



Beamont Collegiate Academy

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

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Signature of Chair	S. Whatmore
Signature of Principal	G. Harris
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1.0 Introduction

- 1.1 This policy is available on our website or hard copies are available from the school office.
- 1.2 Our SEND policy is at the heart of everything we do at Beamont Collegiate Academy, as we believe that every child is entitled to a broad, balanced, relevant and adapted curriculum – this is the right of all students. It should not be constrained by age, gender, creed, race, physical disability, special education needs or vulnerability. High Quality First teaching delivered by highly qualified teaching staff is available for all students **with and without identified** SEND.
- 1.3 This entitlement to, high quality education should be delivered by trained personnel, committed to maximum inclusion and equality. They are able to provide a happy, sensitive, secure and developmental environment in which, all individuals are encouraged and enabled to undertake. Students are supported and actively encouraged to self-advocate their needs, developing metacognitive skills.
- 1.4 This policy outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their potential and engage successfully in all aspects of the wider school community.
- 1.5 This policy ensures that we comply with the statutory requirements and guidance set out in relevant legislation and documents (Appendices)

2.0 Our values and vision in relation to SEND provision

- 2.1 Beamont Collegiate Academy acknowledges the principles set out in the Special Educational Needs Code of Practice (2014)
- 2.2 It takes into account:
 - The views, wishes and feelings of the student and their families
 - The importance of the student participating, as fully as possible, in decision making and in being provided with the information and support necessary to enable participation in those decisions
 - The need to support the student, and their parents/carers in order to facilitate the development of the student and to help them achieve the best possible educational outcomes and other outcomes preparing them effectively for adulthood
- 2.3 Equality of opportunity, thoughtful and effective assessment and testing, parental involvement and a variety of teaching and learning styles appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision for all students. Quality first teaching forms a fundamental component of our teaching and learning. Strategies supporting our most vulnerable students is often good practice and will support the effective high-quality education for all. We are committed to

ensuring that every student, who is in difficult circumstances, gets the extra support, which are required, without stigma or prejudice.

3.0 Compliance

- 3.1** The sharing of common goals is essential to our school community and to the fulfilment of the mission and values. Consequently, our Special Educational Needs and Disability policy is based on our school's mission statement:

Academy Vision and Values

- 3.2** This policy highlights the principles and procedures for the education of students with special educational needs. The idea of equal opportunity, social inclusion and the right of access to the curriculum for all students underpins our educational practices. Our aim is to ensure that all students with SEN are in receipt of challenging and aspirational educational opportunities, which will ensure success.
- 3.3** This policy complies with the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents: (**Refer to Appendix 1**)

- SEN Code of Practice 0-25 (2014)
- Equality Act 2010: Advice for Schools DfE (Feb 2013)
- School SEN Information Report Regulations (2014)
- Teacher Standards (2012)
- Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
- Working together to safeguard children (2018)

4.0 Aims of this policy

4.1

- To ensure that all students with special educational needs and or disabilities are identified early.
- To ensure that students with SEN can engage successfully in all school activities alongside students who do not have SEN /identified SEN.
- To work in close partnerships with parents, Warrington Local Authority and other key agencies so that the needs and strengths of students with identified SEN to ensure their needs are fully met.
- To work with all stakeholders to support the identification of SEN or those that need support, allowing them access early and targeted support.
- To ensure a collaborative and coordinated approach both internally and externally in planning reviewing and evaluating provision.
- To ensure a high level of staff expertise in meeting the needs of students with SEN through universal and targeted training opportunities and professional development.
- To set high expectations for students with SEND, and to remove barriers to learning to allow students to achieve and succeed.
-

5.0 Admission arrangements for students with SEND

- 5.1** The admission procedure is the same for SEND students as for other students (refer to Admissions Policy). However, those students with SEN who have an Education and Health Care Plan (EHCP) maybe given preference over other students if Beamont Collegiate Academy is able to cater for their needs.
- 5.2** The school's admission arrangements are set out in the **admission policy** and make it clear that that Beamont Collegiate Academy will not discriminate or disadvantage students with a disability or who have SEN.
- 5.3** Our school will liaise closely with Warrington local authority SEN team to ensure any decisions on placement and provision for a student with an Educational Health and Care plan or Statement are in the best interests of each child and the wider school community.
- 5.4** The Assistant Principal / SENDCo in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEN entering the school (Refer to section 6 transition).

6.0 Definition of Special Educational Needs

- 6.1** Beamont Collegiate Academy uses the definition of SEN and disability as set out in the SEND code of practice and The Equality act 2010 (Appendix 2).
- 6.2** A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definition:

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she; has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which, prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions'.

- 6.3** The Code of Practice (2014) defines special educational provision as:
Special educational provision for children and young people is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools.
This enables us to:
- Ensure high quality provision to meet the needs of students with SEND.
 - Secure access to a broad and balanced curriculum for all students.
 - Secure the highest quality of education for students with SEND.
 - Raise self-esteem, contribution to school life and social awareness of students with SEND.
 - Establish strong working partnership, both internally and externally with identified partners both internally and externally.

6.4 Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, students who do not have English as their first language follow an induction into school. If any barriers to learning emerge, these will be investigated properly and not assumed to be due to a language difference.

7.0 Identifying Special Educational Needs

7.1 The Code of Practice identifies **four** broad areas of need:

- i. Communication and Interaction
- ii. Cognition and Learning
- iii. Social, Emotional and Mental Health difficulties
- iv. Sensory and/or Physical

7.2 At Beamont Collegiate Academy, the identification of SEN is built into the overall approach to monitoring the progress and development of all students.

7.3 The process of early identification is supported by:

- Review of skills and attainment on entry into Year 7, taking into account information from primary schools, families or external agencies.
- Rigorous termly tracking of all students to monitor progress and attainment.
- Review and analysis of the whole school provision map and individual maps where appropriate.
- Diagnostic testing procedures to establish a baseline.
- Student conferencing opportunities.
- Concerns raised by parents and other agencies.

7.4 Termly assessment of attainment for all students in school identify student progress and reflect those students making less than expected progress in line with their age and individual circumstances. These are conducted each half term to ensure students are 'on track' to achieve their learning targets.

7.5 When identifying SEN, Beamont Collegiate Academy is aware of and has regard for the following.

- Persistent disruptive or withdrawn behaviours' do not necessarily mean that a child or young person has SEN but are recognized as a form of communication.
- Slow progress and low attainment do not necessarily mean that a child has SEN.
- Attainment in line with chronological age does not mean there is no SEN.

7.6 Before deciding that a student requires additional SEND support, the SENDCO will seek the views of subject teachers, the student and their families.

- 7.8** Our school's approach is a holistic approach and believes in early intervention. Meeting the needs of all students within the school is a priority. This ensures a joined-up approach to meeting the needs of every single student and the whole child.

8.0 Supporting Pupils with Medical Conditions

- 8.1** Where students with SEND also have medical needs, their provision is planned and delivered in a coordinated way within their healthcare plan. Beamont Collegiate Academy has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). As a school we follow Warrington Borough Council's policy of Supporting pupils with medical conditions (refer to link below).

www.warrington.gov.uk/info/201151/school_inclusion_for_children_with_additional_needs/449/medical_issues_and_medicines_in_schools

[Schools' Medical needs policy](#)

9.0 Meeting the needs of Students with SEND

- 9.1** When a student is identified as having special educational needs, the school will intervene and in consultation with parents, the student is added to the SEND register under SEND support. Interventions at SEND support will be matched to individual student need and aimed at removing barriers to learning. The support will take the form of a four-part cycle of assess- plan-do-review known as the graduated response. Beamont Collegiate Academy adopts a graduated approach to meeting special educational needs that require the initial use of classroom and school resources before offering a more tailored package of support.

10.0 The SEND Register

- 10.1** The register provides an updated record of all pupils receiving additional SEN support so that:
- The progress and achievements of individual pupils with SEND can be closely scrutinised to ensure that provision is making an impact and helping to overcome difficulties.
 - The range and level of need across the school is clear.
 - School provision reflects and is responsive to current profile of need.
 - Effectiveness of whole school provision can be evaluated including emerging trends across different year groups or subject areas which can then be identified and addressed.

10.2 Removal from the SEN Register:

Where evidence shows that a pupil has made good progress and achieves the outcomes set, they may no longer require additional SEN support and his/her name will be removed moved to the monitoring section of the SEN register for a period of 12 weeks. If after 12

weeks of monitoring the student, no longer requires support they will be taken off the register. Students' successes are recorded, and they are noted as 'ever K'.

10.3 Parents will be formally notified of this decision to remove their child from the SEN register.

10.4 Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

10.5 (SEND Code of Practice 0-25 2014)

If students do not make adequate progress as a result of quality first teaching, differentiated/adapted for individual students then students are assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle.

11.0 Structure of SEND Support in School (The Graduated approach)



NASEN (2014)

11.1 Assess

School staff and Assistant Principal / SENDCo work together to carry out clear analysis of student's needs. This may include teacher assessment, previous progress, attainment and behaviour, Consideration of an individual student's development in comparison to their peers, views of parents, students and external agencies if appropriate. Teaching staff will highlight potential difficulties through a whole school assessment system allowing a clear identification. At this point, a baseline is established.

School recognises that it is highly likely that the needs of individual students will overlap across one or more of the four identified areas of need, and that this may change over time.

11.2 Plan

The school will use the information from diagnostic and summative assessment to plan and outline the level and type of support which will be offered. This will be recorded through provision maps, individual learning plans, pastoral support plans and pupil passports. School will work in partnership with both students and parents in the development and review of individual plans.

Teaching staff, in consultation with parents and students agree on the adjustments, time-limited interventions and support to be put in place and the student is placed on the register at SEN support.

Advice from outside agencies around strategies/interventions or appropriate equipment is also considered. Parents and students will receive copies of this plan with a specified period/date to show when it will be reviewed.

Individual student plans will reflect the advice from relevant external agencies, including:

- > Educational Psychology
- > Occupational therapy
- > Speech and Language therapy
- > CAMHS
- > Wellbeing workers / MHST
- > Key medical staff /school nurse /Pediatricians/ specialist nursing team
- > Social care
- > Sensory support
- > Physiotherapist

A full list of external agencies the school uses to support the progress and welfare of students with SEN is included in Appendix 2.

11.3 Do

Provision that is **additional to and different from** may include additional intervention programs either 1:1 or in a small group with math's/literacy/social communication, the allocation of a key worker to assist with organisation and in-lesson support, emotional support on a 1:1 with the emotional health and well-being worker.

Subject teachers retain the responsibility for the progress and learning of the student. This will ensure that the additional support offered is linked closely to overall curriculum targets.

Where the student receives support outside of the subject area there will be regular liaison and feedback with staff to ensure the effectiveness of this support.

11.4 Review

The effectiveness of planned provision is carried out termly or following the end of additional intervention. Progress following intervention is communicated with parents and any changes in provision are made in consultation with parents.

At the review the following will be considered:

- The impact of the individual program of support
- The student's own response/view of their progress
- Views and wishes of parents
- Views of external agencies
- Further recommendations with adjustments and adaptations to the support as required

The progress of students with a statement of SEN or Education Health Care plan is formally reviewed at an Annual Review with the student and all adults involved, with the young person's education, including external agencies.

Where progress is limited, advice from external agencies will be sought and actions taken. Recommendations will be built into the student's plan, and monitored by the Assistant Principal and SENDCo.

11.5 Referrals will be made to specialist services if this is a recommendation at this stage.

If progress has been made parents will be notified and students removed from the SEN register. They will continue to be monitored through the main school system.

**11.6 Requesting an Education, Health and Care needs assessment.
The Code of Practice states:**

'Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.' (6.63)

11.7 If, following the graduated response a student does not make progress and their needs are a significant cause for concern the school will request an Education, Health and Care needs assessment. This could lead to an Education Health Care Plan (EHCP) should the Local Authority's assessment indicate this level of need.

Before submitting a request for an Education, Health and Care needs assessment, the school will ensure it has:

- Made appropriate provision for the individual student using resources from their nominated SEND budget.
- Conducted reviews of outcomes and effectiveness of provision made.
- Involved the student by seeking individual views and contributing to a student passport.
- Made any appropriate health referrals.
- Involved and consulted parents regularly.
- Involved outside agencies where appropriate and sought the views of other relevant professionals.
- Followed the advice and recommendations of all professionals involved.

Education Health and Care Plans (EHC Plans):

An education health and care plan are for children and young people aged up to 25 who need more support to overcome difficulties that is available from funding and resources paid directly to the school.

Each plan gives specific details of any educational needs or health and social care needs which impact on achievement. The EHC plan identifies the range and nature of support that must be in place to support progress. The LA provide top up funding to cover the cost of provision that is higher than funds available to the school.

More information about EHC plans, including criteria for requesting an assessment for an EHC plan can be found on the Warrington SEND Local Offer:

<https://www.mylifewarrington.co.uk/kb5/warrington/directory/localoffer.page?localofferchannel=0>

12.0 Supporting students with SEND at Beamont Collegiate Academy

- 12.1** At Beamont Collegiate Academy all staff have high expectations, high aspirations and high standards for all students with SEND. The school recognises that students with SEND are entitled to a broad and balanced curriculum. Students are generally expected to follow pathways which ultimately lead to GCSE qualifications. However, the school also realises that adjustments and adaptations to the curriculum may need to be made. Beamont Collegiate Academy has a well-developed curriculum ensuring wide ranging access to learning for all.
- 12.2** The first phase of access to the curriculum learning is through high quality first teaching where a range of adapted activities are planned to meet the students' needs. All staff are aware of those students in receipt of additional provision. Student passports and plans are updated and reviewed regularly and shared with staff.
- 12.3** Allocated in-class support is accessed by those students who may need it. The focus of the additional adult support is to build independence and to raise self-esteem, confidence and resilience.
- 12.4** Small group intervention is provided where a student has a specific literacy/numeracy need or where social communication group work is required through professional recommendations/statements or Education Health Care plans. Low attainment does not automatically indicate a need for an Education, Health and Care Plan (EHCP).

13.0 Funding and Resources

- 13.1** The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding varies between each school informed by a set of indicators. The level of funding is not adjusted in year to reflect any changing demand for SEN provision.
- 13.2** The school leadership through consultation with the SENCO and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school.
- 13.3** Places are allocated annually through the Warrington Local Authority placement and planning group.

14. Training

- 14.1** Beamont Collegiate Academy is committed to an ongoing program of training and support, which enables teaching and support staff to build on the necessary skills required to differentiate and scaffold learning for students with SEND. Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting students with SEND. The Assistant Principal / SENDCO regularly attend the termly Secondary SENDCO group meetings plus other local and national training sessions to maintain a keen overview of local and national policy.
- 14.2** The Assistant Principal and SENDCO provides training, guidance and support to all staff in relation to meeting the needs of students with SEND.

15.0 The Local Offer

- 15.1** All Local Authorities have a duty to set out a description of support and services available to children, young people and families who have special educational needs and disability. Information on Beamont Collegiate Academy's offer can be found on www.warrington.gov.uk/localoffer or on the school's website: [Beamont Collegiate Academy \(warrington.ac.uk\)](http://Beamont Collegiate Academy (warrington.ac.uk) under 'school information') under 'school information'.

16.0 Role of the Special Educational Needs Co-ordinator (SENDCo)

Refer to the School SEN Information report (Para 6.78 SEN Code of Practice)

- 16.1** The Assistant Principal and SENDCo works in collaboration with the Principal and governing body in ensuring a key role in determining the strategic development of the SEND policy and provision in the school.
- 16.2** The Assistant Principal and SENDCO has the day-to-day responsibility for the operation of SEND policy and provision across the key stages.

16.3 The Assistant Principal and SENDCo maintains knowledge of current legislation and participates in a number of networks. These include:

- Assistant Principal and SENDCo attends Local Authority meetings
- TCAT SEND Group

16.4 The Assistant Principal and SENDCo (with support from the Assistant SENDCo) have responsibility in school for:

- Overseeing the day-to-day operation and implementation of the school's SEN policy.
- Liaising with and advising staff with reference to SEN matters.
- Managing the SEN team of teachers and learning support/ teaching assistants.
- Advising on the graduated approach to providing SEN support.
- Co-ordinating provision for students with special educational needs.
- Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively.
- Ensuring the school keeps the records of all SEN students up to date.
- Liaising with parents of students with special educational needs.
- Overseeing the deployment of volunteers in the SEN department.
- Being a key point of contact for external agencies including the Local Authority.
- Liaising with Primary School on transition.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

16.5 School's Assistant Principal and SENDCo: Mrs Claire Rixham

Contact details: rixhamc@bca.warrington.ac.uk

17.0 The Governing Body

17.1 The key duties of the Governing Body are to ensure that the SEND policy is implemented, and that students with SEND have the same opportunities to make good progress and have an active and fulfilling role throughout their school life.

17.2 The lead governor for SEND at Beamont Collegiate Academy is Mrs Gail Porter. She meets at least termly with the Assistant Principal and SENDCO to review and evaluate the effectiveness of SEND provision across the school, and to contribute to discussions about plans to develop and enhance provision.

17.3 The lead SEND governor will also ensure that updates on the quality and impact of SEND provision are regular items set out within the governing body cycle of meetings.

18.0 Exams and Access Arrangements (for further information please see Exams policy)

18.1 The Assistant Principal and SENDCO works closely with the school examination officer and Vice Principal, responsible for outcomes, to ensure the needs of students with SEND are prioritized. This includes:

- Consideration of students who are entitled to access arrangements for exams. A register of students who require access arrangements is held to ensure that students have their 'normal way of working' in all exams.
- Ensuring that the necessary requests have been made for access arrangements for those who meet JCQ criteria.
- Ensuring that support staff have the relevant training required for the provision of access arrangements.
- Ensuring that laptops, C-pen readers, scribes, readers, provision for extra time (up to 25%), exams printed on coloured paper/ coloured overlays or enlarged text etc. are in place for those who require it at the start of the exams.
- Relevant information on exam access arrangements is forwarded to other educational establishments as necessary when students leave Beamont Collegiate Academy.

19.0 Monitoring and Evaluating SEND Provision

19.1 The effectiveness of the school's SEND policy will be evaluated annually through both qualitative and quantitative judgements. These include:

- Consideration of each students' success in meeting PEP/ PSP/Individual Needs Plans and attainment targets.
- Analysis of attainment and progress data, including termly assessment/analysis of individual student's work.
- Diagnostic assessment scores.
- Observation of the student (in class and in less structured situations).
- Pupil conferencing /feedback from discussions with parents, pupils and staff.
- Attendance data.
- Information from external agencies.
- Evidence of the impact of additional provision.
- Individual student destinations.

19.2 School will take into account a range of evidence which include the level of academic achievement of students with SEND compared to those students with no SEN. This will include comparison with students with similar starting points nationally.

19.3 Other qualitative assessment is used, this includes those measures which relate specifically to individual needs i.e., personal resilience, or communication skills.

19.4 The impact of additional and targeted interventions is monitored and evaluated termly or earlier if there are other indicators.

19.5 The views of parents and students on the quality of the provision is also sought, through termly review meetings and pupil conferencing.

19.6 Quantitative analysis includes scrutiny of the school provision map. Case studies are also used as an evaluative tool to reflect features of good practice. Observations from Assistant principal and SENDCO, assistant SENDCO, teachers, other Professionals and parental /carer are also vital components of gaining a full understanding of the whole student.

20.0 Anti-Bullying

20.1 We recognise that pupils with SEND are vulnerable to bullying, and consequently the impact that this can have on emotional health and wellbeing. All pupils have a named key worker to report any incidences of bullying to.

20.2 Through careful monitoring of bullying incidents plus regular review of anti-bullying policies and practice, we will ensure our effectiveness in reducing and responding to individual situations.

21.0 Disability Access Arrangements

21.1 In compliance with the duties set out in the Equality Act 2010, the school has an accessibility plan, outlining the actions, which are to be in place overtime to increase the accessibility of students with SEND.

This includes action to:

- Increase participation in the curriculum.
- Make improvements in the environment to enable students with SEND to benefit from all school facilities and extracurricular opportunities.
- Improve access to a range of information.

21.2 Beamont Collegiate Academy has an accessibility plan, which is part of the Equalities policy and is available on the school website. (Please see Appendix 1).

22.0 Managing concerns about SEND Provision

The complaints procedure for SEND is similar to other areas of school provision, as set out in the school prospectus.

22.1 If a parent or career have a concern about the special provision made for their child, they should initially discuss this with the class teacher. Should the concern continue, the Head of Department, Pastoral Lead or Assistant Principal and SENDCO will meet with the parent to discuss a plan to resolve the issues.

22.2 If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND Link Governor, Mrs Gail Porter. The Chair of Governors will be involved after other options have been exhausted.

22.3 Where the parental complaint is directly related to EHCP provision, this will be managed by the Warrington SEN team. Parents will receive information about the mediation services.

23.0 The Local Offer

23.1 All Local Authorities have a duty to set out a description of support and services available to children, young people and families who have special educational needs and disability. Information on Beamont Collegiate Academy offer can be found on; www.warrington.gov.uk/localoffer or on the Academy's website.

24.0 Compliance with Statutory Duties

24.1 This policy meets requirements set out in the Children and Families Act (2014).

24.2 It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice (2014)
- Equalities Act (2010)
- School Admissions Code of Practice
- Supporting pupils with medical conditions (June 2014)
- Schools' complaint toolkit (2014)
- The National Curriculum
- Teacher standards (2012)
- Working together to safeguard children (2018)

Warrington's local offer for SEN:

[http://www.warrington.gov.uk/education/special educational- needs/sen-education](http://www.warrington.gov.uk/education/special%20educational-needs/sen-education)

Appendices

Useful Links

Related Legislation and guidance

➤ **The SEN and Disability Regulations 2014**

https://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf

➤ **Working together to Safeguard Children 2018**

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

➤ **Keeping Children Safe in Education**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

➤ **Statutory guidance on supporting children with medical conditions**

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

➤ **Equality Act 2010: Advice for Schools:**

<https://www.legislation.gov.uk/ukpga/2010/15>

➤ **Children's and Families Act 2014 (Section 19)**

[Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/6)

➤ **Mental Health and Behaviour in schools (November 2018)**

[Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools)

➤ **Local Offer (Warrington SEND)**

http://www.warrington.gov.uk/education/special_educational_needs/sen-education

Linked School Policy

- [Behaviour](#)
- [Accessibility Plan](#)
- [Medical](#)
- [SEND information Report](#)

All school policies can be found here: http://bca.warrington.ac.uk/?page_id=348

Related Legislation and Guidance Documents to be aware of:

The Children Act 1989 Guidance and regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibility of local authorities towards looked after children and care leavers

A full list of external agencies the school uses to support the progress and welfare of students with SEN / students and families requiring support. Please note that this list is not exhaustive as new and different students have different and varied needs.

Local Authority Ask Ollie

Independent information Advice and Support for Parental/carers and Families on SEND: SENDIASS - [Parent Partnership \(warringtonsendiass.co.uk\)](http://warringtonsendiass.co.uk)

Early Help Assessment team

- Youth worker
- Family Outreach

MARs (multi-Agency Referral)