

ARK ACADEMY

Special Education Needs

POLICY & PROCEDURES

A Mathematics and Citizenship Rich School



2013.14 TDA

MISSION STATEMENT

Ark Academy has at its core the pursuit of highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all. Through our extended curriculum and community life we seek to meet the needs of the whole person. Civitas – Citizenship – is at our core. We will build a community of civic pride and social justice in which all members are equally valued. We are committed to the service of young people and to helping them play their full part in society.

In light of this we aim to:

- *Provide every student with the knowledge, skills, self belief and motivation to be successful in their learning and lives*
- *Welcome, value and respect all who come to the school*
- *Build a community based on justice and a sense of personal responsibility*
- *Provide opportunities for all to experience CIVITAS whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths*
- *Promote dialogue and co-operation with the wider community*

Our Driving Principles are:

- ***Excellence***
- ***Citizenship***
- ***Participation***
- ***Persistence***

Our goal

Our goal is that all students should be able to access higher education and participate fully in our democratic society.

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1. INTRODUCTION

1.1 Fundamental Principles underlying the Aims and Objectives of the Policy

1. At Ark Academy, in accordance with the Revised Code of Practice 2001 (*this is due to be replaced by a new code of practice from September 2014*), we recognise that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
2. Disabled children and young people, and children and young people with special educational needs (SEN), are covered by a range of statutory provisions. For example, they may be disabled as defined by the Equality Act 2010 or have SEN as defined in the Education Act 1996. Children with SEN and disabilities will be provided access to a broad and balanced curriculum, including enrichment activities. **The educational aims for pupils with SEN and Disabled pupils at Ark Academy are the same as those for all pupils.** We are ambitious and aspirational for all our pupils, irrespective of need or disability.
3. 'School-aged children are defined as having SEN if they have a significantly greater difficulty in learning than the majority of children of their age which calls for additional or different educational provision to be made for them.' (Green Paper – support and aspiration)
4. 'There is significant overlap between disabled children and those with SEN; research suggests that around three-quarters of disabled children also have SEN.' However, this does not mean that all disabled children have SEN, nor does it mean that all children with SEN have a disability.
5. "The term SEN encompasses a wide range of types of need. The established categories of SEN are: specific learning difficulty, moderate learning difficulty, severe learning difficulty, profound and multiple learning difficulty, behavioral, emotional and social difficulties, speech, language and communications needs, hearing impairment, visual impairment, multi-sensory impairment, physical disability and autistic spectrum disorder" (p.19, paragraph 29. Green Paper - 'Support and aspiration: A new approach to special educational needs and disability – A consultation')
6. We understand that children can be defined as having a disability if they are prevented or hindered from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority. (see Education Act 1996). We also take account of the definition provided by the Equality Act 2010, which states that:

'A person has a disability if: they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'

7. All teachers at Ark Academy are responsible for children with disabilities and SEN and are accountable for their progress. Teaching at Ark is inclusive as this is a whole school policy.
8. We are committed to meeting the needs of pupils with SEN and disabilities and evaluating their progress.
9. We recognise that the needs of pupils with SEN and disabilities will normally be met in a mainstream school or setting.
10. The views of the pupils will be sought and taken into account.
11. Parents and carers have a vital role to play in supporting their child's education.
12. The use of the term SEN is avoided, except for more formal contexts, so as to dissipate preconceived ideas and prejudices. The SEN Department in secondary is to be known as the Pupil Support Department and those working within it as the Pupil Support Team. In Primary, there is no distinct SEN department as such, however, there is a dedicated person with responsibility for SEN. Primary will similarly avoid use of the term SEN and refer to Pupil Support, in all non-formal contexts.
13. Pupils with Special Educational Needs are generally referred to as pupils on the Register of Concern.
14. The term Pupil Support has been adopted recognising the wider work of the Department in supporting every aspect of support that all children may need from time to time, to help them with their learning.
15. The identification and assessment of pupils whose first language is not English is not the responsibility of the PSD. It is led by an HLTA, who in turn is line managed by the Vice Principal in charge of Teaching and learning. Ark Academy makes a very clear distinction between EAL and SEN.

1.2 Aims and objectives of the policy

1. To identify and assess all pupils with special educational needs and ensure appropriate educational, pastoral, physical and developmental provision for their needs is put in place.
2. To enable all pupils regardless of SEN or disability to have access to, and benefit from, the whole school curriculum and extra curricular activities providing a reasonable adjustment can be provided to enable this access.
3. To provide a learning environment in which all pupils feel valued and have equal opportunity to be included in all activities.

4. To promote the idea, and therefore the practice, that all teachers share the responsibility for the education of all the children in our school.
5. To facilitate liaison between staff and external agencies, so that there is a greater understanding of, and differentiated provision for, pupils who have special educational needs and disabilities.
6. To promote an active respectfulness from all students towards students' educational needs and disabilities.
7. To ensure that relevant and ongoing guidance, support and advice is provided to children with SEN, for post-16 education and training.
8. To ensure that no student is discriminated against by the school in any aspects of school life. See Appendix 1

1.3 The Mission Statement and Ethos of Ark Academy, means that:

1. All members of the school community will actively work towards the full inclusion of all pupils.
2. All those involved with the pupil: outside agencies, governors, teaching staff, non-teaching staff and most importantly parents will be encouraged to work in partnership, sharing their knowledge and understanding for the good of the pupil.
3. The resources allocated for support and provision for SEN will reflect the various levels of need experienced by pupils and will be "transparent" and available for staff, parents and other professional workers to see.
4. All pupils are valued as members of the school community with unique interests and strengths.
5. All those involved with pupils on the Code of Practice will strive to ensure that they are given the fullest possible appropriate opportunities to reach their full potential educationally, emotionally, physically, morally and spiritually.

1.4 Strategic Planning and Target Setting

1. The Governors of the school will have a nominated SEN Link governor who takes a particular interest, on behalf of the Governing Body, in the way the school manages its provision for pupils who are on the Special Educational Needs Code of Practice. The role also involves informing the governing body of Ark initiatives in relation to SEN.
2. In secondary, the day to day manager of provision of special educational needs is the Inclusion coordinator. However, the strategic responsibility is shared between the Vice Principal in charge of Pupils and the Inclusion Coordinator. The

Principal has delegated responsibility for SEN to the Inclusion coordinator. In primary, there is an Assistant Principal with overall responsibility for SEN and she is line managed by the Primary Head Teacher. However, both Primary and secondary teams do work in collaboration with one another.

3. The Inclusion Coordinator leads the Pupil Support Team, made up of a team of learning Support Assistants. The Senior Vice Principal Pupils, oversees and line manages the Inclusion Coordinator (secondary only).
4. In Primary, the Assistant Head line manages the LSAs and the Primary Head manages the Inclusion Coordinator.
5. A Pupil Support Department Development Plan is written each year. This is submitted to the Senior Leadership Team and forms an integral part of the School Improvement Plan which outlines whole-school development.

Whole school policies take account of the revised Code of Practice (2001) and the Principles contained in "Removing Barriers to Achievement" (2003), and the Inclusive Education Programme. They also take account of the Disability Rights Code of Practice for Schools (2002).

2. INCLUSION

Ark Academy adopts the following definition of Inclusion:

“Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work.”

Miller and Katz (2002)

2.1 Entitlement

All pupils at Ark Academy are entitled to receive:

- A full and warm welcome, acceptance and real opportunities to make positive relationships with their peers and adults.
- Respect from their peers and adults.
- A broad, balanced and relevant curriculum which meets any special need they may have.
- Support to develop their independent learning skills and independence within the school community.
- Access to as full a range of learning opportunities as possible including collaborative learning with their peers.
- Appropriate, timely and effective support and access to resources and advice to assist in overcoming potential barriers to learning.
- Learning experiences that provide appropriate challenges and high expectations.
- A learning environment that promotes positive attitudes to gender, disability, and racial, social and cultural diversity.

2.2 Response to Individual Needs

Ark Academy will endeavour to ensure that:

- The admission of pupils with SEN is handled sensitively.
- Contributions by all pupils to the work of the school are valued.
- Positive images of an inclusive education are presented at all times.
- Work which provides personalised learning is appropriately differentiated and takes account of different learning styles.
- Approaches are used that develop the strengths and attitudes of pupils to ensure effective inclusion and participation.
- The Academy works with external professionals to enhance the provision offered at Ark Academy e.g. Kids’ Company, Social Care and CAMHS
- Pupils are included as fully as possible in all discussions concerning their progress both with parents and any involved professionals, and are given full opportunities to identify targets and evaluate their own progress towards them.
- Effective support appropriate to the individual pupil's needs is provided.
- We actively involve parents in the decision making with regard to additional provision. Parents have to give their consent before any referral proceeds.
- Specialist support will be available to those students who are experiencing difficulty in achieving their targets. This happens as part of enrichment booster

classes. Targeted intervention programmes are also used across the Academy and can mean some withdrawal from lessons, but this is kept to a minimum where possible. It can also be provided through LSA support within lessons. Specialist support can be made available where necessary for those students who have specific learning difficulties such as Dyslexia, Dyspraxia, Attention Deficit Hyperactive Disorder (ADHD) and Speech and Communication Disorders. This can be provided by ARK specialists or Brent advisory teachers or Kids' Company employees.

2.3 Implementation

Ark Academy:

- Is committed to the principle of being an inclusive school.
- Will promote active involvement of the pupils, parents, staff, Governors and the wider community in this process.
- Provides ongoing training for all staff which forms part of the School Improvement Plan.
- Will ensure that arrangements for planning, implementation, funding, monitoring and evaluation of SEN are clearly defined.
- Will ensure that prior to any inclusion, an audit of the school premises is carried out to ensure that provision is suitable and that all necessary Health and Safety considerations have been taken into account.
- Will work collaboratively with the Ark Central and Brent SENAS to overcome problematic issues.
- Will provide a secure and stimulating environment to meet the needs of its pupils.
- Will be flexible in meeting the unique individual needs of its pupils.
- Will ensure that the school calendar provides sufficient time within the school year for the necessary planning, evaluation and reporting procedures prescribed by the Code of Practice.
- Will ensure that appropriate assessment and support arrangements are in place to monitor the progress of pupils.
- Will ensure that the language used within the school is appropriate and monitored regularly.
- Will provide resources which offer positive role models.
- Will develop a wide range of support and advice from external agencies and will consult with such agencies to assess and support pupils where necessary.
- Will ensure that our Equal Opportunities Policy reflects the high priority we place on inclusion for all pupils at the school.
- Will share our good practice and learn from others.

3. MONITORING AND IMPLEMENTATION OF THE PUPIL SUPPORT POLICY AND KEY RESPONSIBILITIES

3.1 The role of the Inclusion Coordinator (one in Primary and one in secondary):

- manage the day-to-day operation of the Pupil Support Policy
- working closely with staff, parents and other agencies
- co-ordinating provision made for individual children in receipt of pupil support
- provide related professional guidance to colleagues
- maintaining the school's register of concern and overseeing the records of all students on the register
- seek effective ways of overcoming barriers to learning
- analyse and assess pupils needs
- contribute to in-service training
- liaise with Brent SENAS and ARK central with regard to SEN issues
- liaise with the other Local Education Authorities with regard to any out-borough pupils
- manage the Pupil Support Team including meetings, ensuring that accurate minutes of all meetings are kept and disseminated to department members and the Vice Principal/Primary Head
- line management of Learning Support Assistants (secondary only, whereas this is done by the Assistant Head in Primary)
- liaising with, advising and supporting all staff and pupils, including the publishing of a weekly Pupil Support Bulletin, informing staff of current issues
- co-ordinating provision for pupils with SEN both in school and externally (secondary only)
- liaising with parents and carers and developing ways to improve parental awareness and partnership
- delivering and co-ordinating newly qualified teacher and departmental training
- liaising with external agencies
- in consultation with colleagues, use information from pupils' previous and current attainment, CATs, Reading Ages, information from primary school, National curriculum Levels to provide starting points for the development of an appropriate provision for individual pupils.
- liaising with Heads of Year including attending Heads of Year Meetings to identify, monitor and review pupils with SEN (Secondary only)
- arranging and chairing review meetings including Annual Reviews and IEP Meetings
- monitoring the provision for pupils on the Code of Practice in terms of planning, writing and delivery of Group and Individual Education Plans as appropriate.
- attending meetings arranged by the LEA and disseminating information to staff.
- liaising with the SEN Inclusion Link Governor: Adele Eastman
- raising awareness of the Pupil Support Policy at ARK Academy
- liaising with feeder schools and ARK primary to ensure a smooth transition for pupils on the Code of Practice and that information is passed on from Key Stage 2 (Secondary only)
- liaise with the Vice Principal Pupils / Primary Head

- ensure that assessments and submissions for Special Arrangements for Examinations and Key Stage Assessments are carried out in line with the Academy's Access for Examination Arrangements Policy

3.2 The Role of the Vice Principal, Pupils / Primary Head

- identify pupils with SEN
- line manage the Inclusion coordinator and keep minutes of all meetings held
- coordinate and lead on the KS2 transition: primary visits and parental interviews and the creation of the register of concern
- oversee and monitor the impact of the Kids' Company interventions
- collaborate with Heads of year when completing investigations into incidents of serious poor behaviour and consult with the Principal when making decisions about action
- liaise with the Inclusion Coordinator in the provision of differentiated targets and strategies to meet the needs of pupils
- monitor the progress of pupils with SEN and contribute to progress/IEP Reviews
- take lead responsibility for Pastoral Support Plans and behaviour contracts
- update the Inclusion Coordinator on all issues pertaining to SEN
- liaise with the Inclusion coordinator to update and review the register of concern
- review the progress of pupils and in collaboration with the Inclusion coordinator to decide future action
- ensure that SEN issues are discussed at Form Tutor Meetings / SLT meetings
- ensure that all issues pertaining to inclusion are addressed
- collaborate with the Inclusion Coordinator in meeting parents and external agencies in review or planning meetings regarding provision or action that needs to be implemented

3.3 The Role of the Learning Support Assistant:

At Ark Academy non-teaching staff that support pupils across the curriculum are known as Learning Support Assistants.

The Learning Support Assistants are employed as part of the Pupil Support Team and will endeavour, at all times, to promote the inclusion of all pupils. At Ark Academy, Learning Support Assistants provide support for the pupil, support for the teacher, support for the curriculum and support for the school. In turn the school is responsible for supporting the Learning Support Assistants in fulfilling the expectations of their role, through the provision of training and involvement in the school's Performance Management Programme.

At Ark Academy the Learning Support Assistants work closely with those pupils identified on the SEN Register as having special needs. They also have a role in supporting pupils identified as being a cause concern for any reason.

Learning Support Assistants will:

- Participate fully in the life of the school attending Briefings, whole Ark network INSET, whole Academy INSET and whole Academy events.

- Supervise and assist individuals and small groups of pupils under the management of the teacher.
- Develop pupils' social skills.
- Assist teachers in the furtherance of agreed education plans and programmes and in the care and behaviour management of pupils.
- Promote pupils' independence and self-help skills.
- Explain instructions and motivate pupils to remain on task.
- Undertake basic literacy and/or numeracy skills work with pupils on a 1:1 or small group basis as directed by the Line Manager.
- Make and maintain appropriate resources under the direction of the Line Manager
- Participate in the running of break and lunchtime clubs and activities to support pupils' learning.
- Assist in the supervision of pupils around the school and at break and lunchtimes as directed by the Line Manager.
- Give guidance and assistance to pupils in their homework and course work as appropriate.
- Monitor the progress of targeted pupils using the agreed record keeping systems.
- Provide evidence for and assist in the setting of targets for IEPs.
- Attend Planning Meetings and Annual Reviews for pupils for whom they act as Key worker.
- Liaise with the Subject teacher and Form tutor, whenever possible, with regard to the provision of support and materials for target pupils.
- Work with outside agencies as directed by the Line Manager
- Attend departmental meetings.
- Attend courses to further their professional development.
- Maintain strict confidentiality at all times with regard to pupils.

As part of their work with pupils on the register of concern, LSAs will:

- Take responsibility for designated pupils with SEN.
- Ensure that pupils with SEN are included as fully as possible.
- Involve the pupil as much as possible in decisions regarding the learning process, support and target setting.
- Assess the learning needs of pupils and give advice or set targets for IEPs in accordance with the Code of Practice and all related documents.
- Be responsible for the writing, monitoring and evaluation of Individual Education Plans or Academy Targets for pupils as directed by the Inclusion coordinator
- Be responsible for the planning, delivering, assessing and recording of support given to pupils in line with Department Record Keeping Procedures and to ensure that these are in good order.
- Support the learning of pupils with SEN in a variety of ways to meet the needs of the pupil: e.g.1:1 support in class/withdrawal, small group in class/withdrawal or team teaching with the subject teacher.
- Prepare Annual Review Reports for pupils at School Action Plus or with Statements of SEN, in line with the Annual Review Procedures.
- Assist in Transition support from Primary to Secondary

- Give advice on assessment in particular areas of the curriculum, and in relation to examinations.
- Support the Inclusion Coordinator in writing reports and applications for Access Arrangements
- liaise with External Agencies as directed by the Inclusion coordinator
- Provide advice and guidance on such specific/specialist SEN techniques as might be required.
- Identify training needs and attend courses to develop professional expertise to meet the needs of pupils on caseload.

To work with Subject Teachers

- To liaise with subject teachers of pupils on their caseload to advise and support in the appropriate differentiation of work for pupils to ensure the inclusion of all pupils.
- To work collaboratively with subject teachers in a variety of ways: 1:1 support, small group, team teaching and in modelling a variety of teaching styles appropriate to the needs of pupils with SEN.
- To support subject teachers in making reasonable adjustments to ensure that pupils who are disabled are not put at a disadvantage in comparison to pupils who are not disabled.
- To support subject teachers in making reasonable adjustments to ensure that pupils who are SEN are not put at a disadvantage in comparison to pupils who are not SEN.

3.4 The Role of the Form Tutor / Class teacher

- To have a knowledge of individual pupil needs of pupils in their form / class on the Code of Practice
- To use identified strategies to meet pupil needs with regard to inclusion
- To monitor progress of all pupils in the form in line with assessment procedures at Ark Academy
- To monitor progress towards the targets set in IEPs
- To undertake Target Setting and Reviews for pupils on the Code of Practice in the form group
- To contribute to reports
- To ensure that the pupils are aware of their own targets.
- To liaise with the Inclusion Coordinator and Head of Year using appropriate forms regarding any issues or concerns
- To identify new needs that emerge

3.5 The Role of the Subject leader:

- To ensure that SEN is on the agenda of every Departmental meeting
- To ensure that Inclusion forms part of the Departmental Policy
- To ensure appropriate teaching and learning strategies are in place to meet the needs of all pupils
- To ensure that differentiation forms part of the planning process for every teacher in the department

- To ensure that subject teachers liaise and inform Subject leader of pupils causing concern
- Provide schemes of work and resources to the Pupil Support department for pupils to complete when relocated or internally excluded
- To collaborate with subject teachers in ensuring that a differentiated curriculum is implemented to meet the pupil's needs
- To ensure that a record of intervention strategies forms part of the planning process in order that lessons provide all pupils the opportunity to succeed, in line with the Disability Rights Code of Practice for Schools (2002)
- To monitor the pupil's progress under the specified time-scale with the subject teacher and to liaise with the Inclusion Coordinator
- To collaborate with the Inclusion Coordinator in reviewing pupil progress and in the decision to take further action
- In collaboration with the Inclusion Coordinator to meet with the parent or carer to inform them of the steps being taken to meet the pupil's learning needs
- To ensure that teachers in the Department bring to the attention of the Inclusion Coordinator names for any pupil already on the Code of Practice who is causing concern

3.6 The Role of the Subject Teacher / Class Teacher

- To identify the needs of pupils with special educational needs
- To liaise with the Subject leader to discuss strategies to support the pupil causing concern.
- Provide work to the Pupil Support department for pupils to complete when relocated or internally excluded.
- To take account of pupils' and parents' views.
- To plan individually or with another adult for the differentiation of activities and tasks to ensure that the curriculum is accessible to all pupils in line with the Disability Rights Code (2002).
- Effective classroom management including the management of Learning Support Assistants.
- Providing access/copies of lesson planning, including learning outcomes for LSAs
- To work collaboratively with LSAs.
- To provide evidence of pupil progress through assessment and record keeping
- To suggest individual targets for IEPs.
- To provide opportunities for pupils to work towards the targets set for them in the IEP, within the context of the subject where appropriate.
- To monitor and evaluate pupil progress and to provide feedback to the Inclusion Coordinator.
- To inform the Inclusion Coordinator about any pupil already on the Code of Practice who is causing concern.

4. IDENTIFICATION, ASSESSMENT AND REVIEW

A procedure for the identification, assessment and review of pupils, follows the guidance in the revised Code of Practice, as set out in chapter 6, and forms the basis of the school's Graduated Response to pupil needs.

4.1 The Initial Concern

- Concerns about a pupil may be raised by parents, carers, any member of staff or professional involved with the pupil, or occasionally, by the pupil.
- The relevant **Initial Concern Referral Forms** should be completed and passed to the Inclusion Coordinator. Copies should also be passed to the Head of Year and Vice Principal, Pupils / Primary Head
- The parent must be informed and consulted by the Inclusion Coordinator about any concerns raised and should be invited to contribute to discussions regarding differentiated strategies to support their child and must be notified of the Review date.
- A copy is filed in the Inclusion Coordinator's Office and the name of the pupil and review date is logged.
- The Inclusion Coordinator in consultation with Vice Principal, Pupils / Primary Head sets a Review Date, and parents/carers and pupils are invited to attend along with any relevant staff or professionals.
- Prior to the Review Meeting the school will audit the pupil's academic progress, personal development and, in particular, any issues that may be affecting the pupil's progress in school, by asking colleagues to complete a round robin. The following information will be collated:
 - i. Current levels, grades and test scores as appropriate.
 - ii. Indication of progress.
 - iii. An outline of differentiated strategies used to support the pupil in accessing the curriculum and an evaluation of their success.
 - iv. Comments on the behaviour or any other appropriate aspect of the pupil's performance.
 - v. An indication of the pupils' level of competency in named specific skills.
 - vi. Feedback from the pupil.
- Opinions of all will be valued and carefully considered.
- At the review a decision will be taken as to whether any further action is required. Possible outcomes include:
 1. That no further action is necessary.
 2. Continue to monitor the pupil for an agreed period of time with a view to all parties agreeing to conduct a further review of the pupil's progress.
 3. Place the pupil at School Action or School Action Plus if external agencies are involved.
 4. For those pupils recorded as school action plus, an IEP will be drawn up by the Inclusion Coordinator.

4.2 Triggers for School Action

There are many reasons why the decision that a Graduated Response to the pupil is now required. With the agreement of parents, a pupil will be placed at School Action if at least one of the following applies.

- Despite differentiated and personalised learning opportunities there is little or no progress in developing literacy or numeracy skills.
- There are continuing on-going communication/interaction difficulties, which impede progress, despite the implementation of a differentiated curriculum and support
- There are continuing on-going persistent emotional and/or behavioural issues, which are not ameliorated by management techniques and the differentiated strategies employed.
- The pupil has sensory or physical problems, which impede progress, despite the provision of specialist equipment and support.

4.3 School Action (A)

School Action is the provision that will be made by the Academy to meet the pupil's needs. This provision will reflect the wide variety of needs of pupils placed at School Action. In order to monitor provision and pupil progress the following will now take place:

- An SEN File will be set up to include all SEN documentation pertaining to the pupil
- The pupil will have access to Academy based provision, as appropriate to their needs. For example, HW club or lunch time club in the Pupil Support Department
- Staff will be notified through SEN Bulletin that the pupil has been added to the Code of Practice Register (Secondary only)
- Teachers will be expected to identify intervention strategies for their individual lesson planning which is monitored through observation
- LSAs where possible, are deployed to support SA pupils
- LSAs will be written into subject teacher's interventions
- Parents will be kept informed of all interventions and support

4.4 Triggers for School Action Plus

Concerns may be raised about pupils who fail to make adequate progress in spite of the provision at School Action. Where it is felt appropriate the school or Parent/Carer may wish to make a referral to an outside agency. Concerns will be raised at the review or at a meeting called for this purpose. All pupils will have their IEPs reviewed at least twice a year, in line with the assessment points at the end of each term.

Referrals to external agencies, made with parental agreement, will be made if at least one of the following applies:

- There is still little or no progress in the development of literacy or numeracy skills, despite access to school-based provision.
- National Curriculum levels are substantially lower than that expected despite access to school-based provision.
- There are continuing, on-going communication issues, despite access to school-based provision.
- There are continuing ongoing behavioural issues that have not been ameliorated at School Action, despite access to school-based intervention.
- The pupil has sensory or physical problems, which impede progress, despite the provision of specialist equipment and despite access to school-based provision.

4.5 School Action Plus (P)

A pupil is placed at School Action Plus when the Academy's graduated response is supported and enhanced by the advice and/or provision of specialists from an external agency. e.g. an Educational Psychologist, Speech and Language Therapist.

- An SEN File will be set up, if not already in place, to include all SEN documentation pertaining to the pupil. If already in place, the re-categorisation of the Pupil as SA+ will be recorded on their file.
- Parents will be consulted regularly and invited to bi-Annual Reviews.
- Teachers will be consulted regularly regarding pupil interventions and progress.
- An Individual Education Plan will be drawn up using targets identified by some or all of the following: the pupil, teachers, parents, Head of Year, Head of Learning Area.
- The pupil will have access to school based provision, as appropriate to their needs.
- The pupil will have access to external provision/advice, as appropriate to their needs. (This may be in the Academy or out of Academy support.)
- Staff will be notified through SEN Bulletin that the pupil has been moved to School Action Plus on the SEN Register (Secondary only)
- IEP is made available to all staff involved with pupil
- Teachers will be expected to identify intervention strategies for their individual lesson planning which is monitored through observation
- LSAs where possible, are deployed to support SA+ pupils
- LSAs will be written into subject teacher's interventions.

4.6 Triggers for Statutory Assessment

In some circumstances, it may be deemed necessary to seek a Statutory Assessment. Ark Academy follows guidelines given in the revised Code of Practice. The criteria for seeking Statutory Assessment are laid down by The LEA responsible for the pupil. The importance of close liaison with parents is recognised during the Statutory Assessment process.

The Inclusion Coordinator, in liaison with all involved with the pupil submits a request for Statutory Assessment.

4.7 Statutory Assessment

When a pupil is issued with a Statement of Special Educational Needs the Academy has a legal duty, with the support of the Academies division and in liaison with the LEA, to make reasonable adjustments in order to meet the provision outlined in the Statement.

Following the formal presentation of a Statement of Special Educational Needs, the Inclusion Coordinator will:

- Undertake to co-ordinate provision for the pupil based on specification written in the Statement.
- Hold an initial planning meeting with the Parent(s)/Carers and all involved professionals and within 6 weeks of the Final Statement issue date.
- Allocate the pupil to a Learning Support Assistant, if appropriate, and ensure that all support, as specified in the Statement of SEN, is put in place for the pupil.
- Ensure that a pupil profile is written and available for all staff.
- Oversee the formulation of an IEP.
- Ensure that the IEP is delivered and monitored.
- Liaise with and ensure access to external agencies as appropriate.
- Co-ordinate the Annual Review, inviting parents/carers and all professionals involved in the pupil's education.
- Ensure that we have received the necessary funding from the LSA

5. REVIEW PROCEDURES

The review process is viewed as an ongoing process and occurs at all levels of day to day school operation and management. The review of pupils on the Code of Practice is carried out in line with guidelines in the Revised Code of Practice 2001.

5.1 School Action Plus Reviews

- For all pupils at School Action Plus a Planning Meeting will be held during the pupil's first few weeks in the Academy.
- Annual Reviews for pupils at School Action Plus will sometimes coincide with the Annual Parents' Evening. For some pupils reviews may also be timed to anticipate key events in the pupils' school career.
- The parent is invited to meet with the Inclusion Coordinator or designated member of the Pupil Support Team.
- Pupil progress is discussed in the light of the Annual Report to Parents, assessments and tracking data used in the Academy.
- Reports are written by specialist teachers and requested, if appropriate, from external agencies currently involved with the child.
- Parent and pupil opinions are invited and considered carefully.
- Pupil progress is discussed in the context of recent reports and Academy tracking and assessment data.

- Progress towards the targets set for the pupils on the IEP are evaluated and, if appropriate, new targets set.
- One of the following outcomes to the Review will be agreed with the parent/Carer and the pupil.
 1. The pupil continues to be supported at School Action Plus
 2. The provision for the pupil is revised to meet current needs
 3. Parents/Carers and Academy agree to a referral to an additional External Agency
 4. The pupil moves to School Action having been discharged from all external agencies
 5. Support for the pupil is no longer necessary and the pupil moves to being monitored at School Action for an agreed period of time

5.2 Annual Statement Review

Procedures for Annual Reviews for pupils with Statements of Special Educational Needs pupils follow procedures laid down in Chapter 9 of the revised Code of Practice.

Preparation for the Annual Review

- For all pupils with Statements a Planning Meeting will be held during the pupil's first few weeks in the Academy.
- The Annual Review is held near the anniversary of the issue date of the Statement.
- The Inclusion Coordinator consults Brent SENAS and advises LSAs of Annual Review dates
- The Inclusion Coordinator invites parents and all external agencies to attend Annual Review and requests appropriate reports from external agencies involved with the pupil.
- Parents and professionals involved are provided with the relevant pro-forma - Professional's View and Parental Advice.
- For all reviews where amendments to the statement are likely or where specific issues need to be addressed a representative from the SEN Assessment Team and or Educational Psychologist will also be invited.
- The Inclusion Coordinator/LSA circulates pupil report requests to all members of teaching staff.
- LSA ensures that the Pupil View form is completed.
- 6 weeks prior to Annual Review the Inclusion Coordinator collates all written advice from teaching staff into the Annual Review School report using the Teaching/ Support Staff Views report form.
- 4 weeks prior to Annual Review the Inclusion Coordinator submits a report.
- 2 weeks prior to Annual Review the Inclusion Coordinator sends all reports to parents/carers and all invited parties.
- 1 week prior to the Annual Review the Inclusion Coordinator confirms meeting with parents.

The Annual Review

- The Annual Statement Review Meeting takes place and is chaired by the Inclusion Coordinator. The relevant LSA will attend the meeting. A representative of the LA will also be invited.
- At the meeting reports and pupil progress are considered. Long-term targets are set for the forthcoming year.
- A new IEP is drawn up by the Inclusion Coordinator with input from the parent and pupil.

Post-Review

- The Inclusion Coordinator completes the Annual Review Report and submits this together with all reports to the LEA within 7 days of the Annual Review.
- A copy of the Annual Review Report and new IEP is given to the parent/carer and to all those invited. The Parent / carer is required to sign this document.
- The LEA informs the Inclusion Coordinator and parents of the outcome.
- All review papers are filed in the pupil's confidential file in the Pupil Support Office. One of the following outcomes to the Review will be agreed with the parent/Carer, pupil and the LEA.
 1. Maintain the Statement
 2. The provision for the pupil is revised to meet current needs, the LEA is advised of this in the Review Outcome Report
 3. Parents/Carers and Academy agree to a referral to an External Agency
 4. The Statement is discontinued (Ceased) and the pupil moves to an appropriate level of provision, as agreed with all involved

6. INDIVIDUAL EDUCATION PLANS

6.1 ACADEMY TARGET SETTING

At Ark Academy all pupils participate in a Target Setting process. However, pupils who are recorded as school action (SA) and school action plus SA+ (meaning they benefit from the intervention of an outside agency) and statemented children have an IEP (Individual Education Plan). It is recognised in the Academy that targets, whether they be IEPs, or targets written as part of the whole-school target setting, are only effective when:

- pupils know their targets
- pupils are frequently reminded of them
- the targets are regularly monitored and pupils given feedback on their progress
- pupils are given recognition when the targets are achieved

6.2 Individual Education Plans

- Will be in place for all pupils with Statements of Special Educational Needs and for pupils with complex needs at School Action Plus and pupils at School Action

- Will be written by the Inclusion Co-ordinator or relevant LSA, in collaboration with contributions from the teacher, parent and pupil
- Will be written in such a way as to make the targets accessible and meaningful to the pupil
- Will be available on the Academy network to all staff involved with the pupil
- Will outline the following:

What is an IEP?

The IEP should include information about:

- 3 or 4 short term targets set for the child
- the teaching strategies to be used
- the provision to be put in place e.g. ICT literacy programmes such as Lexia or lunch time social club
- short profile summary of the pupil including areas to be developed
- when the plan is to be reviewed
- the outcome of the action taken
- parental contribution

Teachers will be asked for their feedback against the targets set on the IEP twice yearly. Parents will then be invited back in to school and a new IEP will be drawn up, following its review.

SA will mean School Action only. School action will be met by quality teaching, including detailed interventions in lesson plans, as well as IEPs. These will be reviewed at least once a year and where possible, after each end of term assessment. Those pupils on SA will be monitored by class teachers, as well as a named LSA and the Inclusion co-ordinator. Their needs will be assessed by pupil interviews and identified needs will be met by in class support from LSAs and co-teachers, invitation to Pupil Support Lunch club or Pupil Support homework club and school based interventions as and when required.

7. RECORD KEEPING AND MONITORING

At Ark Academy we recognise the need to keep records updated. The regular assessment and monitoring of pupil progress is essential to ensure that pupil needs are met and to ensure that all relevant information is accessible to all individuals and agencies involved, through the Inclusion Coordinator. ICT will be used, whenever appropriate, and will play a vital role in the development of effective assessment and monitoring systems and in the management of information. The use of ePortal/ cmis will reduce bureaucracy and contribute to the improved dissemination of pupil information within the Academy.

To ensure appropriate provision is made and to maintain pupil confidentiality, the following broad principles are adhered to.

7.1 Principles

- Confidential files on all pupils on the Code of Practice are kept in secure filing cabinets in the Pupil Support Office.
- Learning Support Assistants have access to these records

- SEN files/details of Year 7 pupils who transfer to Ark Academy on the Code of Practice are read by the Head of Year and Inclusion Coordinator and transferred to the Pupil Support Office. A note is placed in the main file indicating the location of SEN Records
- All documentation related to Child Protection issues are read by the Vice Principal, Pupils removed from the main pupil file and transferred to a secure filing cabinet in the office of the teacher responsible for Child Protection. (VP pupils).
- Primary SEN Records of pupils causing concern are transferred to the Pupil Support Office and a note placed in the main file to indicate this.
- All SEN Records of pupils removed from the Concern or SEN Register are returned to the main file with an appended record of the date and reason for removal from the register attached.

7.2 The Code of Practice Register

- The Code of Practice SEN Register is maintained by the Inclusion Coordinator and is available to all teaching staff and TAs
- The SEN Register is a working document and is kept constantly under review
- A register of pupils causing concern is also kept and regularly updated.
- The Register will remain strictly confidential

7.3 Confidential Records

Confidential Pupil Records are stored in the Pupil Support Office and contain all records pertaining to the pupil, with the exception of Child Protection records.

The Pupil confidential File contains:

- A copy of the Statement of Special Educational Needs - for pupils with Statements
- Records of reviews including Outcome of Annual Reviews for pupils with Statements of SEN
- All information/records pertaining to the needs of a pupil e.g. individual assessments, reports from external agencies, letters etc.
- All records of support will be filed at the end of each academic year.
- Pupil Profiles - for pupils with Statements are stored on the network-hard copies will be placed in the pupil file when the pupil leaves.
- IEPs are stored on the network - hard copies will be placed in the pupil file when the pupil leaves.

7.4 Support Records

Pupil Support Records are located in filing cabinets in the Pupil Support Department. These files contain the day-to-day pupil records including:

- A copy of the current IEP.
- Current record of support in class including progress made towards targets on IEP.
- Progress data

8. ADMISSIONS AND COMPLAINTS PROCEDURES

8.1 Admissions

All pupils residing in Brent, who have a statement of Special educational needs, have priority, when applying for a place at ARK Academy. ARK schools have a Policy on Equal Opportunities. Ark Academy has an Access Plan and a Disability Statement, which can be found in the appendix.

The admission procedure of students with a Statement of Special Educational Needs includes the following:

1. In respect of Admissions we aim to facilitate special arrangements to ensure that Disabled or students with Special Educational Needs who are prospective students are not treated less favourably than any other student for a reason related to their disability.
2. Special arrangements for the admission of students with a Statement of Special Educational Need involve the following:
 - Visit to Ark Academy by the student and parents
 - Visit to the primary school to observe student and liaise with primary school staff
 - Liaise with Local Authority (LA) re: placement
 - Attend Annual Review in primary school where possible
 - Liaise with parents and student, and LA about what provision will be needed at Ark Academy to ease the transition
 - Student attends student Induction
 - Once the offer has been made, parents will be met as part of the SLT parental interviews and a further meeting will be made with the Inclusion Coordinator
 - Additional arrangements can be made where necessary

8.2 Complaints

Arrangements for considering complaints about SEN provision:

- a parent who is not satisfied with the SEN provision for his/her child should express concern to the Inclusion Coordinator or relevant member of the Pupil Support Team.
- if this does not resolve the difficulty then the parent may request to meet with the Head of Year or Vice Principal, Pupils / Primary Head
- if the parent is still not happy then the matter can be referred to the Principal or the SEN Governor

9. SAFEGUARDING

We recognise that pupils with SEN and disabilities are significantly more at risk of abuse than other pupils; they are three times more likely to suffer abuse than children without disabilities. Therefore, all staff at the Academy including Learning Support Assistants will be trained to recognise the signs and indicators of Child Abuse. The Vice Principal, Pupils, is trained as the designated person in Secondary. The Primary Head is the designated person in Primary. Particular care is made to monitor the wellbeing of pupils with SEN and disabilities.

10. REVIEW OF POLICY AND PROCEDURES

"Policies are like the Forth Bridge, always need to be 'painted again'. They must not just be filed, but remain active in practice." (Cowne, 2000, p.13)

The Ark Academy Special Educational Needs and Inclusion Policy will be reviewed annually. The next review will take place in July 2012 and will be undertaken by the Inclusion Coordinator and Vice Principal Pupils / Primary Head.

11. APPENDIX

ARK Academy Accessibility plan

APPENDIX 11.1

Accessibility arrangements to assist the inclusion of pupils with SEN and disabilities

The following measures are in place to ensure the physical accessibility to students with SEN and Disabilities:

- one-way system in corridors
- handrails along stairs/steps
- seating plans are organised according to the needs of individual pupils
- disabled car park spaces for transporting visually impaired and physically disabled students
- refuge areas to all staircase landings for emergency access and audio connection to main reception
- inter-active hearing loop installed to at the desks to receptions to sports, primary and secondary, as well as the main secondary hall, primary hall, and the main sports hall – a total of eight are installed
- disabled toilets with emergency alarm loop to main reception to summon assistance if required
- medical Room has additional wheelchair to assist visitors
- lifts to facilitate wheelchair access to all floors, with DDA compliant wide doors, audible landing announcement and tactile operator keys

- ramp into reception to enable wheelchair access to main building

The following measures are in place to improve curriculum access for students with SEN and Disabilities:

- differentiated content and range of Teaching & Learning approaches to ensure access
- special arrangements made for disabled students to participate in school trips
- facility to enlarge worksheets or change font format.
- Pupil Support Department runs homework clubs before school, break, lunch-time and after school
- therapy programmes are provided for some pupils who are suffering from emotional and behavioural difficulties (These are provided by an external team of therapists, Kids Company, who work on site)
- LSAs are assigned to particular groups and individuals to support their learning
- co-teachers are assigned to a number of classes to facilitate learning and increase progress
- consideration of students specific needs during placement in teaching groups

The following equipment has been purchased to assist students to access the curriculum:

- individual laptops
- touch screen computers
- colour photocopier to photocopy resources for partially sighted students
- mobile height adjustable desks are strategically placed throughout the building
- Use of radio micro links for student with hearing impairment
- Literacy software for pupils with a low reading age upon entry.

Staff and training arrangements to aid inclusion of students with SEN and Disabilities:

- SENCo training for Inclusion Coordinator through Institute of Education (2010-2011)
- LSA training
- special arrangements/adjustments made to enable disabled/ SEN students to be included in school trips. E.g. additional staff.
- liaison with outside agencies
 - ARK's Speech and Language Therapist
 - Brent's pre-exclusion officer
 - SEN advisory teacher
 - Educational Psychologist
 - School Nurse
 - CAMHS

Disability Equality Scheme

2011 – 2014

Ark Academy

Mission Statement

At Ark Academy, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Ark Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The Disability Equality Duty (DED)

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Ark Academy has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met.

Action plan: 2011 to 2014

Objective	Present position	Action Required (including necessary resources)	Success Criteria	Timescale	Persons responsible
Improving information gathering mechanisms	All primary schools are visited and every year 6 parent is interviewed. Questionnaires include questions about SEN, disability and medical issues, as well as necessary interventions. This information is used to create a register of concern and plan for interventions and resourcing. However, insufficient information was gathered, particularly around prior interventions.	Amend the following forms: Medical questionnaire (to include details of immunisation, allergies and medical problems) Primary school questionnaire (to include details of school led and external agency interventions) Parental interview questionnaire (to include details of prior exclusions)	Details of all disabilities, SENs and interventions are collected. These are used to identify those pupils who will need 'reasonable adjustments' made to the curriculum and environment in order to promote full access.	Autumn term 2011	Tim Dainty Louise Shotton
Facilitating the involvement of disabled pupils and pupils with learning difficulties	There is no routine auditing of levels of participation for pupils on the register of concern. However, SA pupils complete a questionnaire and SA+ pupils have two review meetings where their opinions are heard.	Annual audit for relevant pupils about the following: <ul style="list-style-type: none"> • positions of responsibility held. • satisfaction /enjoyment levels in different school activities. • levels of behaviour and 	High levels of participation and enjoyment in all areas of school life	2011 - 2012	Louise Shotton Mary Okoli

		<p>anxiety</p> <ul style="list-style-type: none"> • areas of the curriculum which present particular challenges for them or to which they have restricted access. • areas of the school where they have no or impeded access. • aspirations/ambitions for the future. • success of transition out of school. • access to school trips. • involvement in enrichment activities <p>This will inform action planning where further interventions are required. All care plans shared with staff and taken account of when writing risk assessments.</p>			
<p>Increasing access to, and progress within:</p> <ul style="list-style-type: none"> • the curriculum 	<p>We currently review progress of all pupils in all subjects three times a year. This is done six times a year in the core</p>	<p>Progress and sanctions review as done previously. LSAs to take responsibility for a case load of pupils at SA and LS to take</p>	<p>Pupils making three sublevels of progress across an academic year</p>	<p>On - going</p>	<p>Louise Shotton Oli Knight</p>

	<p>subjects. There is a focus on all action, school action and statemented pupils. Sanctions data is also reviewed on a half-term basis. This is all used to plan further interventions within school and by external agencies. All staff are required to write detailed interventions for each pupil on the register as part of their lesson planning. The impact of these will be evaluated as part of lesson observations.</p>	<p>responsibility for review of SA+ pupils and pupils who are statemented. Reading age scores will continue to be assessed twice a year and this will be used to inform their reading group placements and activities. The Pupil support department will continue to consult staff about progress and advise staff about appropriate interventions and strategies.</p>			
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Review Date: April 2014

Designated Member of Staff: Louise Shotton (responsible for day to day running of the plan)

Senior Member of Staff Responsible: Tim Dainty

Governor Responsible: Adele Eastman