

## **WOODFIELD SCHOOL**

## **SEND POLICY**

**At Woodfield School we are committed to safeguarding and promoting the welfare of all staff and students.**

This document is presented in three columns:

- Column one is the school policy on SEND
- Column two is the current action to implement that policy
- Column three lists the sources of evidence for that implementation as a monitoring aid

### **Introduction**

This school is committed to safeguarding and promoting the welfare of children and young people.

This policy is in keeping with the school's aims, its teaching and learning policy and its policy on equality of opportunity.

*This policy should be read in conjunction with other Safeguarding policies (Equality, Child Protection, E-safety, H&S, Whistleblowing, Behaviour for Learning, PSHCE, Anti Bullying).*

### **Aims and Objectives**

The aims of this policy are:-

- to ensure that the special educational needs of children are identified, assessed and provided for
- to ensure there is equality of opportunity for all learners
- to make clear the expectations of all partners in the process
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum.

### **Special Education Provision**

The school caters for pupils in the age range 11 to 19 who have an SEND statement primarily for learning difficulties. Expertise has been developed in meeting the needs of pupils who also have behavioural adjustment problems and emotional and social difficulties as a secondary need. It is developing

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staff skills in meeting the needs of pupils who have language and communication difficulties and who may be on the autistic spectrum. Nearly all of our pupils have speech and learning needs. The school has an excellent school leaving programme and links with all phases of education including F.E. institutions. This policy is in two parts:

Part 1 11-16 school,  
Part 2 16 19 Centre

<b>Policy 11-16</b>	<b>Implementation</b>	<b>Sources of evidence for outcomes</b>
<p><b><u>Admission</u></b></p> <p><b>Admission procedures will be established which ensure that:</b></p> <p>the needs of individual pupils are recognised (including safeguarding needs)</p> <p>there is effective transfer of information from previous schools/establishments</p> <p>pupils and their parents/guardians are introduced to the school and its way of working</p> <p>any concerns expressed about the transition process, the working of the school and the ways it will meet the needs of each individual</p>	<p><b><u>"Admission" Procedures</u></b></p> <p>On entry to Woodfield, and at the beginning of each subsequent academic year, information about each child is collated from:</p> <ul style="list-style-type: none"> <li>• the statement/EHCP and appendices</li> <li>• the Review Meeting Record</li> <li>• Curriculum recording</li> <li>• screening results where appropriate (6 monthly tests in reading, spelling and number)</li> </ul> <p>Effective transition is the key to establishing good partnerships. An Induction Day is held in the summer term for new entrants (Year 7) to the school. The two Year 7 tutors place the pupils in their definitive classes by the end of this day. Pupils experience numeracy, literacy and Personal &amp; Social Development (PSD) sessions which aids target setting for the autumn term. The tutors make a home visit during the summer holiday. Pen portraits of new pupils are shared at the beginning of September. To ensure induction is successful, we undertake a parental evaluation as well as a pupil one, and act on this feedback.</p> <p>From this, as well as other relevant information, concise, precise targets are set which encompass both academic and personal and social development.</p>	<p>Parent evaluation at autumn parents' evening</p> <p>SOLAR assessment</p>

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<p>are addressed</p> <p>Woodfield teachers build a detailed picture of each pupil and his/her needs.</p>	<p>They relate to:</p> <ul style="list-style-type: none"><li>• Maths</li><li>• English</li><li>• PSHCE Skills</li><li>• Computing</li></ul>	
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<p><b>Targets</b>  <b>Target setting procedures will ensure that:</b></p> <p>That the needs and abilities of each pupil are recognised</p> <p>That a clear programme for making progress is established for each pupil</p> <p>That progress will be reviewed regularly and changes made to individual action plans accordingly</p> <p>That a Personal Support Plan will be established for individuals causing particular concern</p>	<p><b>Targets</b></p> <p>Targets for each year are set and then English, Maths and PDS are analysed to provide the targets for the first term. Subsequent targets will be set after reviewing the previous term's achievements or after the target has been met.</p> <p>Pupils who are causing concern have a Personal Support Plan which focuses more closely on their particular needs, e.g. behaviour problems.</p> <p>Individual Education Plans are monitored and reviewed regularly by a member of the Leadership Team ,(Claudette Sims) in conjunction with the child's tutor. The plans are discussed with parents at every Parents' Evening. Parents are consulted annually regarding the focus for development for their child for the forthcoming year. Targets can be amended in response to changing circumstances and this is shared with staff, parents and the pupil.</p>	<p>Targets evident in pupils' planners</p> <p>SOLAR assessment</p> <p>Provision Map on public drive enables the school to track interventions and outcomes.</p>
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Reviewed annually. Last review: spring 2016 Next review: spring 2017

<p><b><u>Provision</u></b></p> <p><b>The teaching and learning provision will ensure that:</b></p> <p>A broad and balanced curriculum is established including the National Curriculum</p> <p>The curriculum and teaching and learning strategies are modified according to individual needs</p> <p>The curriculum will include personal and social education and an emphasis on preparing pupils for adult life</p> <p>Regular reports are compiled for each child and communicated to parents/guardians</p> <p>Achievement in a wide range of activities is recognised and celebrated</p>	<p><b><u>Provision</u></b></p> <p>The pupils at Woodfield School have an entitlement to access a balanced and broadly based curriculum including the National Curriculum: all pupils receive a modified curriculum and we have now disapplied from Modern Foreign Languages (MFL). Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we focus on Assessment for Learning to really gauge where pupils are at and where they need to progress. Pupils are becoming more aware of where they ‘are’ with progress and also self-evaluate their skills or their peers. We base-line pupils in all subjects on entry to ensure we set sufficient challenge through targets.</p> <p>In addition, governors and staff place emphasis on preparing pupils for the opportunities, responsibilities and experiences of adult life. Therefore, personal and social development has a high priority encompassing the importance of teaching our pupils how to keep safe.</p> <p>School Reports are provided for all pupils annually and the philosophy and ethos of the school acknowledges all effort and achievement. This culminates in an annual Progress File presentation and lunch for Year 11 pupils, parents and their friends. The Progress File is used by East Surrey College to assess our pupils’ capabilities. The document includes records of Work in the Community, two weeks’ Work Experience and the Link Course at East Surrey College, which is half a day per week for a year.</p> <p>Currently we offer Entry Levels and where appropriate, GCSE courses. We also offer Foundation Learning courses and a work-related learning qualification. We also do further skills in English, Maths and Computing. Pupils in Year 7 are taught Literacy and Maths by their tutor or parallel Year 7 tutor. Further up the school in Maths, Year 8 mix with Year 9 and KS4 mix to enable more effective teaching and learning. In English, classes are set within the year group and monitored, which can result in pupils changing</p>	<p>Pupils’ targets in their planners. Pupils have increased awareness of what their targets are and how they are doing through ongoing monitoring by all staff. Pupils base lined and entered into SOLAR</p> <p>=</p>
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	groups.	
<p><b><u>Resources</u></b></p> <p>Time and physical resources will be allocated to meeting the physical, emotional and behavioural needs of pupils</p>	<p><b><u>Resources</u></b></p> <p>The school has been adapted to facilitate wheelchair access, particularly with the installation of a lift and ramps. A specialist physiotherapy treatment area is also available and a special showering/sluice area has been established to aid those who have medical needs.</p> <p>Support is provided for pupils who have communication difficulties; emotional and behavioural adjustment problems; Asperger’s syndrome; autism; Prader-Willi syndrome; complex learning difficulties; emotional vulnerability; challenging behaviours and needs arising from physical disabilities and medical problems. The daily staff meeting dedicates time for pupil concerns.</p>	<p>Outcomes of Accessibility Plan (annual)</p> <p>School Counsellor employed one day a week. Weekly sessions by Learning Space and Drama Therapy.</p>
<p><b><u>Continuing Professional Development</u></b></p> <p>A continuing programme of professional development will be established to ensure that:</p> <p>All staff are equipped to meet the learning needs of their pupils</p> <p>All staff are aware of health and safety issues in the school generally and in their own areas</p>	<p><b><u>Continuing Professional Development</u></b></p> <p>The Staff Development Plan further enhances the professional and personal training needed by staff to enrich the quality of pupils’ learning. All training will have a direct impact on pupils’ learning.</p> <p>Staff work closely with teaching assistants. Teaching assistants continue to develop their skills to enable them to support pupils across the curriculum. All assistants have received training in the skills of First Aid, which is updated as needed in addition to areas outlined through Performance Management.</p> <p>Training takes place using in-house expertise, external courses and relevant consultants. It has service level agreements in partnership with Babcock and</p>	<p>See SDP</p> <p>Teaching Assistants keep their CPD folder, listing courses attended. All staff feedback at daily Briefing impact of courses. Further training is identified in Performance Management.</p>

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<p>of responsibility</p> <p>That suitable external support is provided</p>	<p>a lesser agreement for Governor training.</p>	
<p><b><u>Parents</u></b></p> <p>A close working partnership with parents will be established from first contact with the school to transition to post 16 education and training.</p>	<p><b><u>Parents</u></b></p> <p>Parents work in partnership with the school and this often begins prior to admission. Opportunities to discuss the needs of their child before entry into the school providing ongoing information to parents concerning the progress of their child</p> <p>We acknowledge that close working relationships ensure full support for the pupil. They are welcomed to work in the classrooms and have automatic membership to the "Friends" of Woodfield. Working in partnership with parents means we seek information/views as part of our continued development. Any evaluations are fed back through the school newsletter.</p> <p>We encourage parents to contact us if they are concerned about their child and the tutor, Head or Assistant Head teachers are always available within twenty-four hours. We negotiate the best way forward for the child together and with the involvement of the young person as appropriate.</p>	<p>Year 7 teachers visit new entrants' home in the summer holidays and feedback information to all staff in September.</p> <p>Annual parental evaluation: feedback in newsletter</p>
<p><b><u>Links, Transition Arrangements and Inclusion</u></b></p> <p>Woodfield school will develop links with other educational establishments and other agencies in order to provide the most effective transition for pupils at key points in their school careers:</p> <p>Transition from primary school, in years 9, 10 and 11 in preparation for life after school.</p>	<p><b><u>Links, Transition Arrangements and Inclusion</u></b></p> <p>Links are being developed between the school and all phases of educational provision. Year 6 pupils are visited in their homes and where appropriate/attend the Year 6 Annual Review prior to being offered a place and to help ensure appropriateness of provision.</p> <p>Parents of pupils in year 9 where Key Stage 4 curriculum and F.E. provision is discussed. Staff are available for individual consultation too. Parental evaluation tells us that this evening is valuable in reassuring families of the next steps and providing relevant information. The first Transition Plan in Year 9 sets out the general focus for the pupils' last two years in school. Students and parents are fully involved in these discussions and negotiations.</p> <p>Where appropriate, Year 11 benefit from one week's work experience and</p>	

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<p>This will include:  A comprehensive careers guidance service  Work experience opportunities  Links with a college  Where appropriate links with mainstream secondary schools.</p> <p>The school will operate as a centre of expertise in matters relating to special educational needs, providing outreach support where funding allow to establishments at all levels of the educational system.</p>	<p>external checks occur to ensure that any work placement is safe for our pupils.  The link course at East Surrey College facilitates the transition from school to further education or training. Pupils attend for taster days. Both parents and pupils attend for Open Evenings and regular meetings are held with staff and consultants individually and in groups. Staff from Woodfield maintain regular contact with all the establishments which receive our pupils post 16.  The Woodfield Outreach Service is established with funding having been attached to the school’s budget. With the Head overseeing this work, the aim of the Service is to support colleagues in mainstream schools in meeting the needs of SEND pupils (in the broadest sense).  The Service provides:</p> <ul style="list-style-type: none"> <li>• workshops and/or access visits for TAs and teachers from all our feeder/local schools</li> <li>• support for SENCOs and classteachers in both Secondary and Primary schools by 3 outreach workers</li> <li>•</li> </ul> <p>Time dedicated to Outreach is approximately 3 days a week.</p> <p>There are links with mainstream schools and pupils can move between the two establishments for jointly planned activities. All of these schools, including Woodfield, retain the right to stop the activity if it is not proving successful. Year 10 pupils carry out their Work in the Community in the support of pupils in mainstream nurseries and the Day Centre, and sometimes in our school. Additionally, we can offer inclusion activities to Clifton Hill School and this is reciprocated, as appropriate.  The HLP offer opportunities for collaboration with other pupils through holiday activities and the HLP Pupil Council. We are committed to extended learning activities and to this end, we can target specific pupils accordingly. No child is excluded from activities if there is financial</p>	<p>Primary school evaluations</p> <p>Outreach records kept by deputy Headteacher.</p> <p>Pupil evidence towards accreditation.</p>
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<p><b><u>Links with Outside Agencies</u></b></p> <p>Links with support agencies will, be established to help meet social, medical, physical and mental health needs.</p> <p>There will be close liaison with social services particularly where there are child protection concerns and in support of individual families and children.</p>	<p><b><u>Links with Outside Agencies</u></b></p> <p>Visits are made by physiotherapists; occupational therapists; teachers of the hearing impaired and visually impaired, according to the needs of individual pupils. CAMHS is sought for pupils/families where there is a need. These professionals liaise with parents too. Speech Therapy is provided in school and therapists liaise with tutors and their contribution to whole school development is increasing.</p> <p>Social Services are involved with Child Protection issues; supporting individual families and children according to need. We attend case conferences and associated meetings. Social Workers are welcomed into school. Parent and voluntary organisations make contact with us and we put parents in touch with them to ensure they are supported.</p> <p>The Education Social Worker liaises with the SENCO to discuss attendance and the Education Psychologist visits to advise on pupils who are causing concern.</p>	<p>Records are sent and shared with staff where differentiation/ changes are required.</p> <p>Documents secure in Headteacher's room</p>
<p><b><u>Monitoring and Evaluation</u></b></p> <p>Monitoring and evaluation procedures will be established to ensure that:</p> <p>levels of attainment are accurately assessed</p>	<p><b><u>Monitoring and Evaluation</u></b></p> <p>Each tutor/subject teacher is responsible for monitoring the pupil's progress in the light of the objectives set out in their targets or Individual Education Plans.</p> <p>Screening takes place twice a year, using standardised tests in Maths, Reading and Spelling. The results are monitored by both the Key Stage managers and subject coordinators, and shared with staff. This data is used to set targets for improvement in Maths and English and informs</p>	<p>Shared analysis of findings with opportunities to tweak targets/ consider further provision.</p>

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<p>appropriate targets are set for each individual in all curriculum areas</p> <p>progress is monitored regularly</p> <p>progress is reported and celebrated.</p> <p>The general well-being of each child is monitored and concerns responded to, where necessary by multi-disciplinary panels including children and parents, school staff and outside agencies where appropriate.</p>	<p>future school targets.</p> <p>Year 7 undergo baseline assessments in the autumn term to help ascertain the level at which they are working and to inform future attainment information. The headteacher and the assessment co-ordinator are working in partnership with other LAN (Learning &amp; Additional Needs) schools to undergo benchmarking where appropriate. We use SOLAR for monitoring pupils' progress and benchmarking against other schools and nationally is in the development stage as we create our new assessment systems with National Curriculum levels.</p> <p>We monitor pupil's progress and behaviour, involvement in clubs and Pleasure to Know Certificates. We also monitor pupil progress in terms of race, ethnicity, gender, disability and learning needs.</p> <p>The Headteacher and staff respond to any concerns as soon as is practicable by involving children, parents and professionals in multi-disciplinary discussions to agree the best way forward. The school has well-established, regular links with parents; the Health Service; Social Services; Educational Psychology Service; Education Welfare Service, Behaviour Support and voluntary agencies.</p>	<p>Pleasure to Know book, records of behaviour using Sleuth and Bullying Log.</p>
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## **WOODFIELD POST 16 CENTRE** **SEND POLICY**

### **Introduction**

This centre is committed to safeguarding and promoting the welfare of young people.

This policy is in keeping with the centre's aims, its teaching and learning policy and its policy on equality of opportunity.

### **Aims and Objectives**

The aims of this policy are:-

- to ensure that the special educational needs of students are identified, assessed and provided for
- to ensure there is equality of opportunity for all learners
- to make clear the expectations of all partners in the process
- to identify the roles and responsibilities of staff in providing for special educational needs
- to enable all students to have full access to all elements of the curriculum.

### **Special Education Provision**

The centre caters for students in the age range 16 to 19 who have an SEND statement primarily for speech , language and communication difficulties alongside learning difficulties. Expertise has been developed in meeting the needs of students who may also have behavioural adjustment problems and emotional and social difficulties as a secondary need and who may be on the autistic spectrum.

The centre plays a key role in the transitional stages and has strong links with FE colleges and outside agencies that support the students as they become adults.

Policy	Implementation 16+	Sources of evidence for outcomes
<p><u>Admission</u>  <b>Admission procedures will be established which ensure that:</b></p> <p>the needs of individual students are recognised</p> <p>there is effective transfer of information from previous schools/establishments</p> <p>students and their parents/guardians are introduced to the centre and its way of working</p> <p>any concerns expressed about the transition process, the working of the centre and the ways it will meet the needs of each individual are addressed</p> <p>Woodfield 16-19 centre teachers build a detailed picture of each young person and his/her needs.</p> <p>There is an effective initial assessment procedure to identify individual needs and potential.</p>	<p><b><u>"Admission" Procedures</u></b></p> <p>On entry to the Centre and at the end of each academic year, information about each student is collated from:</p> <ul style="list-style-type: none"> <li>• Forskills online assessments</li> <li>• Emotional/Behavioural assessment</li> <li>• Practical lifeskills assessments</li> <li>• Speech and Language Therapy assessments</li> </ul> <p>Effective transition is the key to establishing good partnerships. An Induction Day is held in the summer term for new entrants to the centre. Parents also spend an hour with the centre manager (longer if requested).</p> <p>An induction week starts the term allowing for keen observation and identification of appropriate ability groups for each student, enabling accurate and individual ILP's and target setting.</p> <p>Targets are set which encompass both academic and personal and social development. They relate to:</p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Speech and Language</li> <li>• Lifeskills</li> <li>• Behaviour</li> </ul>	<p>Individual named student folders in Manager's office.</p> <p>Confidential folders in locked filing cabinet in Manager's office.</p>

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<p><b><u>Targets</u></b>  <b>Target setting procedures will ensure that:</b></p> <p>That a clear programme for making progress is established for each student</p> <p>progress is reviewed regularly and changes made to individual action plans accordingly</p> <p>a Personal Support Plan is established for individuals causing particular concern</p> <p>parents/carers are kept informed about individual provision for the young person in their care and any changes to that provision</p>	<p><b><u>Targets</u></b></p> <p>Targets are set in response to assessment, individual student needs and linked to the Functional Skills assessment criteria.</p> <p>Student target sheets are created from the ILPs and go into students' working folders.</p> <p>Targets are reviewed at the end of every session and new ones set as regular achievement identified.</p> <p>Copies are sent home to parents.</p> <p>Students who are causing concern may have a Support Plan which focuses more closely on their particular needs, e.g. behaviour problems.</p> <p>Parents are kept informed through Parents' Evening, Annual Reviews, regular letters home, termly newsletter, email and phone as appropriate.</p> <p style="text-align: center;">I</p>	<p>Individual named student folders in Managers office.</p> <p>Student work folders in cabinet in main corridor.</p> <p>Forskills online assessments</p> <p>Newsletters in folder in Manager's office. Copies of letters home in filing cabinet in Manager's office.</p>
<p><b><u>Provision</u></b></p> <p><b>The teaching and learning provision will ensure that:</b></p> <p>A broad and balanced curriculum is established with an emphasis on functional skills and the development of independence</p>	<p><b><u>Provision</u></b></p> <p>The students at Woodfield Post 16 Centre have an entitlement to access a balanced and broadly based curriculum with an emphasis on practical learning, Functional Skills and development of independence as young adults. Students will attend the centre for 1-3 years dependent on their need and readiness to make the transition on to continuing education or work. Teachers use a range of strategies to meet student's special educational needs. A Speech and Language Therapist and assistant support stated</p>	<p>Prospectus- school website and hard copy.</p> <p>Moderator feedback for OCR and WJEC accredited courses in file in Manager's Office.</p> <p>Copies of all reports in</p>

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<p>the curriculum and teaching and learning strategies are modified according to individual needs</p> <p>the curriculum includes personal and social education and an emphasis on preparing students for adult life</p> <p>students take responsibility for their own learning and meeting agreed targets</p> <p>regular reports are compiled for each student and communicated to parents/carers</p> <p>achievement in a wide range of activities is recognised and celebrated</p> <p>appropriate accreditation is offered and its relevance regularly reviewed</p>	<p>Speech and Language needs. Further support is embedded into the curriculum.</p> <p>Lessons have clear learning objectives; we differentiate work appropriately, and we focus on Assessment for Learning to really gauge where students are at and where they need to progress. Students are responsible for their own targets and review them at the end of every lesson. This encourages ownership, responsibility and awareness of their aims.</p> <p>In addition, governors and staff place emphasis on preparing students for the opportunities, responsibilities and experiences of adult life. Personal and social development has a high priority. Reports are provided for all students and the philosophy and ethos of the centre acknowledges all effort and achievement.</p> <p>Currently we offer Entry Level in Numeracy, Literacy and Computing. We run WJEC accredited courses that fall under Personal &amp; Social Development, Preparing for Work and Independent Living</p> <p>Students also learn from weekly shopping and cooking sessions, travel training and a workshop link day for a minimum of one term per year, work experience and a yearly residential holiday.</p> <p>Accreditation is constantly under review to ensure the most appropriate courses are offered.</p>	<p>Student folders in Manager's Office.</p>
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<p><b><u>Resources</u></b></p> <p><b>Time and physical resources will be allocated to meeting the physical, emotional and behavioural needs of students</b></p>	<p><b><u>Resources</u></b></p> <p>The centre is purpose built with consideration for wheelchair users. Support is provided for students who have communication difficulties; emotional and behavioural adjustment problems; Asperger's syndrome; autism; Prader-Willi syndrome; complex learning difficulties; emotional vulnerability; challenging behaviours and needs arising from physical disabilities and medical problems i.e. diabetes.</p> <p>Outside agencies such as Hearing Impaired and Visual Impairment Teams visit and support as needed.</p>	<p>Outside Agency reports in student confidential folders in filing cabinet in Manager's Office.</p>
<p><b><u>Continuing Professional Development</u></b></p> <p><b>A continuing programme of professional development will be established to ensure that:</b></p> <p>all staff are equipped to meet the learning needs of the students</p> <p>all staff are aware of health and safety issues in the centre generally and in their own areas of responsibility</p> <p>first aid training is provided as appropriate</p> <p>suitable external support is provided</p>	<p><b><u>Continuing Professional Development</u></b></p> <p>The Staff Development Plan further enhances the professional and personal training needed by staff to enrich the quality of students' learning. All training will have a direct impact on students' learning.</p> <p>Staff work closely with teaching assistants. Teaching assistants continue to develop their skills to enable them to support students across the curriculum. All assistants have received training in the skills of First Aid, which is updated as needed in addition to areas outlined through Performance Management</p> <p>Training takes place using in-house expertise, external courses and relevant consultants. It has service level agreements in partnership with Babcock and a lesser agreement for Governor training.</p>	<p>Record of training in Staff folders, filing cabinet Manager's Office</p>

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<p><b><u>Parents</u></b></p> <p><b>A close working partnership with parents/carers will be established .</b></p> <p><b>This partnership will include:</b></p> <p>opportunities to discuss the needs of the young person before entry into the centre</p> <p>access to the centre manager including an extensive initial interview</p> <p>providing on going information to parents concerning the progress of the young person</p>	<p><b><u>Parents</u></b></p> <p>We encourage parents to contact us if they are concerned about their son/daughter and the Centre Manager is always available. We negotiate the best way forward for their child together and with the involvement of the young person as appropriate.</p> <p>Letters to keep Parents informed are sent home on average twice a month. A comprehensive newsletter is produced termly. Reports are sent home at the end of each year.</p> <p>Parents are invited to attend annual reviews and Parent’s Evening.</p> <p>New parents are invited to attend an induction day.</p>	
<p><b><u>Links, Transition Arrangements and Inclusion</u></b></p> <p>The aim of the centre is for the students to make progress towards independent adulthood. Opportunities will be provided for students to gain experience in</p>	<p><b><u>Links, Transition Arrangements and Inclusion</u></b></p> <p>Pathways Advisers give advice, pursue funding for continuing in specialist education and support students and families during the transition process.</p> <p>Transition Team are invited to attend Annual Reviews as appropriate.</p> <p>When possible, we arrange social events with other Post 16 provision and</p>	



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<p>contexts outside the centre including college links and work experience.</p>	<p>have a yearly end of term/ leavers party.</p> <p>Students attend taster days and assessment days at FE colleges.</p> <p>A work experience rota enables students to access work experience in local companies on a regular basis.</p> <p>Information booklets produced by Parents in Partnership are given to all families.</p>	
<p><b>Links with Outside Agencies</b></p> <p>Links with support agencies will, be established to help meet social, medical, physical and mental health needs.</p> <p>Where needed a CAMHS review will be carried out and appropriate action taken.</p> <p>There will be close liaison with social services particularly where there are child protection concerns and in support of individual families and young people</p> <p>External agencies will be used to support transition from the centre at 18+ and 19+</p> <p>Case conferences and meetings with support agencies will be</p>	<p><b>Links with Outside Agencies</b></p> <p>Visits are made by physiotherapists; occupational therapists; teachers of the hearing impaired and visually impaired, diabetic nurses, according to the needs of individual students. CAMHS is sought for students (under 18)/families where there is a need. These professionals liaise with parents too. Speech Therapy is provided and the Therapist works closely with the Centre Manager, 2 speech and language targets are included in Students' ILPs.</p> <p>Where appropriate social services will be contacted with safeguarding concerns regarding individual students. Any action required by social services will be followed.</p> <p>Social Services are involved with Child Protection issues; supporting individual families and children according to need. We attend case conferences and welcome social workers/ Case Managers and members of the Adult Transition Team into the centre. We facilitate meetings between parents and agencies even if centre staff are not required to attend.</p> <p>Parent and voluntary organisations make contact with us and we put parents in touch with them to ensure they are supported i.e.</p> <p>Pathways Advisers play a significant role in the transitional process. They attend all annual reviews. There is a close working relationship between the</p>	<p>Speech and Language Therapy reports in Individual Student folders in Manager's Office.</p>

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<p>facilitated whether or not they require the direct involvement of centre staff.</p>	<p>Centre and this service and regular contact is maintained through email, phone and meetings. Local YMCA may offer training courses to students. All students go once a week to access the gym.</p>	
<p><b><u>Monitoring and Evaluation</u></b></p> <p><b>Monitoring and evaluation procedures will be established to ensure that:</b></p> <p>levels of attainment are accurately assessed</p> <p>appropriate targets are set for each individual in all curriculum areas</p> <p>progress is monitored regularly</p> <p>progress is reported and celebrated.</p> <p>The general well being of each</p>	<p><b><u>Monitoring and Evaluation</u></b></p> <p>All new students undertake online Target Skills assessments when first joining the centre, alongside practical skills assessments and emotional/behavioural assessments. These assessments are retaken by all students at the end of the year and progress is measured.</p> <p>The Centre Manager and staff respond to any concerns as soon as is practicable by involving students, parents and professionals in multi-disciplinary discussions to agree the best way forward. The centre has well-established, regular links with parents; the Health Service; Social Services; Educational Psychology Service; Education Welfare Service, Behaviour Support and voluntary agencies.</p>	<p>Assessment outcomes in individual student folders in Manager's Office.</p>

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student will be monitored and concerns responded to, where necessary by multi disciplinary panels including students and parents, centre staff and outside agencies where appropriate.		
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**Review**

The Governing Body reviews this policy annually, and amendments are made accordingly. This policy is linked to the School/Centre Development Plan.

**Complaints Procedure**

All complaints should be made initially to the Head and/or Head of Centre, who will endeavour to resolve the problem. Should this not be possible, governors have set up a formal procedure which involves parents presenting their case to an impartial panel of three governors.