



Special Educational Needs And Inclusion Policy

Reviewed by Ellen Smith - October 2015

Agreed by the Governing Body - November 2015

Reviewed: Summer 2019, (partial review May 2020 - CV19 addendum), April 2021, June 2023

To be reviewed: Summer Term 2025

Apley Wood School Special Educational Needs & Inclusion Policy

Principles

The school's Special Educational Needs & Inclusion policy is based on the following principles:

- That all teachers at Apley Wood Primary School are teachers of children with Special Educational Needs and have a responsibility to meet those needs assisted by advice and support of the Head, Inclusion Leader, Special Needs Coordinator, Inclusion Governors and external professionals.
- That all children are entitled to a broad, balanced and relevant curriculum provided through appropriate resources and planning of a differentiated curriculum.
- Those children's needs will be identified and inclusive support planned for in line with the Every Child Matters agenda and Disability Discrimination Guidance.
- That pupils with Special Educational Needs will be fully and positively included into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.
- That school works in open partnership with parents.
- That needs will be identified at an early stage and supported in line with Telford and Wrekin Local Authority policy. Learning progress will be monitored using a graduated response (Code of Practice 2015)
- That the development and management of Special Educational Needs and Inclusion is incorporated within the School Development Plan.
- That the views of parents, carers, children and other professional agencies are sought and taken into account when planning and reviewing educational targets, support and resources.
- In line with the Equality Act 2010, pupils with a disability will not be treated any less favourably and reasonable steps will be taken to ensure inclusive access to the school locality and curriculum.

Aim

The aim of the Special Educational Needs and Inclusion policy is to provide information for parents, governors, teachers and support staff about the school's philosophy and practice in relation to Special Educational Needs and Inclusion.

It also offers practical guidelines on key processes of identification, assessment, strategies for support, monitoring, and review in line with the graduated response outlined in the Code of Practice (2015) and the Integrated Services System operating within Telford and Wrekin Local Authority.

Definition

A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

The 2015 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

- Communication and Interaction - for example, where children have speech, language and communication difficulties or autistic spectrum disorders which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- Cognition and Learning - for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation

and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Numeracy.

- Social, Emotional and Mental Health Difficulties - for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.
- Sensory and/or Physical Needs - for example, children with visual and/ or hearing impairments or a physical need that means they must have additional on-going support and equipment.

At Apley Wood Primary School, we currently have pupils in each of these categories and as the code states, as their needs can often be quite complex, may fall into more than one category. We have a wide range of provision in place to meet the needs of all children with SEND in our school.

What is a Disability?

Apley Wood Primary School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. This definition includes sensory impairments such as those affecting sight and hearing and long term health conditions such as diabetes, epilepsy and cancer.

Children with a disability do not necessarily have a special educational need although there is often a significant overlap. Where a child or young person does require special educational provision they will be covered by the SEN definition.

Provision means:-

That which is additional to or different from the educational provision made generally for children of a certain age.

Parents will be kept informed of any additional or different provision being given and also invited to contribute to Individual Provision Map Targets through discussions at Parents Evening Meetings and IPM discussion meetings. There will be six opportunities to meet over the year.

Resources

The allocation of funding received for pupils who do not have a Statement of Educational Need will be based on a graduated response to their needs at the discretion of the governing body in collaboration with the Head and Deputy Head (also the Special Educational Needs Co-ordinator).

Planning and delivery of the curriculum is carefully differentiated by class teachers to meet the needs of all children. This planning and differentiation is monitored by the Head, Senior Leadership Team and Team Leaders through consideration of written planning and regular classroom observations.

How SEND is funded

Universal level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.

Targeted level mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.

Specialist or personalised level top-up funding is provided on a per-learner basis by the commissioner placing the pupil. The resourcing of Education Health Care Plans (EHCP) continues to be maintained by the L.A. for pupils who require additional resources over and above those that a mainstream school is expected to provide. An EHCP will describe the needs of the child and the additional resources which will be made available to the school from the Local Authority to meet them i.e. support hours for fulfilling the Individual Provision Map or resources for fulfilling equipment needs. As a school, we can also apply to the LA for additional funding through the Inclusive School forum, when additional funding is required and the targeted level of funding is already being used but a long term EHCP is not required.

Management

The Headteacher, SENCO, and the Committee of Inclusion Governors are responsible for the management of Special Educational Needs provision.

See Appendix: Terms of Reference Inclusion Committee

The Special Educational Needs Co-ordinator is responsible for:-

- The day to day operation of the school's Special Educational Needs policy
- Liaising with the Senior Leadership Team
- Co-ordination of the provision for children with Special Educational Needs
- Monitoring the progress of children with Special Educational Needs
- Liaising with and advising colleagues – class teachers, curriculum co-ordinators etc. regarding resources, planning and deployment of support staff.
- Over seeing the records of all children with Special Educational Needs
- Assisting class teachers with planning of Group and Individual Provision Maps.
- Preparation of reports requested by the L.A. and other agencies
- Liaising with parents of children with Special Educational Needs
- Management of the Learning Support Team within school
- Management of a Special Educational Needs budget
- Contributing to the in-service training of staff
- Liaising with external agencies and voluntary bodies
- Over seeing the transfer of information for pupils with Special Educational Needs annually and cross phase.
- managing a system of resources and maintaining and updating resources in keeping with the allocated budget;

The Role of Inclusion Leader includes:-

Managing Inclusion/equal opportunities in relation to:

- EAL provision
- Racial Harmony
- Positive Behaviour and attitudes to Learning
- The development of good practice partnership in Inclusion
- Creating a positive ethos- classroom routines, impact on Learning
- Pupil Health and Wellbeing
- The School Council/Children's safeguarding team

The Inclusion Leader will oversee those responsible for leading Character Education and RE provision within school and monitoring and evaluating their impact on Learning across the school.

The Inclusion Leader is also the designated teacher for Child Protection within school, working in partnership with the Head Teacher to ensure that all staff is aware of and comply with, the school's commitment to and procedures for safeguarding children.

The Inclusion Leader is responsible for managing the Inclusion Team, for advising on Inclusion issues across the school and coordinating the Inclusion teams' responsibilities.

The Inclusion Leader will be responsible for raising the standards of teaching, learning and attainment of pupils with particular emphasis on those with English as an additional language (EAL), SEND, CiC and those pupils who receive additional funding through the pupil premium grant.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is
- reasonably practical and compatible with their needs and the efficient education of other pupils
- we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- they are fully informed about SEND issues, so that they can play a major part in school self-review they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

Identification, Assessment Monitoring and Review – the Graduated Response (Assess, Plan, Do, review)

We aim to enable all children to achieve their potential and plan very carefully to support and challenge them to do so.

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 SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

Teaching staff monitor pupil progress in all subject areas within their own classes through termly pupil progress meetings. Senior Leaders monitor English, maths and science progress in both Key Stage One and Two through reviewing pupil data on a termly basis.

An Initial Concern (Assess)

A concern may be expressed following

- ◆ a review of progress made in relation to baseline information and/or monitoring of termly assessment data; there is a Baseline assessment upon entry to school.
- ◆ Classroom assessments including termly spelling and reading ages, and observation of strengths and weaknesses.
- ◆ Assessment will be made by the child's Classteacher during the child's first half term, whenever they may join a year group and / or through the school's normal cycle of assessment, which may indicate low achievement.
- ◆ Discussions with parents may also raise concerns.
- ◆ Expression of concern by another professional.

Staff will complete a cause for concern record and actions needed will be discussed with the SENDCo.

School Based Support (Plan)

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but with-out developing a learned dependence on an adult.

Parents will be consulted and should be in agreement about children being placed on the SEN register and any proposed action being taken. They will also be involved with monitoring plans.

DO

Wave 1 – Quality first teaching and general provision for all children.

Wave 2 – Enhanced Group Support For those just below national age related expectation, need a ‘boost’ to ‘catch up’, not necessarily identified as SEN.

Wave 3 - Additional SEN Support Higher Need For those who despite wave 2 inter-vention require further intervention or it is felt wave 2 not appropriate due to specific need

This may be triggered if the pupil:-

- Has made little or no progress over a realistic time span.
- Shows signs of difficulty in developing literacy and /or numeracy skills resulting in poor attainment.
- Progress is not in line with ability as indicated by good levels of understanding.
- Presents persistent emotional and behavioural difficulties which have not been overcome by the usual behavioural management techniques employed within school.
- Has a sensory or physical problem which continues or begins to affect progress despite the provision of specialist equipment.
- Has a communication and / or interaction difficulty which continues or begins to affect progress despite the provision of a differentiated curriculum.

A child’s Class teacher will be responsible for working with the child on a daily basis and for guiding teaching assistants on the planning and delivery of any intervention programmes which might be appropriate and recommended. An individual provision map will be written in conjunction with the parents/carer.

The Special Educational Needs Co-ordinator may advise ways of helping the pupil – these might include:-

- Use of different or specialised learning materials.
- Group or individual support.
- Extra adult time for a planned intervention.
- Staff training.

Liaison with professionals from Health and Social Services may be appropriate at this stage following discussion with parents.

Review

All pupils with SEND receiving additional school based support will have Provision Maps which will be written termly by class teachers and will be reviewed and annotated half termly. These will be shared with parents at the start of each term either in person, via a Teams call or a phone call – the method of contact will be recorded on the IPM. They will be reviewed with parents at parents evening in Autumn

and Spring term and reviewed either face to face, via a Teams call or phone call in Summer term. When IPM's are shared with parents they will be invited to make a comment or add to the suggested targets. Parents will be asked to sign their child's Individual provision map after which a copy will be sent home, placed in the class SEND folder and saved on the T Drive for the SENCo to monitor. Pupils with an EHC Plan will have individual Provision Maps written in consultation with the SENCo. If additional concerns are raised either by the class teacher or parents, at any point between these reviews then these will be logged on the IPM.

Following the review of Individual Provision Maps, referral to outside agency support may be considered if the pupil:-

- Has continued to make little or no progress over a realistic time span.
- Continues to show signs of difficulty in developing literacy or numeracy skills resulting in poor attainment.
- Experiences an increasing gap between good levels of understanding and attainment.
- Continues to present emotional and behavioural difficulties which have not been overcome by the strategies employed at School Action and which regularly interfere with the child's own learning and that of other children.
- Have sensory or physical problems which continue to affect progress and require the provision of regular advice by a specialist service and / or the continued advice of specialist equipment.
- Have an ongoing communication and / or interaction difficulty which impedes the development of social relationships and cause a substantial barrier to learning.

The child may be withdrawn from parts of the curriculum or a specific lesson to work on their individual programme with an adult. This will be at different times each week so that the same lesson is not missed weekly. Children will not be withdrawn from their PE lessons.

Education, Health and Care Plans

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 and sets out the provision that they need from education, health and care to meet these needs.

If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment. Parents and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies we ask that parents contact us to discuss any concerns.

Following a **request** for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years.

Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision.

EHC Plans should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority as a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

If it is felt that children are making progress which is sustainable then they may be

taken off the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Staffing and Partnerships

Professional development for staff

The Special Educational Needs Co-ordinator attends appropriate courses to enable her to keep up to date with developments and approaches to Special Educational Needs.

The Teachers and Learning Support Assistants also attend courses relevant to their job role, and professional development.

The Inclusion Governors attend training updates of Special Educational Needs policy and practice. Special Educational Needs issues are discussed informally between staff and formally in staff meetings as and when appropriate.

As part of the Induction Programme for new teachers, the Special Educational Needs Co-ordinator briefs staff on the systems used in the school and will offer advice and support to enable staff to meet identified needs.

Guidance on the role of Teachers and the Learning Support Assistant is available in the Staff Handbook and This is how we do it book.

Special Educational Needs Partnerships

Partnership with Parents

Parents will be informed at all stages of the proposed interventions designed to support their child's learning and actively encouraged to participate by sharing information and agreeing targets.

Parents of pupils with Special Educational Needs are invited to contact the Classteacher and Special Needs Coordinator if they have any concerns or require information on their child's progress.

Pupil Participation

From the start of intervention-pupils, who are capable of forming views, will be encouraged to participate and give their opinions. An opinion sheet will be completed as part of the Annual Review process for pupils with a Statement of Special Educational Needs or EHC plan.

Children will be made aware of their targets on their Individual Provision Map by teachers and teaching assistants and how they can contribute to successfully meeting these through smaller steps.

Partnerships with Special Educational Needs Support Services

The school works closely with all agencies involved in supporting pupils. Currently Educational Psychologist sessions can be purchased by the school involving a Consultation process in response to a particular concern, need or issue. The Psychology Service then agrees to a specific Consultation and prioritises Consultation work via their own monitoring Panel.

The Learning Support Advisory professionals are purchased and reviewed annually according to the needs of the school. Purchase will be agreed by the Head teacher and SENCO following an audit of need. Other agencies that visit school and provide advice include Speech and Language Therapists, Occupational and Physiotherapy Services and the Sensory Inclusion Services i.e. Hearing and Visual

Impairment teams. Partnership with a variety of voluntary organisations and Specialist Settings is also welcomed and can take the form of outreach support, advice and co education. Educational Welfare Officers are involved as and when necessary. See Appendix for details of personnel.

Partnership with Other Schools

Pupils may occasionally be educated at Apley Wood in partnership with another Specialist school setting at the direction and in agreement with the Local Authority.

Cross phase liaison with several local secondary schools takes place during the Summer Term to enable a smooth transition from Year 6 to Key Stage 3.

Secondary Transition issues are discussed at the Annual Review of pupils with a Statement of Educational Need/EHC plan in Year 5 and revisited during their Year 6 Annual Review when Secondary colleagues will be invited to attend.

Each year, teaching staff liaise with the next class teacher about their current class during our “Smooth Move” transition planning in order to share relevant information about all pupils, particularly those with Special Educational Needs. Teaching Assistants also plan closely with the next class teacher, supporting the Smooth Move process to aid successful transitions for individual pupils.

Classes will be decided annually by the Head and the Deputy Head.

The Early Years Co-ordinator / Reception teacher may visit Nursery children in their Nursery settings, prior to admission to our Primary school and relevant information will be passed onto the Special Educational Needs Co-ordinator.

The Local Authority initiates Early Years transition planning for Nursery children with Special Educational Needs and the Primary SENCO is included in any planning for transition to Primary school.

When pupils with Special Educational Needs leave, their records are sent onto the receiving school prior to transfer.

Admission Arrangements

The admission arrangements for pupils with Special Educational Needs but without an EHC Plan are the same as for all pupils.

Pupils who have an EHC Plan are placed by the L.A. which makes every effort to comply with pupil and parental preferences.

Access

Access to the main school building on the ground floor and playgrounds is suitable for wheel chair users. There are ground floor, alarmed disabled toilets and shower facilities available.

Braille signage is incorporated within key areas of school.

A programme of identification and review of access issues is undertaken annually by the Inclusion Governors and documented in the School’s Accessibility Plan.

Complaints Procedures

School has a clear complaints procedure as detailed in the Complaints Policy.

This is available upon request from the School Office and is also on the school website.

Success Criteria

The school’s success in meeting the Special Educational Needs of its pupils will be measured using the following performance indicators:-

- Pupil progress in reading, writing, spelling and mathematics.
- Success in meeting targets in Individual Provision Maps,
- Performance in national and school assessments.
- An improvement in qualitative areas e.g. confidence, happiness, self esteem etc.
- Parental satisfaction.
- Pupil acknowledgement of progress and attainment.

Appendix – Personnel

Headteacher – Mrs E Smith

Deputy Head –Mrs Y Thorpe

Special Educational Needs Co-ordinator/Specialist Leader of Education (STSA) – Mrs Y Thorpe

Inclusion Leader – Mrs Y Thorpe

Inclusion mentor – Mrs A. Robinson

Designated Inclusion Governors – Mrs E McDermott

Two Teaching Assistant are ELSA trained (Emotional Literacy Support Assistant)

1 teaching assistant is Lego therapy training

A number of staff are CPI trained.

Special Educational Needs Support Services

Educational Psychologist – allocated by Telford and Wrekin Educational Psychology Services. Dr Meryl Newton

Learning Support Advisory Teacher – Mrs Angela Denton

Sensory Inclusion Services

School Nurses

Appendix: Terms of Reference

TERMS OF REFERENCE- STANDARDS, FINANCE, HEALTH & SAFETY (including premises) PERSONNEL, INCLUSION

Following reconstitution of the Governing body, it has been agreed that core business relating to Standards, Finance, Health & Safety (including premises), Personnel and Inclusion will be undertaken through a full committee of the newly formed full governing body which will meet at least three times within the year. This will be in addition to the three statutory meetings held each year (December, 2014).

SCHEDULE 1- STANDARDS AND CURRICULUM

1. To keep under review the secular curriculum for the school and the statement of policy and to make recommendations to the governing body where necessary to ensure that the requirements of the National Curriculum and relevant legislation are met and to consider other curriculum matters as they arise.
2. To consider and make recommendations to the governing body on the adoption of policies on specific subjects or aspects of the curriculum.
3. To ensure that the school's curriculum is compatible with the principles of equal opportunity.
4. To hear appeals against the head's decision to lift or change the National Curriculum for a particular pupil.
5. To ensure provision of religious education in line with the agreed syllabus and that all pupils take part in a daily act of collective worship.
6. To hear complaints about the curriculum or religious education or collective worship.
7. To make recommendations to the governing body on whether sex education should form part of the curriculum of the school and, if so, to make recommendations about the content and delivery.
8. To ensure that sufficient lesson time is provided for pupils to cover the National Curriculum and to recommend to the governing body any changes required.
9. To keep under review the school's self-evaluation process, determine such targets as the school is required to set (where the governing body has chosen to delegate this responsibility) and to consider and recommend the draft School Development Plan to the governing body for approval.
10. To receive reports on the monitoring of the performance of pupils and carry out the governing body's responsibilities for the provision of assessment and other curriculum related statistics and information to submit reports and recommendations as necessary.
11. To monitor the recording of racist incidents, to make recommendations to the governing body and to submit a report each year on such incidents to the autumn term meeting of the governing body.

12. To consider, where appropriate how the school might collaborate with other providers to ensure that all pupils in the area have access to the full range of curriculum opportunities.
13. To consider what range of extra-curricular activities should be offered beyond the school day.
14. To review and consult upon a home-school agreement and parental declaration for adoption by the governing body, keep it under review, and deal with any other related matters that may be referred.
15. The school website to be maintained as stated by The School Information (England) (Amendment) Regulations 2012

SCHEDULE 2 - FINANCE

1. To comply with the requirements of the Schools Financial Value Standard.
2. To receive reports from the School Business Manager and head on the management of the school's budget
3. To submit to the governing body at the autumn term meeting each year a report on the management of the school's budget in the previous financial year.
4. To prepare and submit to the governing body recommendations for the annual budget plan.
5. To monitor expenditure against the budget plan, to take any action which might be necessary to avoid an unplanned deficit and to report any such action to the next meeting of the governing body.
6. To consider and approve proposals for single items of expenditure in excess of £5000 which form part of the budget plan.
7. To consider and make recommendations to the governing body on proposals to vire a sum exceeding £5000.
8. Amount delegated to the Headteacher for expenditure and virement £5000.
9. To recommend to the governing body proposals for the use of any budget surplus, including investment.
10. To complete annually the Financial Controls Checklist and Statement of Internal Control (SFVS).
11. To ensure that the school fund accounts are audited each year so that they can be presented to parents and so that the chair of governors can sign the 'Certificate of Presentation of Audited School Fund Accounts' at the appropriate governing body meeting.
12. To prepare any other statements of school accounts as may be required.

13. As and when necessary, to consider and recommend to the governing body the adoption of a whole school pay policy and thereafter keep under review.
14. To determine, in accordance with the governing body's pay policy, the teachers' pay and conditions document and any other relevant advice issued, the salaries of teaching staff.
15. To determine, in accordance with the governing body's pay policy, any appropriate regulations and any other relevant advice, the salaries and gradings of support staff.
16. To determine, when and where necessary, the group size for the school
17. To determine, when and where necessary, the individual school range for the school.
18. To deal with any other financial matters which the governing body may refer from time to time.

SCHEDULE 3- PERSONNEL

1. To undertake an annual review of the staffing establishment of the school and to recommend to the governing body an establishment for the following year so that proposals can be incorporated in the school's budget plan. Where it is proposed that there will be a reduction or restructuring of the staffing establishment, to ensure that the appropriate staff consultation process is followed.
2. To recommend to the governing body and keep under review procedures for the appointment of staff (except for the head and deputy which are prescribed in the School Staffing (England) Regulations 2009) which are compatible with regulations and DfE guidance and to maintain a list of governors who have undertaken the required Safer Recruitment Training.
3. To receive reports from the headteacher on the management of the school's staffing establishment and on general personnel issues.
4. To consider and make recommendations on the introduction of or amendments to personnel policies and procedures such as: Disciplinary Procedures, Absence Management Policy, Grievance Procedure, Employment Protection Scheme, Appraisal and Capability and to undertake consultation with staff and trade unions as appropriate.
5. To ensure that the school operates in accordance with the DfE Teacher Appraisal and Capability Arrangements and the school's adopted policy.
6. To ensure that the governing body appoint, a minimum of two governors to be responsible for the appraising the headteacher.
7. To determine requests for discretionary leave of absence outside those provided for in the locally adopted policy where this responsibility has not been delegated to the headteacher.
8. To deal with any other personnel matters which the governing body may refer from time to time except those which are the specific responsibility of a separate committee.

9. To continually keep under review leadership development within the management structure of the school to ensure that the appropriate opportunities for CPD are available and encouraged.
10. Headteachers must have dedicated time to lead their schools as well as manage them; the responsibility to ensure that this is provided is usually delegated to the Chair but could be retained under this schedule.

SCHEDULE 9- PREMISES

1. To monitor the state of repair of the school buildings, including the effective management of asbestos (if any) on the premises.
2. Through the School Business Manager and head, to liaise with the school's building surveyor or other adviser over repairs and maintenance work to be undertaken each year.
3. Through the School Business Manager and head, to take any action required to carry out repairs in an emergency.
4. To consider and recommend to the governing body any proposed improvement projects for which resources might be sought from the LA or from school funds.
5. To be responsible for the safe management, co-ordination, progress and successful completion of any self-help projects approved by the governing body.
6. To recommend to the governing body a lettings policy for the school, including lettings charges and any proposals or requirements for insurance cover and to keep this policy under review and recommend any changes to the governing body.

SCHEDULE 10- HEALTH AND SAFETY

1. To review and monitor the health and safety policy, and to recommend to the governing body any amendments as may be necessary.
2. To monitor the application of the health and safety policy adopted by the governing body.
3. To recommend to the governing body procedures for implementing the health and safety policy and thereafter to ensure, by means of periodic checks and reports, that those procedures are followed. Procedures for dealing with a wide variety of health and safety issues have already been provided by Telford & Wrekin Council, including those for Educational Visits and Journeys and these are adopted and monitored.
4. To recommend to the governing body a school security policy which addresses the security of pupils and staff as well as the protection of buildings and property to be reviewed regularly and to report to the governing body with recommendations where appropriate.
5. To make arrangements and establish any necessary procedures to ensure the school site is kept free of litter and refuse.

6. Through the head, to undertake the annual health and safety audit and to report to the governing body including recommended priorities for action.
7. To review and monitor documented emergency plan for the school for approval by the governing body and to make amendments as necessary.
8. To consider and recommend to the governing body suitable arrangements to ensure safeguarding and the promotion of the health, welfare and inclusion of pupils.

Schedule 4- INCLUSION RESPONSIBILITIES

- To review, monitor and evaluate the written policy for SEND provision throughout the school. To make recommendations to the full Governing Body ensuring that at all time it accords with the national policy – code of practice.
- To ensure that this policy is in line with the school's aims.
- To work with the head teacher and SENCO to monitor, agree and review the delivery of SEND provision ensuring full inclusion of all pupils, carrying out procedures/assessments in accordance with established rules or regulations.
- To ensure, in accordance with the recommendations made in the Code of Practice that appropriate provision is organised for pupils to access the National Curriculum and to recommend any changes needed to the full Governing body.
- To fulfil the Governing Body's responsibilities for the provision of accurate information regarding Special Educational Needs related to the Foundation stage and National Curriculum. Draw together related statistics for school, the LA and the DfE. This would include any preparation of statistical information in any prescribed format e.g. Prospectus, school website or Annual report to parents.
- In conjunction with the head teacher and SENCO to be involved in the preparation of the School Access Plan prior to consideration by the Governing Body.
- To monitor standards within the school and to report on the matter to the full Governing Body, focusing in particular on disadvantaged groups, including those eligible for Pupil Premium.
- To consider and approve, on behalf of the Governing Body, the statutory required I.E.P.s to be set for individual pupils.
- To ensure that there is a Drug Education Policy in place.
- To ensure that the school complies with the Equality Act 2010 and recommend to the governing body any action needing to be taken.
- To ensure through on-going monitoring that the school does not discriminate on grounds of Religion or Belief and to formally review the plan every 3 years.
- To receive, consider and make recommendations to the full Governing Body of any statements from the local community relating to inclusion matters.

- To deal with any other inclusion matters that may, from time to time, be referred to the committee by the Governing Body, Chair of the committee or the head teacher.

NB: The head teacher may decide that the National Curriculum will not apply, or will apply differently, to an individual pupil for a temporary period. The head teacher will need to inform the Governing body, LA and at least one parent of this decision. This period of time can be extended by the head teacher without the need for written consent by the Governing body or LA.

The Governing Body must hear

- Any complaints from parents and others about the school's inclusion policy according to the procedures set up by the LA
- Any appeal against a head teacher's decision to lift or change national Curriculum requirements for a child and may override the decision

