

## **Special Educational Needs Policy**

### **INTRODUCTION**

The Warriner School recognises that each student has an individual profile of strengths, abilities and areas of improvement. All students are entitled to a broad and balanced curriculum that is relevant and differentiated, and which demonstrated coherence and progression in learning.

The school is committed to the Every Child Matters agenda<sup>1</sup> and actively promotes the five outcomes across the curriculum and through the pastoral system. The school recognises that a student's performance and wellbeing go hand in hand. Special Educational Needs (SEN) staff play a major role in identifying and removing barriers for students. The school supports closer working between specialist services to promote student welfare, to safeguard students from abuse and neglect, so that students with additional needs can be identified earlier and supported effectively.

### **DEFINITION of SEN**

The Warriner School uses the definition of Special Needs from the Code of Practice:

**A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Oxfordshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LA (Education Act 1996)<sup>2</sup>.**

### **Aims**

We, at The Warriner School, believe that each student has an individual and unique profile. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of students will have SEN at some time in their school career. Many of these students may require additional or different provision throughout their time in school, whilst others may need extra support for a short period to help overcome more temporary needs. The Warriner School aims to provide all students with meaningful access to the National Curriculum. In particular, we will:

- support all students with special educational needs in achieving their full potential through encouraging their social, emotional and intellectual development
- promote confidence and success, encouraging a sense of self-worth in students of all abilities

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<sup>1</sup>Department for Education (2004) – Every Child Matters Agenda as accessed from - <https://www.education.gov.uk/publications/eOrderingDownload/DfES10812004.pdf>

<sup>2</sup> Department for Education (1996) – Education Act as accessed from - <https://www.education.gov.uk/publications/eOrderingDownload/DfES10812004.pdf>

- identify, assess, record, and regularly review students' progress and needs (Appendix I)
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained (Appendices II and III)
- enable students with special educational need and/or disabilities through effective differentiation of teaching and learning programmes (Appendix IV)
- give students with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- involve parents, carers and guardians in planning and supporting at all stages of their child's development (Appendix V)
- work collaboratively with parents, carers, guardians, other professionals and support services using a multi-agency approach (Appendix VI)
- encourage students to enjoy their time at school

### **MONITORING AND EVALUATION**

The success of the policy will be evaluated in terms of the following criteria:

- levels of attainment in externally conducted assessments
- levels of success in meeting individual and departmental targets
- levels of success in meeting externally imposed measures of success
- staff, student, parent, carer, guardian and governor satisfaction with processes and outcomes through the SEN review process and the school SEF schedule

This information will be obtained from a range of sources including:

- Monitoring by senior staff
- Feedback from governors' visits to departments
- Monitoring of classroom practice by the SENCo and Heads of Department
- Analysis of student tracking data and outcomes for students on the SEN register
- Regular monitoring of procedures and practice by the SEN governor
- School self-evaluation
- The School Development Plan processes which are used for monitoring provision in the school and which evaluate the achievements of students on the SEN register and sets new targets for development
- Visits from Local Authority (LA) personnel and Ofsted inspection arrangements, which also enable us to evaluate the success of provision
- Frequent meetings for parents, carers, guardians and staff, both formal and informal, to review and revise provision and celebrate success, in accordance with the SEN code of practice and the individual needs of the child.

### **Related Policies<sup>3</sup>**

- Oxfordshire Dyslexia Policy (Non-Warriner)
- Gifted and Talented Protocol
- Child Protection Policy
- Confidentiality Protocol
- School Discipline and Pupil Behaviour Policy

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<sup>3</sup> All related policies in this section are referenced as The Warriner School (2011)

- Attendance Policy
- Health and Safety Policy
- Off-Site Visits Protocol
- Data Protection (Non-Warriner)
- Accessibility Plan
- Curriculum Policy
- Exclusion of Pupils Policy
- Admissions Policy
- Disability Equality Policy

**Drafted: March 2012 By: SENCO**

**Next Review: Term 5/6 (2012-2013)**

**Approved by the Governing Body:**

**Signed: ..... Chair of Governors**

**Date: 15<sup>th</sup> March 2012**

## **APPENDICES**

- I. Identification, Assessment and Provision
- II. Roles and Responsibilities
- III. Coordinating and Managing Provision
- IV. Curriculum Access and Inclusion
- V. Partnership Within and Beyond the School
- VI. Links with other Agencies, Organisations and Support Services
- VII. Complaints procedure
- VIII. External Agency Contact List

## **APPENDIX I**

### **IDENTIFICATION, ASSESSMENT AND PROVISION OF SPECIAL EDUCATIONAL NEEDS**

#### **ALLOCATION OF RESOURCES**

All schools in Oxfordshire receive funding for students with SEN in the following ways:

- The school budget which covers teaching and curriculum expenses, as well as the cost of the SENCo
- Delegated SEN funding (the SEN Index) based on social and educational factors

The SENCo and the governors of the school regularly monitors the needs of pupils with SEN. Resources are allocated according to need. The resources available include ancillary help and teacher time and materials. The SENCO works in conjunction with the Headteacher, Business Director and Governors to manage the SEN delegated budget.

The Warriner School follows LA guidance, as given in the SEN Handbook, to ensure that all students' needs are appropriately met. Details of how resources are allocated will be communicated from the governors to parents annually via the school website.

#### **IDENTIFICATION, ASSESSMENT AND REVIEW**

The SEN Code of Practice (2001)<sup>4</sup> outlines a graduated response to students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises three broad levels of provision within the continuum: School Action, School Action Plus and Statement.

The school uses the Oxfordshire SEN action record to maintain information about the identification, assessment and provision for each student. An Inclusion Profile is

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<sup>4</sup> Department for Education (2001) The SEN Code of Practice as accessed from <https://www.education.gov.uk/publications/eOrderingDownload/DfES10812004.pdf>

kept of students with SEN and circulated to all staff. Where concern is expressed that a student may have SEN, the class teacher and support staff take early action to assess and address the difficulties. The Oxfordshire Moderation Criteria descriptors are used to decide the level of provision required. The Oxfordshire Inclusion Handbook<sup>5</sup> offers further guidance on provision.

### **Categories of Special Educational Need**

The SEN Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Behaviour, Emotional and Social Development, and Sensory and/or Physical. Oxfordshire subdivides these into eight categories of need (as set out in the Inclusion Handbook<sup>6</sup>):

<b>Code of Practice Needs</b>	<b>Categories</b>
Communication and Interaction	Language Speech, Language & Communication Needs (SLCN) Autistic Spectrum Condition (ASC)
Cognition and Learning	Learning Moderate Learning Difficulties (MLD) Specific Learning Difficulties e.g. Dyslexia (SPLD)
Behaviour, Emotional and Social Development	Behaviour, Social and Emotional Difficulties BESD
Sensory and/or Physical	Hearing Impairment (HI) Visual Impairment (VI) Physical Disability (PD)

### **Levels of Provision as specified in the SEN code of practice**

#### **School Action**

If a student requires additional and different support and meets the moderations criteria then support at School Action is put in place. At School Action students may be targeted with additional interventions including Teaching Assistant (TA) support in class, differentiation strategies by subject teachers or withdrawal programmes of behaviour management strategies. Subject teachers set and monitor academic targets and form tutors track progress. The SENCo monitors progress via regular termly tracking of data and fortnightly meetings with pastoral, behaviour and student services staff. The SENCo attends all Parent Consultation Evenings including Transfer and Option Evenings.

#### **School Action Plus**

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<sup>5</sup>[http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Directorates/Children%2C+Young+People+\\_Families/Our+services/Special+Educational+Needs/LC+-+CS+-+SEN+-+Inclusion+handbook](http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Directorates/Children%2C+Young+People+_Families/Our+services/Special+Educational+Needs/LC+-+CS+-+SEN+-+Inclusion+handbook)

<sup>6</sup>[http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Directorates/Children%2C+Young+People+\\_Families/Our+services/Special+Educational+Needs/LC+-+CS+-+SEN+-+Inclusion+handbook](http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Directorates/Children%2C+Young+People+_Families/Our+services/Special+Educational+Needs/LC+-+CS+-+SEN+-+Inclusion+handbook)

If a student has not made sufficient progress and meets the moderation criteria, the level of support may be increased to School Action Plus. At School Action Plus, external support services are involved. Parental permission is always sought for a formal referral to any external service.

Parents and students are encouraged to attend reviews and to play a full part throughout the process. Through the review process the SENCo/ Assistant SENCo in consultation with parents, carers or guardians will plan further additional/ different provision for the child. A keyworker is allocated.

### **Statement**

Following a multi-professional assessment the LA may consider a statement of SEN is appropriate for students with severe and complex SEN (usually about 2% of the school population). The LA issues a statement. The school is responsible for arranging provision to meet the needs and objective set out in the statement.

### **CAF/TAC**

Students can also be identified as vulnerable and can be assessed using the Common Assessment Framework (CAF) in close collaboration with parents, carers or guardians. Provision can be made through the Team Around the Child process (TAC)

### **Provision**

The school describes the additional support for students as support that is over and above inclusive class teaching, using a detailed provision map. This sets out the range of interventions running in an academic year and which students are accessing them. The map is costed and records the impact of each intervention on individuals and groups. The record and impact of interventions is updated into the school's central database. It allows the school to achieve an overview of all the additional needs in each year group and make a coherent plan to meet them. The school follows the general principle that children with SEN and/or disabilities are better served by integrated systems that personalise learning for all children.

### **Review**

There will be regular reviews of students with SEN. These will involve students, parents, carers or guardians, relevant staff and external agencies if appropriate. All staff that teach the students together with support staff who support them may be invited to provide brief written input prior to the meeting. Tracking data and intervention plan data will be reviewed and further intervention/ provision planned. Copies of the review will be available to all who attend the meeting.

For students with Statements, an Annual Review Meeting will be held in addition to the regular reviews. At this meeting, considerations will be given to whether the statement should continue, and whether provision/ strategies should be maintained or amended. The Annual Review should set new long-term objectives for the following year. All relevant professionals, including those who contributed to the original Statement, will be invited to attend or submit a written report.

For students in the CAF/TAC process regular reviews are held with parents, carers or guardians, school and outside agencies, in accordance to individual students and families needs.

The school will make use of the wide range of education, health and social services professionals available, including those provided by the LA and, if necessary, those from other agencies. A full range of these services is provided at Appendix VIII.

### **Reporting**

The school will pay particular attention to the need to involve students with SEN in the processes of self-evaluation and target setting. The school will create opportunities for students to contribute to their reviews using a range of means including the use of PowerPoint, visual and oral strategies.

## **APPENDIX II**

### **ROLES AND RESPONSIBILITIES**

Provision for students with SEN is a matter for the school as a whole. It is every teacher's responsibility to provide for students 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 special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **Governing Body** in cooperation with the Headteacher has a legal responsibility for determining the policy and provision for students with special educational needs – it maintains a general overview and has appointed a representative (the SEN Governor) who takes particular interest in this aspect of the school.

Governors must ensure that:

- The necessary provision is made for any student with SEN
- All staff are aware of the need to identify and provide for students with SEN
- Students with SEN join in school activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students
- They report to parents on implementation of the school's SEN policy through the school website
- They have regards to the requirements of the Code of Practice for Special Educational Needs (2001)<sup>7</sup>
- There are procedures in place to notify parents if the school decides to make SEN provision for their child
- They play a part in school self-review of its SEN provision
- The school appoints a staff member with overall responsibility for SEN

Governors play a major part in school self-review. In relation to SEN, members of the governing body 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 through SEF schedule and annually via the evaluative SEN report

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work including provision for students with special educational needs
- Keeping the Governing Body informed about SEN issues.
- Working closely with the Special Educational Needs Co-ordinator

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<sup>7</sup> Department for Education (2001) The SEN Code of Practice as accessed from <https://www.education.gov.uk/publications/eOrderingDownload/DfES10812004.pdf>



- The deployment of all special educational needs personnel within the school (details of the roles and responsibilities currently used in school are provided below).
- S/he also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as a whole

The **Special Educational Needs Co-ordinator (SENCo)** is responsibly for:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating the provision for students with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify students with special educational needs
- Coordinating and/or carrying out detailed assessments and observations of students with specific learning problems
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the students and advising on appropriate resources and materials for use with students with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents, carers or guardians of students with SEN so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with external agencies, arranging meetings and providing a link between these agencies, class teachers and parents, carers or guardians
- Maintaining the school's Inclusion Profile and SEN records
- Assisting in the monitoring and evaluation of progress of students with SEN through the use of existing school assessment information
- Contributing to the in-service training of staff including identification and facilitation
- Managing teaching assistants (TAs)
- Liaising with the SENCos in receiving schools/colleges and/or primary schools to help provide a smooth transition from one school to the other
- Liaising with staff from the Communication and Interaction Base

Provision for students with SEN is a matter for the school as a whole. All staff should be fully aware of the school's procedures for identifying, assessing and making provision for students with SEN. Staff should seek ways to overcome potential barriers to learning and participation for individual groups of students

**Teachers** are responsible for:

- Ensuring an inclusive approach to students with SEN in the classroom and for providing an appropriately differentiated curriculum
- Drawing on appropriate advice on assessment and strategies to support inclusion
- Reviewing School Action Plus students as part of the Academic Tutoring Review process

- Liaising with Safeguarding lead in school with regards to Child Protection and CAF/TAC processes

**Teaching Assistants (TAs)** and Instructors work as part of a team with the SENCo/ Assistant SENCo and class teachers, supporting students' individual needs and facilitating the inclusion of students with SEN within the class. They play an important role in implementing intervention plans and monitoring intervention progress. They contribute to review meetings and help students with SEN to gain access to a broad and balanced curriculum. Instructors in the SEN department teach a range of alternative curriculum offers and intervention programmes.

TAs have developed a range of specialisms through being allocated to a particular subject area or by developing a specific focus on literacy development or aspects of behaviour.

All TAs are encouraged to attend in-house and external INSET in order to enhance their Continuing Professional Development (CPD).

All Support Staff are given any necessary information relating to the supervision and inclusion of students with additional or different needs.

All TA's attend in school INSET as part of their CPD.

#### **STAFF DEVELOPMENT AND APPRAISAL**

- The school is committed to gaining expertise in the area of SEN
- There are training sessions for TAs
- 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. There is an induction pack outlining the school's procedures and approach handed out by the Strategic Business Manager.

## **APPENDIX III**

### **CO-ORDINATING AND MANAGING PROVISION**

To enable the SENCo to co-ordinate provision for students with SEN, effective staff liaison on SEN matters is vital.

- a) The SENCo is a member of the Senior Leadership Team (SLT). The SENCo liaises with Governors, Heads of Department and Heads of House through:
  - Attendance at all meetings of the Academic Board
  - Fortnightly Student Focus Meetings by House
  - Occasional meetings with the SEN Governor
- b) Information on SEN is disseminated in the following ways:
  - Sharing of expertise is welcomed and encouraged
  - Special educational needs is a part of the school development plan
  - Providing all staff with relevant and up-to-date information about students' needs through year group booklets
  - Providing advice and support to members of staff in order to enhance the learning of groups and individuals in mainstream classes
  - Assessing individual needs and supporting individual teachers in addressing these
  - The SENCo ensures that meetings are held, normally twice per year, to review provision, and that parents are invited
  - Students are involved as far as practicable in discussions about their targets and provision
  - Regular parent support meetings, SEN information evenings and POSCH (Parents Support Group)
- c) The SENCo ensures that the following information is easily accessible to staff:
  - The school's SEN Policy is in every department and available on request from the school office
  - The Inclusion Profile<sup>8</sup>, copies of which are distributed termly to the Senior Leadership Team, Heads of Department and Heads of House, are available electronically on the school department share.
  - An overview of SEN provision within the school prospectus and on the school website
  - Individual files for students on the Inclusion Profile are held in WIN and accessible to staff
  - A copy of the Oxfordshire Inclusion Handbook<sup>9</sup> is held in WIN
  - Personal Emergency Evacuation Plans (PEEPs) and risk assessments sent to all staff by the Premises Administrator
  - Pastoral Support Plans are available from the OCC intranet and are circulated to key staff – including individual behaviour plans

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<sup>8</sup> Warriner Inclusion Network document

<sup>9</sup> <http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Directorates/Children%2C+Young+People+ +Families/Our+services/Special+Educational+Needs/LC+-+CS+-+SEN+-+Inclusion+handbook>

## **APPENDIX IV**

### **CURRICULUM ACCESS AND INCLUSION**

The school recognises the wide diversity of students within our school community and views this diversity as a rich resource to enhance the learning and understanding of all its members. We encourage **all** of our students, including those with special educational needs to take a full and active part in the life and work of the school.

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

Any students 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 student sensitively, to work individually with a TA, specialist teacher or SENCo in order to acquire, reinforce or extend skills more effectively.

For some students, 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 students 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, including social, emotional and behaviour skills.

### **FACILITIES**

The Warriner Inclusion Network has three classrooms, and three offices.

Differentiated resources are used to ensure access to the curriculum. Resources are provided by individual subject areas and a bank of supplementary resources in available.

The Communication and Interaction Resource Base (CIRB) shares the same building as The Warriner Inclusion Network. The CIRB is part of the LA's Special Educational Needs Support Service (SENSS) and is a specialist provision designed to serve the needs of secondary aged students with significant communication and interaction difficulties in the North of the county. The CIRB has a separate policy<sup>10</sup> and a written agreement that sets out the relationship between it and the school.

The school Library is a resource for all students but easy read and taped books are available for students with literacy difficulties. Students with a SEN identified need of alternative provision are supported by additional over teaching and study time in a designated study zone.

Warriner staff have access to the expertise of LA services and other agencies if it is required.

The school has been adapted to provide wheelchair access to all ground floor classrooms and there are several toilets with wheelchair access in the administration area, school meetings room, WIN, sports hall, school hall and maths block. There have been some minor adaptations to the school site for students with visual

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<sup>10</sup> OCC, Operational Brief, (January 2012) SENSS Specialist Resource Base attached to The Warriner School

impairment, e.g. handrails on stairways. There are ramps to all buildings and D handles on all outside doors.

### **ADMISSION ARRANGEMENTS**

The Warriner 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 students are welcome, including those with SEN, in accordance with the LA admissions policy. If a parent, carer or guardian wishes to have mainstream provision for a child with a statement the LA must provide a place unless this is incompatible with the efficient education of other students and there are no reasonable steps that can be taken to prevent the incompatibility.

## **APPENDIX V**

### **PARTNERSHIP WITH AND BEYOND THE SCHOOL**

#### **PARTNERSHIP WITH PARENTS, CARERS or GUARDIANS**

The staff at The Warriner School will continue to forge home/school links and encourage parents, carers or guardians to be partners in the education process. Parents, carers or guardians are involved from the outset and encouraged to discuss any concerns with tutors as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents, carers or guardians 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. They are consulted before external agencies are involved and are included as far as possible in strategies instigated. Parents, carers or guardians have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent, carer or guardian consultation meetings are held once a year, but parents, carers or guardians are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the tutor, subject teacher or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for those with a first language other than English. SEN information and leaflets/ audio guides are available in a number of community languages through the school or Oxfordshire Parent Partnership Service (OPPS<sup>11</sup>).

OPPS provides a range of support for parents, carers or guardians of students with SEN, including Independent Parental Supporters (IPS<sup>12</sup>) and parent training about the Code of Practice. IPS gives advice and support to parents, carers or guardians of students with SEN at any age or stage. Parent Partnership also gives information about mediation services. OPPS arranges meetings and produces leaflets and audio guides about many aspects of SEN. They can be contacted on 01865 810541. Some of their leaflets are available in school

A guide to SEN provision in Oxfordshire (The Inclusion Handbook) is available in school, plus the school's SEN Policy, information about the Code of Practice<sup>13</sup>, the SEN Tribunal<sup>14</sup> and how to contact the Local Authority. Parents, carers or guardians are welcome to request any of these publications.

#### **THE VOICE OF THE CHILD**

All students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect their evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident young students, who know that their

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<sup>11</sup> [www.parent-partnership@oxfordshire.gov.uk](mailto:www.parent-partnership@oxfordshire.gov.uk)

<sup>12</sup> <http://www.learningtrust.co.uk/community/ips.aspx>

<sup>13</sup> Dfes 581/2001

<sup>14</sup> Department for Education (2001) The SEN Code of Practice as accessed from <https://www.education.gov.uk/publications/eOrderingDownload/DfES10812004.pdf>

opinions will be valued and who can practice making choices, will be more secure and effective during the school years.

In The Warriner School we encourage students to participate in their learning by:

- Contributing to reviews and targets (formally or informally)
- Talking to TAs and teachers about their learning
- Class, House and individual reward systems
- Contributing to Monitoring and Evaluation of Teaching and Learning

## **APPENDIX VI**

### **LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. This includes outreach teachers from Communication and Interaction Bases, the Service for Autism, Service for Students with Physical Disabilities, Sensory Support Services, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion (SEN). We are committed to using the expertise and advice provided by other professionals. The school belongs to the Oxfordshire Quality Schools Association and has access to their advisory teams, resource centres and in-service training programme.

Appendix V111 lists the services we currently use. Other health, social services and voluntary organisation can be contacted as required.

### **LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS**

#### **Transfer and links with other schools**

- SEN action records are transferred following county procedures in the Inclusion Handbook 2009<sup>15</sup>
- There are opportunities for all primary students to visit their prospective secondary school
- Students with SEN are given additional visits, if required, so that they will become more confident in the new situation
- Representatives from local primary schools are available for consultation before the time for transfer
- For students with a statement of SEN, the student's statement is amended by 15<sup>th</sup> February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents', carers' or guardians' views and preferences and the response to consultation by the LA with the schools concerned
- The SENCo or Assistant SENCo, where possible, attends the final annual review of Year 6 students with statements for whom The Warriner School has been named
- The SENCo attends The Warriner Partnership SENCo meetings and the termly Locality Inclusion Briefings
- The School's Admissions Policy<sup>16</sup> gives priority to students with a statement of SEN

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<sup>15</sup>[http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Directorates/Children%2C+Young+People+\\_+Families/Our+services/Special+Educational+Needs/LC+-+CS+-+SEN+-+Inclusion+handbook](http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Directorates/Children%2C+Young+People+_+Families/Our+services/Special+Educational+Needs/LC+-+CS+-+SEN+-+Inclusion+handbook)

<sup>16</sup> All related policies in this section are referenced as The Warriner School (2011)



## **APPENDIX VII**

### **ARRANGEMENTS FOR COMPLAINTS**

Should students or parents, carers or guardians be unhappy with any aspect of provision they should discuss the problem with the tutor or subject teacher, in the first instance. For a problem that might need time to explore fully, parents, carers or guardians should make an appointment with the SENCo.

In the event of a formal complaint parents are advised to contact the Headteacher (see school complaints procedure<sup>17</sup>) The Oxfordshire Parent Partnership Service<sup>18</sup> is available to offer advice.

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<sup>17</sup> The Warriner School (2011) School Complaints Procedure

<sup>18</sup> [www.parent-partnership@oxfordshire.gov.uk](mailto:www.parent-partnership@oxfordshire.gov.uk)

## APPENDIX VIII

### The Warriner School SEN Contacts List

<b>Service/Agency</b>	<b>Contact Name</b>	<b>Contact Number</b>
Advisory Teacher for Students with Down's Syndrome and Complex Medical Needs	Sandy Alton	01865 744265
Autistic Service Outreach Teacher	Peter Cour-Palais	07971 243744
Consultant for Inclusion (SEN)	Christine Dickinson	01865 428022
Behaviour Support Service	Bernice Smurthwaite	01865 323436
Educational Psychology Service	Pauline Woolston	01295 252968
Occupational Therapist		01865 225342
Parent Partnership	Marion Rosier	01865 810516
Pupil Referral Unit (PRU) and Integration Service	Andrew Creese	01865 253198
SEN Governor	Richard Baggaley	01295 720777
SEN/ICT Service	Paul Bonser	01865 458758
Service for Students with Physical Disabilities		01865 741489
Speech and Language Therapist	Jane Harrison	01295 720777
Teacher of Hearing Impaired	Mary Atkins	01295 275926
Teacher of Visually Impaired	Vicky Mitchell	01865 792744
School Health Nurse	Pauline Nicklin	01295 819133
Child and Mental Health Service	Dr Bethan Reading	01295 819090
Connexions	David Benge	01295 256224
Hub Co-ordinator	Helen Kilby	
Language & Communication Advisory Service (LACAT)	Margaret Bradshaw	01865 251485
Safeguarding	Barry Armstrong	01865 815956
SEN Officer	Bridget Moore	01865 810619
Social Inclusion Officer	Elishia Meade	01865 810658
Communication & Interaction Resource Base (CIRB)	Jill Instone	01295 720777
Virtual School for Looked After Children	Venetia Mayman	01865 256640
Equality and Diversity Achievement Service		01865 810545
Locality Co-ordinator CAF/TAC	Mandy Bray	07824 498878
Primary Child & Adolescent Mental Health Service (PCAMHS)	Marianne Wolfe-McGowan	01865 425130