Special Educational Needs & Disabilities Policy & Information Report

September 2024

Governors' Committee Responsible: Local Governing Body
Governor Lead: Lynne O'Reilly
Nominated Lead Member of Staff: Ms K Bent
Status & Review Cycle: Statutory Annual
Next Review Date: September 2026

Context

This policy is constructed in line with the requirements set out in Part 3 of the Children and Families Act (2014) and associated regulations. The policy reflects the statutory guidance set out in the Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- Schools SEND Information Report Regulations 2014
- Statutory guidance on supporting students with medical conditions December 2015
- Safeguarding policy
- Accessibility plan
- Teachers Standards 2012

The policy was created in partnership with Fullbrook Parent Voice, Student Voice, the SEND Governor, the SENDCo and the Senior Leadership Team.

School Ethos

At Fullbrook we believe that all of our students, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their life chances.

All students are entitled to an education that enables them:

- To achieve their full potential
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At Fullbrook every teacher is a teacher of every student including those with Special Educational Needs or Disabilities.

NB The term 'parent/s' used throughout this document denotes any person or persons with legal parental responsibility.

Section 1: Definition of Special Educational Needs and Disabilities (SEND)

Fullbrook identifies students as having SEND if they meet the definitions as set out in the SEND Code of Practice: 0 – 25 years – Introduction – Paragraphs xiii and xiv.

This defines SEND as;
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision means provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

Section 2: Aims and Objectives

At Fullbrook all students, regardless of their particular needs, are provided with inclusive teaching (see section 6) which will enable them to make the best possible progress in school and feel they are a valued member of the wider school community.

- We expect all students with SEND to meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give students with SEND the support they need
- Ambitious wider outcomes will also be set in consultation with students and parents
- We want all students to become confident individuals who will be able to make a successful transition on to the next phase of education, training or employment

Objectives

We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support.
To achieve this;

- The views of the student will be sought and taken into account
- We will work in partnership with parents by encouraging them to be actively involved in assessing needs, making decisions and monitoring and reviewing provision
- Our students with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- The school will manage its resources to make its best endeavours to ensure all students' needs are met

- We make our best endeavours to ensure a student's special educational needs will be identified early (See Section 8)
- Provision and progress for our SEND students will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education, Health & Care Plans of SEND will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy, including that of Surrey County Council and the SEND Code of Practice
- We will develop whole school provision management of universal, targeted and specialist support for students with SEND (See Section 10)
- We will support teachers to meet their responsibilities under this policy by developing, together with students, 'Profiles for Success' that provide information regarding students with SEND and advice on how their specific needs can be addressed

Where a SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a graduated approach to meeting needs, which includes regular review of the progress made and adaptations to the support provided as required.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs and Disability Coordinator (SENDCo) in conjunction with the Inclusion / SEND Governor and The Principal.

The effectiveness of the SEND provision will be evaluated by:

- Reviewing individuals progress through assessments, topic tests, teacher feedback
- Reviewing the impact of interventions through data tracking, attendance, engagement (F4L) and well-being surveys
- Monitoring by SENDCo through lesson observations
- Statutory reviews
- Referrals for statutory assessment
- Use of Provision Mapper to monitor/track progress/funding
- SRR
- Regular meetings with Heads of Faculties and Heads of Learning
- The identification of training needs

In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

Section 3: Key Roles and Responsibilities

The school's provision for students with SEND is coordinated by the school SENDCo, Ms Kim Bent. The SENDCo has an important role to play with the the Principal and Local Governing Body, in determining the strategic development of SEND policy and provision in the school.

The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual students with SEND, including those who have EHC plans.

The SENDCo provides professional guidance to colleagues and works closely with staff, parents, and other agencies. The SENDCo is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that students with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCo are:

- Co-ordinating the development and implementation of the SEND policy having regard to the SEND Code of Practice
- Developing provision mapping and coordinating and reviewing provision for children with SEND
- Advising on the graduated approach to providing SEND support, identifying training needs and providing INSET for staff as needed
- Ensuring the effective deployment of the school's delegated budget and other resources, including learning support staff, to meet students' needs effectively
- Liaising with parents of students with SEND
- Liaising with feeder schools to ensure smooth transition
- Being a key point of contact with external agencies
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring the maintenance of the Additional Needs Register (ANR) and overseeing SEND Support Arrangements Plans and sharing this information with all staff via the shared area
- Ensuring that the school keeps the records of all students with SEND up to date
- Overseeing the testing of students for Examination Access Arrangements and the associated application paperwork
- Ensuring that all statutory reviews take place and are recorded
- Overseeing and managing the school's responsibilities for meeting the medical needs of students

In addition to the SENDCo, there is a specialist team of people who support the work of the SENDCo. Their roles and responsibilities are;

Name:	**Responsibility:**
Francoise Moore Edwin	Assistant SENDCo
Elizabeth Fenton	Specialist SEND teacher Assessment and application for Exam Access Arrangements
Judi Wood	Specialist SEND teacher
Sarah Daniels	Specialist SEND teacher
Lara Lubin	Administration Support

Mandy Sharma

Laura Breakwell	Alternative provisions coordinator
Adele King	Literacy lead

As well as a large team of senior and in class LSA's, a child wellbeing practitioner and ELSA's.

The governor with responsibility for SEND and inclusion is Mrs L O'Reilly
The Associate Assistant Principal with responsibility for Safeguarding is Miss E Lawrence
The Assistant Principal with responsibility for Pupil Premium is Mr R North
The SLT with responsibility for Inclusion is Miss A Wallis

Section 4: Admissions

The admission arrangements for students with SEND who do not have an Education, Health and Care Plan (EHCP) are the same as for the school as a whole.

Students with EHCPs are admitted into school and fully included unless;

- It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources

Section 5: Resources and Funding

The school's SEND provision is funded largely from the notional SEND budget within the school's overall budget and is allocated on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a student on the school's SEND register it is because their additional needs are significant and they require additional support that the school may fund up to an additional £6000 according to need. In exceptional cases the school can apply to Surrey for top up funding. Students who have an EHCP will have an agreed package of support from the Local Authority which may include personal budget arrangements.

In addition to school wide provision such as reduced class or set sizes, there is a dedicated, well equipped Learning Support suite where withdrawal literacy lessons, Option Support lessons and individual and small group tuition take place. There is also a centre for SEMH needs, the Hub, where social, emotional and wellbeing interventions take place for students struggling with mental health issues. The capitation allowance for both provisions is spent primarily on resources, predominantly books, software, testing material, stationery and photocopying. Staffing is paid for from the notional SEND budget. It is the responsibility of the SENDCo to ensure that provision is appropriate to students' needs in accordance with the SEND Code of Practice. Outcomes of interventions are evaluated to assess impact and value for money.

Section 6: SEND Information Report 6.1 Types of SEND

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.
The school provides for students whose SEND broadly fall into the 4 areas of need outlined in the SEND Code of Practice.:

- Communication and interaction – e.g. Autistic Spectrum Conditions, Speech and Language difficulties
- Cognition and learning – e.g. Specific Learning Difficulties such as dyslexia, global delay, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties – e.g. Attention Deficit (and Hyperactivity) Disorder, Oppositional Defiance Disorder, Anxiety
- Sensory and/or physical needs – e.g. Visual/Hearing Impairment, Mobility Difficulties, epilepsy, cerebral palsy

At Fullbrook we identify the needs of students by considering the needs of the whole child of which SEND may be one dimension.

6.2 Identification and Assessment of SEND

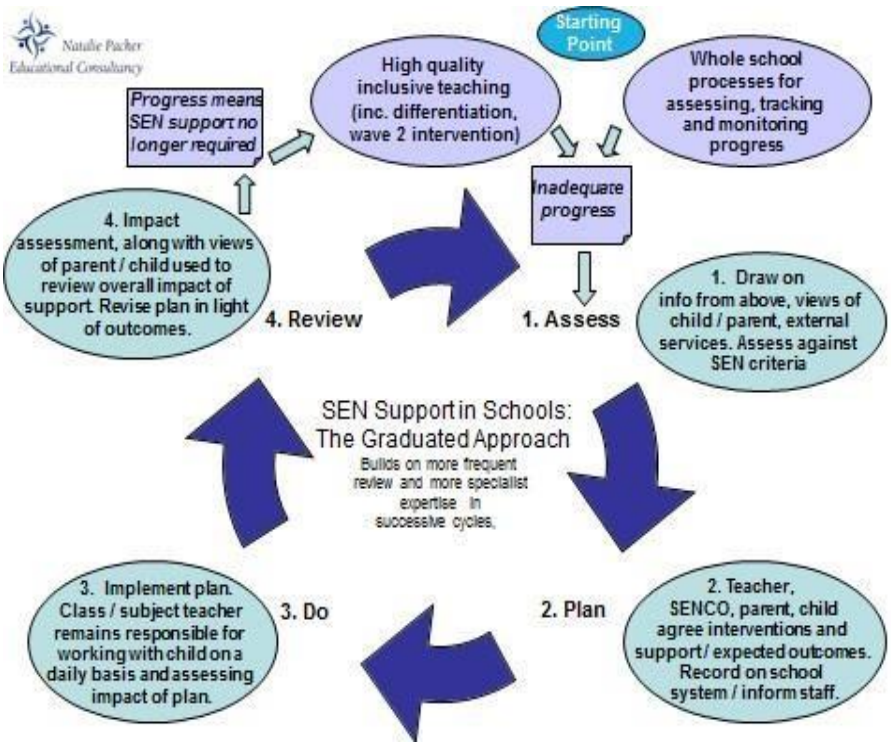
At Fullbrook we have an agreed approach to the identification and assessment of SEND taking into account the nature of the special needs. Identification includes the use of high-quality formative assessment, as well as effective baseline assessments, communication with parents, students and other relevant practitioners.

In practice:

- Most information for students transferring into Year 7 comes through liaison with feeder schools which takes place during the summer term.
- A member of the Learning Support team attends statutory reviews of students expected to transfer to Fullbrook.
- There is an additional transition programme for students with an EHCP and other vulnerable students identified by feeder schools
- School records are transferred with students and information from outside agencies noted in students' files and on the Additional Needs Register.
- Students known to have SEND will have their needs made known to staff ready for their arrival based on profiles provided by feeder schools.
- All Year 7 students who come into Fullbrook are screened using Cognitive Ability Tests which give a profile of strengths and weaknesses. Standardised tests are used to assess literacy and communication skills. The results of these tests, together with the KS2 results, are scrutinised by the SENCo.
- Records are requested for students transferring to the school other than at year 7 entry. These students also have assessments for their reading and spelling.
- Observations from subject teachers can reinforce the information from feeder schools as well as revealing further problems requiring additional support. Concerns will be referred to the SENDCo as outlined above.
    - Outside agencies may also be involved in identifying and assessing complex needs – see 'links with other schools and agencies' in section 22 below.
    - Further testing may be implemented
    - Educational Psychologist/Specialist Teachers are able to carry out specialist testing

6.3 The Graduated Approach

In line with the 2015 SEND Code of Practice requirements the school will deliver a Graduated Approach Model as described in the diagram below for students identified as having SEND or SEN Support: (with thanks to Natalie Packer, Natalie Packer Educational Consultancy www.nataliepacker.co.uk/)



Quality First Teaching using a differentiated approach for individual students, is the first step in our school's response to students who have or may have SEND. This is regularly monitored through the school's quality assurance programme (SRR) and appraisal procedures and it is supported via our CPD programme. All teachers are responsible and accountable for the progress and development of all the students in their class, even where students access support from learning support assistants or specialist staff.

Students identified as having SEND according to the criteria set out in the SEND Code of Practice will have a 'Profile for Success' identifying their strengths, needs and strategies to support them. The profiles will be drawn up in collaboration with the students and families as appropriate, and made available to them. These students will be identified as having SEND and their progress will be monitored according to the model outlined below. With the correct support it is anticipated that the majority of these students will make expected progress. All these students will be identified as having SEND Support but some may be placed on a SEND Support Arrangements Plan.

6.4 Action by subject teacher/pastoral staff (prior to involvement of the SENDCo)

Teachers will be expected to have undertaken the following actions:

- Use existing information as a starting point to support the student
- Highlight areas of skills to support in class
- Use baseline assessment to identify what student knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve Head of Faculty/Head of Learning as necessary
- Involve parents
- Involve student
- Will not have assumed difficulties are within the student
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation – match planning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the student's learning difficulties

Arrangements will be monitored to identify those students not making sufficient progress with this level of support because of their special needs, at which point the SENDCo is consulted as to whether the student should be placed on a SEND Support Arrangements Plan.

6.5 SEND Support and the SEND Support Arrangements Plan (SENDSAP)

Pastoral staff/subject teachers are responsible for working with the student on a daily basis. They will also liaise closely with LSAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

SEND support will commence once it has been demonstrated that quality first teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the student to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning. The student will have a pupil profile drawn up and shared with all teaching staff.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the student and parents, when the SEND support plan is not making desired levels of progress, a SEND Support Arrangements Plan may be drawn up to achieve the agreed outcomes through further support and intervention arrangements. The SEND Support Arrangements Plan will ensure that;

- External agencies may be contacted and will see existing records and carry out their own assessments as necessary
- SENDCo/HOL/teacher will consider a range of approaches/materials
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (including targets around preparing for adulthood).

6.6 Accessibility

The school seeks to comply with the Equality Act 2010.

We make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual students, and where appropriate as part of the planning for the student we provide access to ancillary aids and assistive technology.

The school has made and continues to make adaptations to the environment to assist students with physical disabilities as outlined in the School Accessibility Plan. These include alternative food technology equipment, furniture, lifts, ramps, toilet facilities and adapting acoustics in some areas. Special equipment has been provided for individual students. Alternative rooming is provided for examinations where necessary, together with other access arrangements such as laptops, rest breaks and extra time.

6.7 Access to the National Curriculum

At Fullbrook we follow the National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. We will make our best endeavours to ensure that lessons are planned to address potential areas of difficulty and that there are no barriers to every student achieving their potential. In many cases, such planning will mean that our students with SEND will be able to study the full national curriculum but in some cases it is modified.

6.8 SEND Provision

SEND students will have access to a range of different types of support and intervention dependent on needs. This may include:

- A differentiated learning programme
- additional help from a teacher or learning support assistant
- making or changing materials and equipment to meet needs
- working in a small groups in or out of the class
- working in smaller sets in core subjects
- observations in class or during unstructured times and keeping records
- helping with social skills and integration
- providing support with physical difficulties
- involving outside agencies
- alternative or supplementary provision in partnership with external providers
- access to a key adult
- exam access arrangements
- paired reading
- support with social and emotional needs from Eikon/The Hub including interventions such as Lego Therapy, ELSA, Managing Emotions
- homework clubs at lunch time and/or after school
- support from Education Inclusion service
- additional support from pastoral staff (e.g. morning and after school social clubs)

Our local authority's offer can be found here:

https://www.surreylocaloffer.org.uk/

6.9 Education, Health and Care Plans (EHCP)

Where students do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the Local Authority (LA) to carry out a statutory assessment of their needs to see if they are eligible for an Education, Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the student's progress over time, and will also need clear documentation in relation to the student's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.
In preparing a request the school will involve the parents, students and outside agencies and refer to Chapter 8 of the SEND Code of Practice.

Once a student has an EHCP naming Fullbrook, the SENDCo will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the student's progress during the course of a year. Formal reviews of the EHCP will take place at least annually. If a student's SEND change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

6.10 Preparing for adulthood (transition)

At Fullbrook we help our students with SEND to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our students to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Preparation for adulthood in the planning meetings with students and parents at an early stage (and particularly from Year 9)
- Ensuring that career advice and information provides high aspirations and a wide range of options for students with SEND; and
- Helping students and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHCPs for the transition to adulthood, as set out in Chapter 7 of the SEND Code of Practice. The review of an EHCP in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the student and will inform decisions about the next stage of education - specifically choices about what GCSEs or other relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

Liaison with regard to the successful transition of students with SEND is undertaken with receiving and sending schools and colleges prior to transfer. Contact is coordinated by the SENDCo.

6.11 Evaluating the effectiveness of SEND provision

The school will maintain a provision map of the support, arrangements and interventions available to ensure that students with SEND can access learning and maximise their achievements. In addition, the SENDCo will:

- Review the impact of interventions after six weeks
- Carry out lesson observations to monitor inclusive practices in lessons
- Use provision maps to measure progress
- Complete Annual Reviews for students with EHC Plans

6.12 Arrangements for professional development for all staff, including learning support staff, in relation to SEND

The professional development of all staff involved in meeting the needs of students with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and nonaccredited, as part of the school's appraisal process
- Departmental INSET sessions for all learning support staff
- Sharing good practice at departmental meetings
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENDCo
- Staff workshops on meeting the needs of specific students
- Information and strategies on areas of SEND in the staff shared area
- Student 'Profiles for Success'
- More detailed training for newly qualified teachers and trainees via the school's induction programme
- Individual staff consultations with SENDCo

6.13 The role played by the parents of students with SEND

Fullbrook is committed to building strong partnerships with parents of students with SEND. The school seeks to ensure that parents have the opportunity to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision

To make communications effective, staff at Fullbrook will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the student's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures and are aware of how to access support in preparing their contributions
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

6.14 The role of students

Students should be active partners in their own learning to achieve the best outcomes. To achieve this the student's views will always be sought although this may not be through direct discussion with them. Students will be encouraged to participate in all decision-making processes in education, including the setting of learning targets, contributing to SEND Support Arrangements Plans and Profiles for Success, discussions about choices of educational settings, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Section 7: Bullying

Detailed information on the school's procedures for tackling bullying is contained within the Anti-Bullying Policy on the school's website. In the first instance contact the student's tutor or Head of Learning.

Section 8: Medical Conditions

The school recognises that students with medical/mental health conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical/mental health conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students with medical/mental health conditions may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision under the SEND Code of Practice: 0 – 25 years 2015.

In some cases students with medical/mental health conditions will have an Individual Health Care Plan (IHCP) drawn up in consultation with parents and relevant health care professionals.

Provision for students with medical/mental health conditions is coordinated by the Inclusion Manager in collaboration with the member of staff with special focus for physical difficulties and medical conditions. Detailed information on this provision, including staff awareness procedures, availability and storage of medicines and emergency procedures is contained within the Medical Conditions Policy on the school's website.

Section 9: Monitoring and evaluation of this policy

The Trust Governing Body must publish information on their website about the implementation of the school's policy for students with SEND, the SEND Information Report (SIR). The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014. The Fullbrook SIR is available on our website.

As stated in Section 2 the school will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects;

- Number of students with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support students receive and the amount of progress they make
- Student progress data
- The identification of training needs
- The impact and outcomes of the review process
- Relationships with parents
- The impact of the statutory process on student progress
- The success of involvement of outside agencies
- The success of liaison with other schools
- Quality assurance measures including observations, learning walks and student feedback
- Standardised assessments

In addition there are regular meetings between the SEND governor SENDCo to review the effectiveness of the policy.

Section 10: Complaints

Any complaints from parents of students with special education needs concerning the provision made at the school can be made through the Trust. The Trusts Complaints Policy and Procedures as set out on the Trusts website.

In the first instance please contact the SENDCo.

Section 11: Storing and Managing Information

Please refer to the school website's Data Privacy Notice.

Section 12: Exam Arrangements

In line with the JCQ General Regulations for Approved Centres 2022/23 Section 5.4 concerning exam access arrangements and reasonable adjustments, the school has the following procedures in place:

- Identify candidates requiring Exam Access Arrangements and arranges appropriate testing to be carried out by the Centre's Specialist Assessor, no earlier that Year 9 and by deadline set by JCQ.
- Specialist Assessor makes the applications for EAA by deadline dates.
- Informs Examinations Officer of required access arrangements.

Students needing special requirements for exams including those with identified disabilities, appropriate arrangements are determined by the SENDCO who will arrange for appropriate testing through Fallbrook's Specialist Assessor.
The Specialist Assessor will:

- Conduct relevant testing to establish need.
- Ensure Data Protection notices are signed by students to permit sharing of personal information with exam boards.
- Collect and store supporting evidence of need and proof of 'normal way of working' for access arrangements from teaching staff.
- Complete relevant documentation.
- Process applications with Access Arrangements Online, or if necessary, write applications to appropriate exam boards by exam board deadlines.
- Ensure EAA records are available for inspection by JCQ Centre inspectors.
- Inform the Examinations Officer of candidates who require modified papers and which modifications are required.
- Inform the exams officer of arrangements or modifications required to give access to those with disabilities.
- Assist the Examinations Officer during a general JCQ Inspection with the EAA element.

Section 13: Links with other schools and agencies

The school is in contact with the following services and organisations:
Educational Psychologist
School Nurse
Education Welfare Officer
Special Needs Management Team
Specialist teachers for physical and sensory impairment (e.g. visual/hearing impairment)
Occupational Therapists
Physiotherapists
Speech and Language Therapy Named Children Service
Access to Education
St Peter's Teaching Centre
Social Care
The Family Support Programme
Partnership with Parents
Local FE Colleges
Learning and Language Support Service
Child and Adolescent Mental Health Service
ADHD Nurse
Race Equality and Minority Ethnic Achievement Service

ASD Outreach Team
Alternative providers
The Kingsway Centre
Pyrford Short Stay School
Behaviour Support Service
Early Help Team (Surrey Youth Services)
Year 7 Feeder schools
Learning Partners

Contact is coordinated by the SENDCo and other relevant staff e.g. pastoral or child protection teams.

Section 14: Links with other policies

Accessibility policy
Anti-bullying policy
Child protection & Safeguarding policy
Word Processor Policy
Data Protection policy
Equality policy
Medical policy
Mental Health policy