



Queen Mary's SCHOOL

3b SUPPORT FOR LEARNING DEPARTMENT SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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1. Intention of the SEND policy

The intention of this policy is to outline the provision that is made by Queen Mary's school for pupils with Special Educational Needs and Disability (SEND), and for pupils who are a cause for concern who do not fall under the definition of SEND as outlined in the SEND Code of Practice (2014) or disability as defined in the Equality Act (2010), but who still receive support for their additional needs.

2. Definition of SEND

This policy has been written in accordance with; the Children and Families Act (2014), the SEN and Disability Code of Practice, 0-25 years (2014) and the Equalities Act (2010).

To be consistent with the SEN Code of Practice 2014 and the 2010 Equality Act, the following terminology has been used:

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 them.

A pupil has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream school;
- are under five and fall within the definition above or are likely to do so when of compulsory school age if special educational provision was not made for the child.
- The law does not define children and young people whose first language is not English as having a learning difficulty, although we recognise some may have learning difficulties as well.

The Equality Act (2010) defines disability as when a person has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on that person's ability to do normal daily activities.

'Substantial' is more than a minor or trivial and 'long-term' means 12 months or more.

3. Responsibility for the coordination of SEN provision:

The responsibility of meeting the special educational needs and disabilities of pupils rests with the Governors, Head, Support for Learning Coordinator, Support for Learning Teachers and Teaching



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Assistants. All teaching staff at Queen Mary's are also responsible for the learning progression of pupils with SEND, to anticipate pupil's individual needs and to overcome barriers to learning in the classroom.

A member of staff, **Mrs. Lucy Elliston**, is designated by the governors to oversee provision for SEND throughout the school (Yr1-S3) and to represent those needs in discussion where necessary. She is the Head of Support for Learning and along with her PGCE has also completed her National SEN Coordinator Award and is qualified assessor who can carry out assessments in order to better understand the individual needs of pupils and to apply for Examination Access Arrangements (AMBDA).

Other members of the department include:

Mrs Maura Grant (MA PGCE) holds an OCR Diploma in Specific Learning Difficulties. She mainly provides pre and post teaching support for pupils from Year 7 upwards.

Mrs. Anne Petty (CertEd), has taken the Hornsby Diploma course in Specific Learning Difficulties. She mainly provides supports pupils from Years 1-6.

Two teaching assistants have been appointed to support pupils with SEND. **Mrs Stephanie Elliston** who is a qualified HLTA, is mainly based in KS2 and supports SEND pupils within the classroom. **Mrs Rebecca Davies-Orr** who is working towards her HLTA, provides in-class support for a pupil in KS3 with an EHCP.

The Governor with responsibility for SEND is **Mrs Sue Ford**.

4. Admission arrangements

We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Queen Mary's School. Treating every child as an individual is important to us, and we welcome pupils with SEND, providing that the Support for Learning department can provide them with the support that they require.

The admission arrangements for all pupils attending Queen Mary's School are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with statements of SEND or a combined Education, Health and Care Plan and those without. The school is non-selective.

All SEND and Support paperwork should be passed to the Head of Support for Learning, Mrs Lucy Elliston by the previous school, local support services or parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school's



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SENCO and Mrs Lucy Elliston to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to the child's needs. Where face to face meetings are not possible, contact will be made via the telephone to ensure that there is a good understanding of what type of provision is required.

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

We advise parents of children the SEND to discuss their child's requirements with the Head of Support for Learning, so that we can ensure adequate provision is provided. Parents should provide copies of any Educational or Clinical Psychology reports, specialist teacher reports or medical reports to support their request. For children who require examinations access arrangements, the relevant paperwork should also be passed onto the Head of Support for Learning.

Wherever possible, all prospective pupils are assessed to see if they may have additional learning needs before entry to the school. Each pupil with SEND requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss with parents and medical professionals the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before she becomes a pupil at the school.

5. Identification of pupils needs

Queen Mary's School is committed to early identification, assessment and a graduated approach to provision for pupils with SEND. The Support for Learning Department use data to identify pupils who are underperforming or who have discrepancies in their learning and may carry out additional screening or assessment on these pupils.

Queen Mary's School recognises that there must be a graduated approach to supporting pupils with SEND because children learn and progress at differing rates. Class and subject teachers follow a Support for Learning referral process to ensure that this is adhered to. All teachers are teachers of pupils with SEND and the first wave of this approach is quality first teaching, delivered by the class or subject teacher. Children who are falling slightly behind their peers should receive targeted differentiated work then be given additional support sessions by the subject teacher.

The second wave of support includes access to in-class support, access to departmental led subject clinics and/or the use of assisted technology.

The third wave of support recognises that the pupil may need withdrawal from mainstream lessons and specialist teaching is implemented. A referral to an outside agency may also be necessary.



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Parents are strongly encouraged to raise any concerns that they may have about their child and can do this through contacting their child's form tutor or class teacher.

Many pupils who are raised as a concern will not fall under the definition of SEND as outlined in the SEND Code of Practice (2014) or disability as defined in the Equality Act (2010), but may still receive support for their identified additional needs.

6. Education, Health and Care Plan

At the present time, LEAs are still responsible for maintaining the needs of pupils who have already been granted a Statement of Special Educational Needs. From 2014, Statements have been replaced with a single assessment process and a combined Education, Health and Care Plan so that health and social services is included in the package. Every child with an Education, Health and Care Plan (EHCP) will be given an individual budget, depending on the nature and severity of their disability, from birth until they reach the age of twenty-five. An Education, Health and Care Plan provides a means of access to extra resources and provides a precise educational and health prescription for the child based on an accurate and detailed account of her needs. Whether the pupil can continue to receive the necessary support within this school must be realistically discussed with all concerned. The decision as to the pupil's future will be discussed with the needs of the pupil remaining paramount.

Pupils with an Education, Health and Care Plan accepted by the school will:

- Be integrated into class and subject lessons as fully as possible.
- Receive mainstream education within their appropriate age group as far as possible.
- Be given access to the National Curriculum programme of study. School programmes and syllabuses may be modified following the advice of the Educational Psychologist, or other qualified professional, but only when agreed by the school following consultation with the pupil and her parents.

If a pupil's needs remain so substantial that the help given through Additional Support cannot meet them, the school, parents or other agency, can request statutory assessment. While this is being undertaken, the pupil continues to be supported through Additional Support. The parents are kept fully informed and may discuss the procedures with the personnel involved at any time.

7. Examination Access Arrangements

Appropriate Examination Access Arrangements will be given where pupils meet the criteria laid out by JCQ in the current Access Arrangements and Reasonable Adjustments document.



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The School is only able to put Examination Access Arrangements in place when these arrangements are recommended by the Head of Learning Support who is qualified to assess for Access Arrangements, an appropriate Medical Practitioner, or an Educational Psychologist/ Specialist Teacher who has an established working relationship with the School and has received Part A of Form 8 from School prior to the assessment taking place. Privately arranged Educational Psychologist or Specialist Teacher assessments are not accepted for Access Arrangements, as per JCQ guidelines.

8. Charges for Support for Learning:

Currently there are no additional charges for individual or small group intervention lessons and/or in-class support. Assessments, which are carried out by the School in order to facilitate us in meeting the needs of pupils and assess their ability to access the curriculum, are also free of charge. However, for those pupils wishing to be assessed for Examination Access Arrangements in School, a fee will be added to the next school invoice. Parents are of course able to have their child assessed through an independent specialist teacher or educational psychologist, once a working relationship with the Head of Support for Learning has been established.

Some parents may also wish to pay for an external medical, clinical or educational psychology assessment rather than waiting for a NHS appointment.

9. Aims and Objectives of the Support for Learning Department:

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

Queen Mary's School adopts a 'whole school approach' to SEND. All staff work to ensure the inclusion of all pupils. The school is committed to ensuring that pupils with SEND can fulfill their potential and achieve optimal educational outcomes.

Aims:

- To identify and assess pupils with SEND as early and as thoroughly as is possible and necessary in order to support academic progression and continued good physical health and well being. To that end the Support for Learning Department promotes and maintains close links with both the Nursery and the Pre-prep Departments. Many pupils who would not be regarded as SEND may require support lessons from the department because they are underachieving and less experienced learners. The duration of this support depends upon the type and degree of difficulty being experienced by the pupil.



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- To provide a caring and supportive environment, which is the responsibility of the whole staff, in which SEND pupils are valued equally and given the opportunity to reach their full potential and enhance their self-esteem.
- To ensure full entitlement and access for SEND pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum).
- To educate pupils with SEND, wherever possible, alongside their peers within the normal curriculum of the mainstream school after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To support, stimulate and/or maintain pupil curiosity, interest and enjoyment in their education and to foster initiative and independence.
- To involve fully both parents and pupils in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies concerned, adopting a multi-disciplinary approach.
- To strive to meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To provide support for pupils with an Education, Health and Care Plan.

Objectives:

- The Support for Learning Department implements a graduated model of special educational needs based upon that described in the Code of Practice 2014 and the 2010 Equality Act.
- The Head, Admissions and the Head of Support for Learning monitor the Schools annual intake to ensure that pupils with SEND can be offered the appropriate educational resources. This is most effectively done by gathering information from parents, feeder schools, also health and care services prior to the child's entry into school.
- That the Support for Learning interventions are regularly reviewed to ensure that they are relevant to the pupil's needs, both present and future, and that they are perceived as such by the children themselves and their parents.
- The Support for Learning Department offers advice and training (INSET) opportunities to subject teachers and departments on ways of employing differentiated teaching methods and resources.
- The Support for Learning Department staff provides expertise in the education of pupils with learning difficulties both global and specific.
- There is a close liaison between subject teachers and the Support for Learning staff to ensure that personal resources are made appropriately and effectively. A sound knowledge of the subject scheme of work is also necessary.
- The Support for Learning staff ensure that subject and boarding staff are fully informed as to the SEND needs of any pupils in their charge.
- Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by



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adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff to these issues and to support them to 'deliver' the Curriculum to maximum effect.

- The Support for Learning staff are able to provide support within the mainstream education and, where necessary, offer support outside the main timetable allocation.
- The Head of Support for Learning ensures that the pupils' SEND needs are known to other schools or colleges to which they may transfer.
- The Support for Learning Department works closely with the pupils to ensure that their Pupil Support Plan is relevant to their needs, the programme of lessons fosters and supports progress.
- The process of identification and assessment normally begins when a prospective pupil spends a 'taster' day in school. As part of her day, she may be asked to complete a standardised assessment. Concerned parents are invited to meet the Head of Support for Learning to discuss the special educational needs of individual pupils on this occasion or at another time to be arranged.
- Identification of pupils needing support will be based on the results of a battery of standardised tests which assess a variety of areas, such as, reading, spelling, comprehension, maths skills, working memory, processing and writing speed/accuracy. Results will be looked at in conjunction with information received from parents and their previous school.
- The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the pupil and her parents. Both the parent and the pupil have important and relevant information to offer.
- Successful education is dependent on the active and positive participation of parents/pupil/teachers supported, when and where appropriate, by other specific professionals and agencies.
- Parents are always contacted if assessment or referral indicates that a child has SEND.
- The parents are consulted along with the pupil with respect to background history, current and future needs and aspirations. If appropriate, a full diagnosis assessment by an Educational Psychologist is organised for the pupil. Assessments take place in school and parents are invited to attend a feedback after the assessment.
- Once identification, assessment and intervention have taken place, pupils and parents are kept regularly informed.
- The Support for Learning staff will be aware of resources available both within and outside school and will foster and maintain links with all outside agencies as appropriate.



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10. Support for Learning Documentation

The Head of Support for Learning, Mrs Lucy Elliston will hold details of the Queen Mary's SEND/SfL Register, which is devised using internal and external data and professional reports.

All staff can access:

- Queen Mary's School SEND Policy (in hard copy and on staff IT system)
- Word Processing Policy (in hard copy and on the staff IT system)
- SEND/SfL Register, detailing pupils special educational needs, SEN specific data and examinations access arrangements (in hard copy in the SfL department and on the staff IT system)
- Guidance on the SEND Code of Practice 2014 (in hard copy within the SfL Department and on staff IT system)
- Pupil Support Plans (formerly known as IEPs) (in hard copy within the SfL department and on the staff IT system)
- Examinations Access Arrangements for school and public examinations. (Detailed on the SEND/SfL register, in hard copy within the SfL department and on staff IT system).

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

11. Facilities for pupils with SEN

Queen Mary's school has an Accessibility plan that complies with national legislation, including the Equality Act 2010.

The school has a range of specialist SEND facilities in place. These are:

- Three designated classrooms used for teaching SEND pupils and those requiring literacy or numeracy support.
- One SMART board, one overhead projector and a range of specialist SEN ICT programmes.
- A range of specific intervention programmes which target individual needs.
- A variety of standardised testing materials to allow for precise assessment.
- Increased access to the curriculum and assistance during school and public examinations. Pupils can be provided with a reader, scribe, amanuensis, word processor, reader pen and a room on their own to complete examinations, assessments and coursework if they require



additional access arrangements in order to access the curriculum. These additional access arrangements need to be quantified by a Specialist Teacher or Educational Psychology report.

12. Allocation of resources for pupils with SEND or need Learning Support

The 'Support for Learning' department is allocated its own budget. Decisions regarding the spending of this budget are made by the members of the department in conjunction with the approval of the Head of Learning Support. Decisions on purchasing are based on the needs and requirement of the current pupils on the SfL register

13. Assessment, recording and reporting:

Queen Mary's School believes that it is of the utmost importance to identify and assess a pupil's needs as quickly as possible in her school career. There should be a graduated approach.

- In order for the teaching staff to be made aware of possible SEND pupils and also those requiring literacy and numeracy support in their lessons, most new girls are tested before entry into school. From year 3 onwards, pupils may be asked to complete a standardised assessment in reading, spelling, comprehension and Maths. Present and prospective pupils who will be entering Year 7 will complete a Verbal and Non-Verbal Reasoning assessment. Results will be looked at in conjunction with information received from parents and their previous school.
- We also use any other available information at the time of entry into school from previous schools, parents and the girls themselves. For younger pupils we rely on baseline assessment, the findings of parents and class teachers.
- The School keeps and maintains a SEND register. A copy of this record is accessible to every teacher at the start of the school year and is updated regularly.

14. Pupil Support Plans (formerly IEPs)

If support lessons are deemed advisable, the Head of Support for Learning will establish the pupil's needs and with help of all concerned – but primarily the pupil – will draw up an individual Pupil Support Plan (PSP). The PSP will set out the nature of the pupil's difficulties, any special provision i.e. withdrawal for individual or group tuition by a specialist teacher, staff involved, frequency of support, examinations access arrangements and SfL targets. The targets set should be SMART (Specific, Measurable, Achievable, Realistic and Time limited). All concerned may have a copy of the PSP and all relevant teaching staff will:

- Be aware of the PSP
- Implement it where necessary
- Use it to help with lesson differentiation.



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- PSPs are normally reviewed annually. The pupil is an integral part of the review procedure. Parents' views on the child's progress are sought and they are kept informed of any changes in provision. (Copies of PSPs are kept within the SfL department and on the staff IT system)

15. Annual Reviews

The purpose of the Annual Review for pupils with a statement or an Education, Health and Care Plan is to integrate a variety of perspectives on a child's progress to ensure that they are achieving the desired outcomes and if necessary to amend the statement to reflect newly identified needs and provisions. The Annual Review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

16. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Head of Support for Learning will consult with the child's parents so that other flexible arrangements can be made.

Heads of Department regularly review schemes of work to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes additional subject clinics.

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

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff of all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.



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- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

17. Inclusion of pupils with SEN

The Head, Governing Body, Deputy Head, Director of Studies and the Junior School Coordinator are responsible for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Heads of Departments, to ensure that it promotes the inclusion of all pupils. This includes learning additional subject clinics.

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

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

18. Progress and continuity:

Where possible the Support for Learning department will use research based interventions. Pupil progress is measured where possible at the start and end of an intervention using formative, summative or anecdotal evidence. In addition to this, the Support for Learning department uses school or specific standardised data to monitor the progress of pupils in order to make an informed decision on whether to continue, change or end the intervention/support. The support of a pupil is reviewed on a termly basis and both parents and teachers will be informed of any changes.

19. Criteria for evaluating the success of the policy:

In order to make consistent, continuous progress in relation to SEND provision, the School encourages feedback from staff, parents and pupils throughout the year. The policy is reviewed annually by the Senior Leadership Team. Particular targets may be set against which the success of various aspects of the policy may be measured. Success for the pupil may be measured by:

- A pupil's progress at the end of a specific programme of intervention.



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- An improvement in termly teacher assessments or examinations, usually monitored by the English or Maths teachers/departments
- An increase in confidence, integration and independence.

Success and progress are monitored by the Head of Learning Support, Heads of Department, subject teachers, the Director of Studies and/or the Junior School Coordinator, who will evaluate the work, subject to an ongoing review by the SEND teaching and non-teaching staff, the pupils themselves, parents, and in consultation with outside agencies, where appropriate.

20. Arrangements for complaints

We would hope that as we work closely with parents, consulting them at every stage of referral, complaints about SEND provision within the school would be rare. However, in the case of complaints:

- Parents are encouraged to discuss the matter with the Head of Learning Support, the class teacher, the form teacher or tutor, either informally, by appointment, or at a Parent/Teacher meeting.
- If the matter is not resolved satisfactorily the parents concerned may make an appointment to see either the Director of Studies or Junior School Coordinator, with or without the presence of the other members of staff concerned.
- If parents are still unhappy they are entitled to discuss the matter with either the Head or governor with responsibility for SEND. It must be stressed that every effort would be made to resolve the situation satisfactorily within the school.

21. In service training (CPD)

Arrangements are made for SEND in-service training for the Head of Support for Learning and her team to keep in touch with the latest developments. She endeavours to familiarise herself with current practices, developments and policies as courses are available and agreed with the Head. She reports back to staff at staff meetings and disseminates information as and when appropriate. At Queen Mary's we recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The Head of Learning Support, with the Leadership Team, ensures that training opportunities are matched to school development priorities.

22. Working in partnership with parents

Queen Mary's is committed to a partnership between staff, pupils and parents. We believe this relationship to be crucial, therefore every opportunity is taken to consult and seek the parents' views. They are informed as soon as a concern is raised about their child. Parents are involved as far as possible and may be asked to support their child at home with appropriate activities specific to the



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child's needs. They are informed of any changes arising from reviews and their own views sought. They are informed of progress by telephone, personal contact and written reports. Queen Mary's school believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

The school welcomes feedback from parents, should the need arise, and they can make an appointment to speak to any member of staff including the Head of Learning Support. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The designated SEN Governor may be contacted at any time in relation to SEND matters. The Head of Learning Support will continue to take a leading role, working closely with the relevant staff and sharing responsibilities for the pupils with external specialist services relevant to the pupil's needs. Parents continue to be kept fully informed. The pupil's PSP will require input from the appropriate services and new targets will be set, detail teaching strategies and monitor and review arrangements. Progress will be reviewed regularly.

If little or no progress has been made, the Head of Learning Support, in consultation with the Head, Director of Studies / Junior School Coordinator, parents and any external agencies already involved, will consider referring the pupil for statutory assessment.

23. Links with health and social services, educational welfare services and voluntary organisations

- Links are maintained as appropriate with:
- North Yorkshire Education Authority
- Speech and Language Therapists in the local area
- Physiotherapy and Occupational Therapy clinics
- Clinical and Educational Psychologists
- The Health Service through parents, the school nurse and school doctor
- Medical specialists



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In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to, and informed about, any meetings held concerning their child.

Signed	Mrs C Cameron	(Head)
Signed	Mrs L Elliston	(Support for Learning Co-ordinator)
Signed	Mrs S Ford	(SEN Governor)

Acceptance and Review:

Reviewed on: October 2018
Next Review due: October 2019

This document will be operative for the academic year 2018/19 and will be updated, approved and reviewed in the Summer Term 2019.