriers disabled pupils may face and remove them before a disabled pupil is placed at a substantial disadvantage.

1.2 Roles and Responsibilities

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's SEN and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The Board of Directors of RCAT in co-operation with the Headteacher, has a legal responsibility for overseeing all aspects of the school's work, including provision for children with SEN and for doing their best to ensure that the necessary provision is made for any pupil who has SEN. They should determine the school's general policy and approach to provision for children with SEN and establish the appropriate staffing and funding arrangements.

The Special Needs Co-ordinator (SENCO) and Head of Pupil Support and Welfare is Michelle Ainscough. She works closely with the Headteacher, all staff, parents and outside agencies ensuring the best possible provision for children with special educational needs.

The Board of Directors has appointed a representative (the SEN Director is Martin Pratt) who, together with the Headteacher and the SENCO, is actively involved in self-review of the provision for children with special needs and implementation of the policy within the school.

Directors must ensure that:

- the necessary provision is made for any pupil with SEN;
- all staff are aware of the need to identify and provide for pupils with SEN;
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they report to parents on the implementation of the school's SEN policy through SEND Information Report
- they have regard to the requirements of the Code of Practice for SEN (2014);
- parents are notified if the school decides to make SEN provision for their pupil;
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.

Directors play a major part in school self-review. In relation to SEN, the Board of Directors will ensure that:

- they are involved in the development and monitoring of the school's SEN Policy and that the school as a whole will also be involved in its development;
- SEN provision is an integral part of the School Development Plan;
- the quality of SEN provision is regularly monitored.

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN;
- keeping the Board of Directors of RCAT informed about SEN issues;
- working closely with the SEN co-ordinator (SENCO);
- the deployment of all SEN personnel within the school.

The Headteacher has overall responsibility for monitoring and reporting to the Board of Directors about the implementation of the schools' SEN Policy and the effects of inclusion policies on the school as whole.

The Special Educational Needs Co-ordinator (SENCO) is responsible for:

- overseeing the day to day operation of the school's SEN Policy;
- co-ordinating the provision for pupils with SEN;
- ensuring that an agreed, consistent approach is adopted advising on a graduated approach to providing SEN support;

- liaising with and advising other members of staff;
- assisting staff to identify pupils with SEN - assessing and planning for progress;
- carrying out detailed assessments and observations of pupils with specific learning problems;
- supporting class teachers in devising strategies, drawing up Pupil Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom;
- ensuring the involvement of parents and carers from an early stage and liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, including the local authority and its support agencies;
- maintaining the school's SEN register and SEN records;
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information e.g. class-based assessments/records, end of year QCA tests, SATs, etc.;
- contributing to the in-service training of staff;
- managing teaching assistants, in liaison with Key Stage staff;
- supporting the professional development of teaching assistants;
- liaising with the SENCOs in receiving schools and/or other primary schools to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- acting as Designated Teacher for Looked After Children (LAC) with SEN;
- regularly liaising with the Board of Director's representative (SEN Director).

Class teacher's role:

Class teachers are involved in the development of the school's SEN Policy and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils.

Class teachers are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum.
- Drawing on SENCO advice on assessment and strategies to support inclusion.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEN.
- Working with SEN children on a daily basis and closely monitor children involved in interventions away from the main class.
- Working closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Giving feedback to parents of pupils with SEN as part of Pupil profile reviews
- Monitoring attendance of pupils with SEN. Alerting the SENCO to any trends or concerns.

Teaching Assistants (TAS)

TAs work as part of a team with the SENCO and the teachers, supporting pupils' individual needs and helping with inclusion of pupils with SEN within the class. They play an important role in implementing Pupil Profiles and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEN Policy and the procedures for identifying, assessing and making provision for pupils with SEN;
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Lunchtime supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCO in relation to behaviour management and other issues for particular pupils.

1.3 Co-Ordinating and Managing Provision

At Rush Common School:

- the Headteacher and SENCO meet frequently to discuss SEN issues;
- the SENCO meets with class teachers to give support and advice.
- Sharing of expertise is welcomed and encouraged. Special needs provision is an integral part of the School Development Plan. The SENCO oversees the provision using provision mapping.
- SEN is an item on every staff meeting agenda and Leadership Team meetings or the main item of a meeting in order to raise the achievement of children with SEN.
- The SENCO ensures that regular meetings are held, normally once a term, to review Pupil Profiles and provision, and that parents are invited. Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible.
- The SENCO liaises with parents and pupils with Statements or Education, Health and Care Plans who have an Annual review with the SENCO.

- There is informal contact between all staff to monitor individual pupils and to discuss concerns. SEN is an item on weekly Morning Brief meetings attended by teachers and TAs.
- Pupils are involved as far as practicable in discussions about their targets and provision.
- The SENCO ensures that the following information is easily accessible to staff:
 - the school's SEN Policy;
 - the SEN register;
 - an overview of SEN provision from the school prospectus;
 - the school's internal arrangements for SEN, including a clear description of the responsibilities of all staff;
 - a class SEN file giving the names of all pupils in the class on the SEN register, and copies of the pupil's Pupil Profiles, descriptors and other relevant information.

Where there is a concern that parents need extra support, staff would refer them to the SENCO. If the situation becomes of greater concern, the CAF/TAC process would be used to identify areas for change and engage support from other professionals.

Please refer to Rush Common's Safeguarding and Child Protection Policy.

1.4 Admission Arrangements

Rush Common School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a Statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

1.5 Specialisms and Special Facilities

At Rush Common School:

- Children's specific needs are discussed with parents/carers when admission to school is requested. The previous school and support agencies are contacted should this be appropriate.
- All teaching staff are experienced teachers who are able to teach pupils with SEN and learning difficulties/disabilities and should any specialist advice be required, this will be arranged.
- Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.
- Differentiated resources are used to ensure access to the curriculum; resources are easily accessible in Rush Common School and in each classroom.
- All staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity.
- Pupil support aims to encourage as much independence as possible within a safe and caring environment.

- Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child the school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCO and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate.
- The SENCO and Director with responsibility for Special Educational Needs (SEN Director) liaise regularly to discuss provision within the school for all children with SEN.
- Rush Common has disabled access, parking and suitable toilet facilities.

Specialist training amongst the staff

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.

The training needs of the staff including TAs are reviewed as part of the CPD process in school.

2 Identification and Assessment and Provision

2.1 Allocation of Resources

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCO.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with Statements or Education, Health and Care Plans.

Rush Common School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. Rush Common School provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

2.2 Identification, Assessment and Review

The progress of the children at Rush Common is assessed at regular intervals by staff as part of the school's tracking process (see Assessment, Recording and Reporting Policy, and Equal Opportunities Policy). Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN.

All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Headteacher and SENCO consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCO, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Rush Common School recognises that parents/carers know their children best and we ensure we listen to and

understand when parents/carers express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents/carers.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for SEN as set out in the Code of Practice (DfE 2014). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- a child's early history and/or parental concern
- low entry profile
- low Foundation Stage profile
- a pupil's lack of progress despite receiving a differentiated curriculum
- low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- requiring greater attention in class due to behavioural/learning difficulties
- requiring specialist material/equipment or support for sensory/physical problems

The SENCO and the class teacher, together with specialists and involving the pupil's parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents/carers may consider requesting an Education, Health and Care assessment by the Local Authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held each term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Provision

Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEN Pupil Profile.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- **Communication and Interaction:** Speech, Language and Communication needs
Autistic Spectrum Disorder including Asperger's and Autism

- **Cognition and Learning:** Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- **Social, Emotional and Mental Health Difficulties:** Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- **Sensory and/or Physical:** Hearing Impairment, Visual Impairment, physical disability, multi-sensory impairment

Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting Pupils with Medical Conditions Policy.

2.3 Curriculum Access and Inclusion

Rush Common School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos;
- broad and balanced curriculum for all pupils;
- systems for early identification of barriers to learning and participation;
- high expectations and suitable targets for all children.

Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all staff provides a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or the SENCO in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

2.4 Evaluating Success

Parents/carers, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEN Policy and provision is evaluated through:

- monitoring of classroom practice by SENCO and subject co-ordinators;
- analysis of pupil tracking data and test results:
 - for individual pupils;
 - for cohorts;
- value-added data for pupils on the SEN register;
- monitoring of procedures and practice by the SEN Director three times a year;

- school self-evaluation;
- monitoring the quality of Pupil Profiles and review meetings;
- the School Improvement Plan;

2.5 Arrangements for Complaints

If a parent/carer is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCO, to discuss the concern. Parents/carers can request an appointment with the Headteacher directly. SENDIASS Oxfordshire (Special Educational Needs and Disability Information, Advice and Support Service) is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/carers are advised to contact the Headteacher. Parents may also contact the Board of Directors.

3 Partnership within and beyond the school

3.1 Partnership with parents/carers

Our school believes that good communication between parents/carers and staff is essential so that parents/carers can share their knowledge and expertise about their child. This is important in enabling children with SEN to achieve their potential. Parents/carers are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time.

There is opportunity for parents to discuss their child's needs, progress and strengths at parents meetings and Special Needs Review meetings. Parents/carers will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. Parents/carers are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress.

Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about **SENDIASS** is available to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school.

Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

3.2 The voice of the child

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

We encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and

achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

In Rush Common School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally);
- talking to TAs and teachers about their learning;
- class and individual reward systems.

3.3 Links with other agencies, organisations and support services

The school is able to call upon the expertise of a wide range of support services. This includes outreach teachers from the Service for Autism, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the educational psychology Service and the Advisory team for Inclusion (OXSiT). We are committed to using the expertise and advice provided by other professionals.

These support services are consulted following discussions with the Headteacher or SENCO, and with the full agreement of parents/carers. For assessment and advice from most of these services a request form must be filled in first, following which additional information may be required e.g. the service's own checklist, and information about strategies already in use.

Appendix 1 lists the services we currently use. Other health, social services, and voluntary organisations can be contacted as required.

3.4 Links with other schools and transfer arrangements

- Transfer and links with other schools SEN action records are transferred following county procedures.
- There are opportunities for all pupils to visit their prospective Secondary School.
- Pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation.
- Representatives from local secondary schools are available for consultation before the time for transfer.
- For pupils with a Statement or Education, Health and Care Plan, the pupil's statement is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in the Autumn Term.
- The SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements or Education, Health and Care Plan for whom the particular school has been named.
- Procedures including CAF and TAC are in place to ensure smooth transitions.

Transfer within the school

- Teachers liaise closely when pupils transfer to another class within the school.
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress.

3.5 Staff development and appraisal

- The school is committed to gain expertise in the area of SEN.
- There are regular training sessions for TAs including TA Professional Development Meetings.
- The SENCO attends Inclusion Network Meetings.
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school.
- Reading and discussion of documentation, and SENCO/teacher meetings are considered to be part of staff development, as well as a time to share information.
- The SENCO and other staff attend County meetings and INSET when relevant.
- Newly appointed teaching and support staff meet the SENCO to discuss SEN procedures in the school. .

4. Preventing Radicalisation

The Counter Terrorism Act (2015) and Keeping Children Safe in Education document (June 2015) places responsibility on schools and other agencies to ensure that they have due regard to the need to prevent people from being drawn into terrorism.

School has a duty to identify and report on any issues where someone may be identified as being drawn into terrorism or extremist views (violent or non-violent). We work with social care, the police, health services and other services (including Oxfordshire Safeguarding Children's Board) to promote the welfare of children and protect them from harm.

We have clear procedures in place for protecting children at risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Even very young children might show signs of radicalisation. The Designated safeguarding Lead can make a referral about any adult (to Social and Healthcare Team) or child, who school think may be vulnerable to being drawn into terrorism, via the safeguarding team (MASH) or by calling the police (999) or on 101 for non-urgent concerns.

Review of this Policy

The SEN Policy is subject to a regular cycle of monitoring, evaluation and review. It should be read alongside other school documentation. The Board of Directors of RCAT, through its Pupil Support and Welfare Committee, review this policy every year. It may however review this policy earlier than this if the government produces new regulations, or if it receives recommendations on how this policy might be improved.

Approved by the Pupil Support and Welfare Committee of the Board of Directors of RCAT on 01 December 2015.

Signed: Chris Wilmshurst

(Chair of Board of Directors)

Signed: Laura Youngman

(Acting Headteacher)

Date for Review: December 2018

Appendix 1

School SEN Contacts

Service/Agency	Contact Name	Tel/Fax
Advisory Teacher for Pupils with Down's Syndrome and complex medical needs	N/A	
Autistic Service Outreach Teacher	Lorraine Davies	01865 456704
Consultant for Inclusion(SEN)	Rachel Faulkner	01865 428022
EBD Outreach Teacher	N/A	
Education Social Worker	N/A	
Educational Psychologist	Abby Wicks	01865 323532
Occupational Therapist	Anne Sene	01865 762776
Physiotherapist	Karen Spiller	01235 205772
SEN Director	Martin Pratt	
Service for Pupils with Physical Disabilities	Susan Ward Davis	01865 742379
Special Needs Advisory Support Teacher (SNAST)	N/A	
Speech and Language Therapist	Iona Caminado	07775030739
Teacher of the Hearing Impaired	Alison Holmans	01235 531070
Teacher of the Visually Impaired	N/A	