



SEND and Accessibility Policy 2018/19

Sponsor

SENCo

Reviewed

September 2018

Revised

September 2018

Introduction

All Telford Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

What is the Local Offer?

The LA Local Offer

Schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'Local Offer'. It will also be an important resource for parents in understanding the range of local services available. This can be accessed at www.telfordsend.org.uk.

Our School Local Offer

This is the range of services available at Charlton School based on our available (budget) resources.

Children's additional learning needs/SEND maybe identified by:

1. Concerns raised by Tutor/ subject Teacher or parent
2. Referral to the Special Educational Needs Co-ordinator (SENCo)
3. Assessment by external professional;

For example – Learning Support Advisory Teachers (LSAT), Children and Adult Mental Health Services (CAMHS), Relateen (counselling), Pupil Referral Unit (PRU), Occupational Therapy (OT) Speech and Language Therapy (SALT), Education Psychologist (EP), School Nurse.

All referrals are made in consultation with parents.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Students identified as having SEND will be put on the school register entitled 'Special Educational Needs and Disabilities Code of Practice register (SEND COP), which will outline what the identified need is. This is supported by an individual Provision Map which outlines what is 'additional to and different from' what is offered through the school curriculum.

Categories for Special Education Needs

There are four categories for children with additional learning needs or SEND (Special Education Needs/Disability) needs:

1) Communication and interaction – e.g. Speech Language and Communication (SLCN) and Autism (ASD)

2) Cognition and learning – e.g. Moderate learning Difficulties (MLD) Specific Learning Difficulties (SPLD) Dyslexia, Dyscalculia, Dyspraxia

3) Social, emotional and mental health difficulties – e.g. Withdrawn, isolated, disruptive, disturbing behaviour, maybe reflecting underlying mental health issues such as anxiety or depression, self-harming, substance misuse, eating disorders etc.

4) Sensory and/or physical needs e.g. hearing Impaired (HI) or visually impaired (VI), physical disability (PD)

Education Health Care Plans (EHCPs)

The EHCP is intended for children and young people with complex special educational needs.

The new EHCP puts children, young people and families at the very centre of the process to make sure that their views are not only heard but also understood.

EHCPs are based on coordinated assessments from all of the services involved with the child or young person. The plans focus on outcomes and has to explain how services will work together to meet the needs of the child or young person.

A statutory assessment, called an Education, Health and Care Needs Assessment (EHCNA) for an EHCP should not be the first step in the process for helping to meet the needs of a child or young person but should follow on from school support and provision within the Local Offer and will be built on coordinated work that is already happening

between families, educational settings and any other health or social care services involved.

Provision offered at Charlton School:

The information below outlines specific detail on support which is available at Charlton School in addition to the differentiation planned within the classroom.

A summary of key actions alongside any highlighted additional actions are summarise in the Accessibility Plan shown at the end of this document. This plan is reviewed on an annual basis and ensures that all key areas are covered:

- Access to the curriculum
- Access to the building and external activities / trips.
- Access to information

Access to the curriculum

Year 7 mini school:

Students identified as having Special Educational Needs at their primary school and may also be achieving below expected levels in English and/or Maths may be included in our 'mini school'. Consultation takes place between our partner primary school teachers, Charlton SENCo and the Curriculum Leaders for English and Maths to ascertain which students will benefit from this arrangement.

Identified students are taught in smaller class sizes of up to 15 students for: English, Mathematics, Humanities and Modern Foreign Languages (German). They are supported by two Teaching Assistants who work with the group across all areas.

The 'mini school' group is then split into two groups that join students in the remaining lessons; Science, Performing Arts, Technology and Physical Education. One of the two Teaching Assistants is then assigned to that group so that they have support at all times by a TA that knows them well.

All of these students are part of tutor groups with the main aim to ensure that they feel fully integrated into the whole school setting.

Targeted Intervention:

As a result of ongoing analysis, some students are targeted for varying periods of time to receive targeted intervention to support key areas within English. This takes place either as small group provision within student's normal class, or as part of a withdrawal group which occurs alongside normal lessons. Members of the English team facilitate this work which is overview seen by the Literacy Co-ordinator.

Nurture Room intervention:

This is supported by two Teaching Assistants at all times. The support may be individual 1:1, or in small groups.

Identified Interventions:

- Focus on Numeracy and Literacy
- Lexia reading programme
- Build to Express
- Speech, Language and Communication (SLCN) programmes
- Social skills

Nurture/Inclusion Support Room (ISR):

This is supported by two Teaching Assistants at all times.

Students, including SEND, may be highlighted by subject teachers for extra support in the nurture room and TAs deliver bespoke interventions from the Well Being Tool Kit. This is a safe area where students who feel anxious about school can spend time.

This time can also be used for exam practice as SEND students may also have access arrangements in place for exams.

Students that are failing to make expected progress (not necessarily SEND students) may also have a short intervention, of a few weeks, allocated to come and receive extra support.

Behaviour Recovery Room:

The Behaviour Recovery Room is an integral part of our whole school behaviour policy and works in partnership with our nurture areas.

Students can only be placed in the room by the Pastoral Deputy Headteacher and the Senior Pastoral Manager. Students may be put in the room for a single lesson or an extended period of time. The room allows the student the time to reflect on their behaviour and gives other students and teachers the opportunity not to have their learning environment disrupted by challenging behaviours.

The requirements within the room, and the removal from general circulation at break and lunchtimes, to emphasise the need for the selected students to recover their behaviour to make it acceptable to the mainstream school. The BRR co-ordinator will take opportunities to mentor students in the room and manage a successful integration back into lessons in consultation with class teachers and colleagues in the nurture areas. An exit interview will also take place and personalised strategies for improved behaviour will be shared with teachers to enable the student to be successful.

The BRR co-ordinator will also continue to visit students who have spent time in the room in lessons for weeks and sometimes months afterwards to support the implementation of strategies to manage their behaviour. The majority of students will never make use of the room, but they will benefit by the return of the reformed learners the room aims to create.

Exam Access:

SEND students with the most complex needs are tested, with parental/carers consent, at the beginning of Year 10 by a Learning Support Advisory Teacher (LSAT) comes into school. This is to ascertain as to whether the child needs extra time, a reader or a scribe during exams. The student has to have a history of SEND needs for at least two years prior to testing. If the LSAT recommends access arrangements, then the results are sent to the JQC exam board (the student also has to sign and give consent for the information to be shared with the exam board) and they then decide whether to grant access arrangements based on the results and evidence of history of SEND needs provided. Parents/Carers and students are then notified of the decision and access arrangements lasts for 26 months. If access arrangements are considered to still be needed after this time the process has to be repeated.

Lunch time Social Club for KS3 and KS4:

SEND students are invited to attend by the SENCo and this is very popular. The TA that runs the club is very experienced and builds good relationships with all the students. It is situated in the Nurture Room and students can take part in playing a variety of games/activities, work on the computer or develop their social interaction with their friends.

At the beginning of each lunch time a small number of students that need support are supported by a Support Assistant/First Aider and a TA and then provision continues via accessing the Lunch Club.

Breakfast Club:

This runs from 8am until 8.30am. It is supported by a First Aider and a Teaching Assistant.

SEND students are invited to attend and take turns in learning the skills of making their own breakfast, under close supervision and direction. They also have an opportunity to develop their social skills during this time as informal discussions are led by the TA.

Other support offered after school:

- Homework Club
- Chess Club
- ASD group support (The Axiom Club)
- Reading Club

Access to the building:

The building meets all disability requirements. E.g. Lift to 2nd and 3rd floor, adjustable table height within all classes for wheelchair access.

- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.

- All school activities are accessible for children with SEND.
- All building work is planned with the access needs of children and adults in mind.
- Car park has allocated accessible parking for disabled which is clearly marked and close to the building.

Access to trips out of school:

Party Leaders adhere to the TAW 'Guidelines for educational Visits and Journeys' whenever leading school trips.

Pupils with Special Educational Needs (SEN):

- Teachers working with children with physical impairments should seek medical advice on the implications of their condition for any school trip
- The school's SEN co-ordinator will have detailed information on their condition.
- Some children will also have individual education plans that specify learning targets and approaches.
- Poor mobility or a students' lack of understanding of risks can cause organisational and safety problems. It is essential to have an adequate staffing ratio.
- An additional risk assessment should be completed before any child with SEND attends school trips such as swimming, to ensure that the pool is suitable and specialised equipment such as a hoist, gradient steps, suitable changing facilities are available if needed.

Access to information:

- School arranges for a suitable interpreter during parent/teacher meetings for parents/carers that have sensory issues such as hearing impairment or English as an additional language (EAL)
- We provide large print of a suitable size for all visually impaired students
- Where appropriate, other methods of providing written information will be sourced, including, if required, Braille, interpretation, amanuensis, and/or loop-audio system
- The seating position for students with impaired vision or hearing is managed to benefit the individuals
- Other appropriate provision will be resourced if necessary, including PC equipment for students with a physical disability.

Question 1

Who are the best people at Charlton to talk about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

1) The subject teacher is responsible for:

- Checking on the progress of your child and identifying, planning and implementing any additional help your child may need (e.g targeted work, additional support) and linking with Special Education Needs and Disabilities Coordinator (SEND Coordinator) as necessary.
- Personalised teaching and learning for your child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the students they teach with SEND.

2) Principal – Mr Andrew McNaughton is responsible for:

- The day to day management of the school, this includes support for children with SEND.
- The Principal will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Principal must make sure that the Governing Body is kept up to date about issues relating to SEND.

3) The SENCo – Mrs Alison Kirkman (Alison.kirkman@charlton.uk.com) is responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that the parent carer are
 - Involved in supporting the child's learning
 - Kept informed about the support the child is getting
 - Involved in reviewing how they are progressing.
- Liaising with all external agencies who may come into to school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records are kept of each child's progress.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

4) The SEND Governor - Gemma Davis (governors@charlton.uk.com) is responsible for:

- Making sure that the necessary support is given for any child who has SEND.

Question 2

What are the different types of support available for children with SEND in our school?

a) Class teacher input via excellent targeted classroom teaching (High quality teaching).

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

(Special Educational Need and Disabilities Code of practice: 0 – 25 Years Statutory Guidance (January 2015) page 99:6.37).

For each child this would mean:

- That the teacher has the highest possible expectations for that child and all pupils in their class.
- That all teaching is built on what each child already knows, can do and can understand.
- Different ways of teaching are in place so that each child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo) are in place to support each child to learn.
- The teacher will have carefully checked on every child's progress and will have decided if the child has a gap or gaps in their understanding/learning and will provide extra support to help make good progress.

Specific group work

Intervention which may be:

- Led in the classroom or within a small withdrawn group.
- Led by a teacher or a Teaching Assistant (TA).

b) Specialist groups run by outside agencies e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means a child has been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need).

Outside agencies such as the Education Psychology Service (EPS).

What could happen?

The parent/carer will be asked to give your permission for the school to refer a child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This intervention will help the school understand each child's particular needs and be able to support them better in school.

The specialist professional will work with each child to understand their individual needs and make recommendations as to the ways that child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of support specific to their SEND needs.

This type of support is available for children with specific barriers to learning that cannot be overcome through First High Quality Teaching and intervention groups.

The child will also need specialist support in school from a professional outside the school. This may be from:

1. Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
2. Outside agencies such as the Speech and Language therapy (SALT) Service.

The Outcome:

- The school or a parent/carer can request that Local Authority Services carry out an Education, Health and Care Needs Assessment (EHCNA). This is a legal process which sets out the amount of support that will be provided for a child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about the child), will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to require a statutory assessment. If this is the case, they will ask you and all professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this, they will ask the school to continue with the current support or perhaps make suggestions about possible future plans.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if the child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.

Question 3

How can I let the school know I am concerned about my child's progress in school?

- 1) If there are any concerns about a child's progress, contact should be made with the subject teacher.
- 2) If concerns continue, contact should be made with the SENCo.
- 3) If there are concerns about the support the child is receiving with their additional learning needs, then the Principal, Mr McNaughton, should be contacted.

Question 4

How will the school let me know if they have any concerns about my child's learning in school?

If a child is identified as not making adequate progress, the school will set up a meeting to discuss this in more detail and to:

- listen to any concerns
- plan any additional support that child may need
- discuss any referrals to outside professionals to support that child's learning

Question 5

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Telford and Wrekin LA, includes money for supporting children with SEND. The Governors and the Principal allocate the school's budget to ensure that appropriate affordable number of classes and learning support team members are available.

- The Principal decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Principal and SENCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- The school identifies the needs of their pupils on a school 'Provision Map' which for SEND pupils identifies all resources/training and support received. These are reviewed regularly by the Special Educational Needs Coordinator.

Question 6

Who are the other people providing services to children with SEND in this school?

School provision

- Senior Tutors
- Pastoral Managers
- Teaching Assistants
- Attendance Officer

External Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Early Intervention Support Services
- LSAT (Learning Support Advisory Teachers)
- Relateen – counselling service
- VISS Sign Language Interpreting Service (Shropshire) Ltd

Health Provision delivered in school

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Well Being 0 to 25 (Name replaces CAMHS - Child and Adult Mental Health Services (CAMHS))

Services available to support Parents

Information, Advice & Support Services IASS (Formerly Parent partnership)	Family Connect
<p>Offer free support for parents and carers of children and young people with Special Educational Needs.</p> <p>Contact</p> <p>Tel: 01952 457176</p> <p>Email: info@iass.org.uk</p> <p>Website: www.telfordsendiass.org.uk</p>	<p>Family Connect is a free, confidential service providing, impartial advice, information, guidance and support on a full range of children's services available across the borough including childcare, activities, school admissions and finance.</p> <p>Contact</p> <p>Tel: 01952 385385</p> <p>Email: familyconnect@telford.gov.uk</p> <p>Website:</p> <p>http://apps.telford.gov.uk/familyconnect</p>

Question 7

How are the teachers in school support to meet the needs of children with SEND?

The SENCo's job is to support the class teacher in planning lessons for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SCLN).
- Individual teachers and support staff attend training courses organised by Telford and Wrekin and external CPD providers that are relevant to the needs of specific children in their class.

Question 8

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of each child where necessary.
- Specific resources and strategies will be used to support each child individually and in groups.
- Planning and teaching will be adapted on a daily basis to meet each child's learning needs.

Question 9

How is progress measured?

Every child's progress is continually monitored by their class teacher.

- Progress is reviewed formally every half term.
- Children may have personal targets which will be reviewed and a future plan made.
- The progress of children with an EHCP is formally reviewed at an Annual Review meeting, with all adults involved with the child's education attending including the parent/carer.
- The SENCo will also check that every child is making good progress within any individual work and in any group that they take part in.

Question 10

What parental support is provided?

The subject teacher is regularly available through parent evenings, via email/telephone calls or arranged face to face meetings to discuss a child's progress or any concerns a

parent may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENCo is available to meet to discuss a child's progress or any concerns a parent may have.
- All information from outside professionals will be discussed with parents and with the person involved directly, or where this is not possible, in a report.
- Personal progress targets/Provision Maps should be reviewed with parents involvement.
- A home/school contact book may be used to support communication between school and home.

Question 11

How does Charlton support a child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If a child is moving to another school:

- We will contact the school SENCo and ensure they know about any special arrangements or support that need to be made.
- We will make sure that all records are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher. Individual student's Provision Maps are available to all teachers.

Transition from Year 6 to Charlton School:

The primary school Class Teacher/SENCo will discuss the specific needs of your child with the SENCo of Charlton (Mrs Kirkman) and the Senior Deputy Head (Mr Tristham), responsible for transition. Along with the Pastoral Manager and Head of House.

All Y6 students attend Charlton for transition week during the summer term and EHCP students have support in their lessons during that week from Teaching Assistants.

Where possible identified SEND students will visit Charlton School on two extra occasions to meet support staff, take photographs of the school and produce their own power point for them to view through the summer holidays. On one of these occasions it is arranged for them to have lunch in the canteen with support.

Transition to Post 16 Provision:

The school works in partnership with Future Focus (careers advisory service) who will meet with all children in school to look at future pathways. Visits to Post 16 providers will be organised where required alongside the Information, Advice and Guidance sessions

(IAG) held in school. Liaison in relation to an individual's needs will be highlighted through the transition process, including support given throughout the application and interview process required from any provider.

Question 12

How often is the support reviewed?

Children's needs usually change over time, so that many children will need additional support for a short period of time e.g. to catch up with learning or a particular skill. Some may need increasing levels of support throughout the time in school. Our aim is to support every child's progress through partnership with parents with learning at the heart of all we do.

Inclusion Department Team:

All members of the Inclusion team have qualifications and receive training in special educational needs regularly for needs such as: Specific Learning Difficulties (SPLD) Autism (ASD), Speech Language and Communication (SLCN), etc.

SENCo, Alison Kirkman, holds qualifications:

BA (Hons) Economic History

PGCE Secondary (The University of Durham)

PGCert Education Primary (Literacy Development)

PGCert Difficulties in Literacy Development (Dyslexia)

AMBDA (British Dyslexia Society)

PGDip Special Educational Needs

National Award for Special Educational Needs Coordination (SENDCo)

Team of Teaching Assistant qualifications include:

- NVQ3 Early Years Childcare and Education
- TEFL Diploma
- PGCE (Secondary) Geography
- CACDP Level 1 British Sign Language
- Eiklan Speech and language Support L2
- BA (Economics, Psychology and English)
- Diploma Teaching Assistant
- Foundation Degree in Metallurgy
- NEBSS Certificate Supervisory Management
- NVQ Level 3 Supporting Teaching & Learning
- Introduction to Counselling Skills
- Level 2 Certificate in Supporting Teaching and Learning
- Level 3 Certificate in Supporting Teaching and Learning
- City and Guilds A B C certificate.
- Craftsmanship Certificate in Electrical and Mechanical Maintenance
- Cache level 3 Support in Schools
- NFCE level 2 Awareness in Mental Health
- BSc Open Honours degree
- Level 2 certificate on Principles of Business Administration

At Charlton we aim for parents/carers to be well aware of their child's needs and progress so that every child gets the most from school whilst enjoying their time

with us!

Accessibility Plan termly:

Autumn	Spring	Summer
<ul style="list-style-type: none"> • SENCo reviews SEND COP/updates and circulates to all staff (Access to curriculum) 	<ul style="list-style-type: none"> • SENCo reviews SEND COP/updates and circulates to all staff (Access to curriculum) 	<ul style="list-style-type: none"> • SENCo reviews SEND COP/updates and circulates to all staff (Access to curriculum)
<ul style="list-style-type: none"> • Carry out base line testing for all students in Y7 to Y9 to ascertain which students may need extra support and intervention. (Access to curriculum) 		<ul style="list-style-type: none"> • SENCo liaises with feeder primary schools to gather information for Y7 SEND students' intake and distributes to teaching staff. • Pastoral Manager for Y7 and Senior Tutor liaises with primary feeder schools to gather all information regarding Y7 intake. • Extra transition visits for Y7 SEND intake for September. (Access to curriculum)
<ul style="list-style-type: none"> • SEND complex needs students on the SEND COP are tested to ascertain qualifying for exam access arrangements Y10. (Access to curriculum) 		
<ul style="list-style-type: none"> • SENCo analyses SEND data on SISRA and liaises with CLs English and Maths regarding interventions. (Access to curriculum) 	<ul style="list-style-type: none"> • SENCo analyses SEND data on SISRA and liaises with CLs English and Maths regarding interventions. (Access to curriculum) 	<ul style="list-style-type: none"> • SENCo analyses SEND data on SISRA and liaises with CLs English and Maths regarding interventions. (Access to curriculum)
<ul style="list-style-type: none"> • Identified EAL students will be provided with opportunity to take GCSE in own language. <ul style="list-style-type: none"> ➤ Multi-Cultural Agency involved ➤ Liaison between exam officer and CL MFL 		
<ul style="list-style-type: none"> • New students: <ul style="list-style-type: none"> ➤ Base line tested on entry to support groupings. (Access to curriculum) ➤ Liaison takes place with site manager regarding up and coming new students with PD and any access to site alterations that may be needed and actioned. (E.g. sensory VI, may need extra markings on stairs). (Access to building) 	<ul style="list-style-type: none"> • New students: <ul style="list-style-type: none"> ➤ Base line tested on entry to support groupings. (Access to curriculum) ➤ Liaison takes place with site manager regarding up and coming new students with PD and any access to site alterations that may be needed and actioned. (E.g. sensory VI, may need extra markings on stairs). (Access to building) 	<ul style="list-style-type: none"> • New students: <ul style="list-style-type: none"> ➤ Base line tested on entry to support groupings. (Access to curriculum) ➤ Liaison takes place with site manager regarding up and coming new students with PD and any access to site alterations that may be needed and actioned. (E.g. sensory VI, may need extra markings on stairs). (Access to building)
<ul style="list-style-type: none"> • Named person to lead trips out of school liaises with SENCo regarding accessibility/RAs for specific SEND students. (Access to school trips) 	<ul style="list-style-type: none"> • Named person to lead trips out of school liaises with SENCo regarding accessibility/RAs for specific SEND students. (Access to school trips) 	<ul style="list-style-type: none"> • Named person to lead trips out of school liaises with SENCo regarding accessibility/RAs for specific SEND students. (Access to school trips)
<ul style="list-style-type: none"> • SENCo Administrator organises in liaison with SENCo interpreter for parents with sensory issues or EAL for Parent Evenings. (Access to information) 	<ul style="list-style-type: none"> • SENCo Administrator organises in liaison with SENCo interpreter for parents with sensory issues or EAL for Parent Evenings. (Access to information) 	<ul style="list-style-type: none"> • SENCo Administrator organises in liaison with SENCo interpreter for parents with sensory issues or EAL for Parent Evenings. (Access to information)