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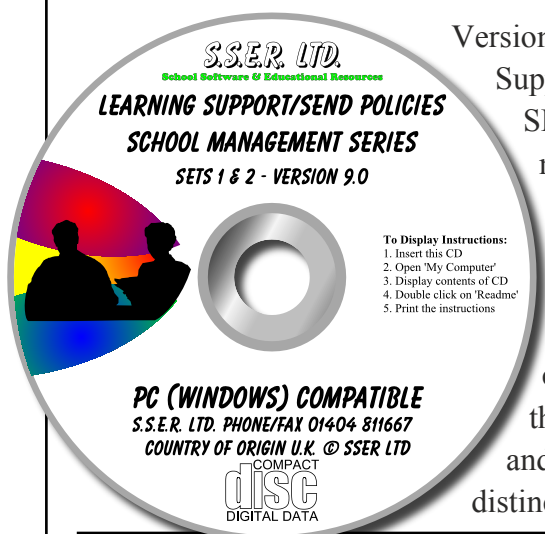
**LEARNING SUPPORT
CO-ORDINATOR**

52 SEND POLICIES

UPDATED FOR SEND CODE 2014!

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SCHOOL - LEARNING SUPPORT DEPARTMENT AIMS AND OBJECTIVES

SECTION 1. PREFACE

Since the Warnock Report of 1978, it is accepted that one fifth of the general population of students in mainstream schools might have special educational needs of some kind during their school lives. It may also be necessary for about two per cent of these children to have an Education Health and Care Plan (EHCP) under the SEND Code of Practice 2014.

The range and degree of learning difficulties, the emotional, social or mental health problems and the physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists in this school.

It should be noted that:

1. as appropriate, the aims and objectives of the LS Department relate directly to those of the School, the Statement of Principles adopted by the LA and are also based on the values derived from and are guided by the requirements of the 1981 and 1996 Education Acts, Children and Families Act 2014 and the SEND Code of Practice 2014;
2. to be consistent with the SEND code of practice 2014 the following terminology has been used.

If a young person has a significant problem(s) that hinders/prevents him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers (who attend mainstream secondary schools within the LA area) then that child has a **learning difficulty**. Such learning difficulties usually manifest themselves as the young person not learning as quickly as most other children. Such learning difficulties may be...

- a recognised condition such as dyslexia
- a disability or a medical problem
- problems in communicating with or understanding others
- problems with social conventions and social interactions
- an emotional, psychological or behavioural problem (less emphasis is placed on the behavioural problem itself and more on the causes of that behaviour).

N.B. This definition of **learning difficulty** does not apply to students who have learning solely because his/her first language is different from the language in which he/she receives his/her education.

If the child needs different or additional educational provision to that generally available to his/her peers (who attend a main stream secondary school) then that educational provision is **'special educational provision'**. A young person who has a **learning difficulty** which requires **special educational provision** is said to have **special educational needs**. Educational needs and associated provision are considered as falling under four broad categories:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health (replaced behaviour, emotional and social difficulties)
4. Sensory and/or physical

It is the SEND Code of Practice 2014 that sets out the statutory and 'best practice' ways in which a young person is identified, assessed and supported in relation to their special needs.

SCHOOL - LEARNING SUPPORT DEPARTMENT INCLUSION - GENERAL

SECTION 3 FACILITATING ACCESS TO LEARNING AND ASSESSMENT

SECTION 3a - SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Curriculum planning and assessment for students with special educational needs must take account of the nature and extent of the student's special needs. Teachers work closely with representatives of other agencies if they are also supporting the student. Early identification, assessment and provision is very important for the following reasons:

- It can minimise the difficulties that can be encountered when intervention and provision occur;
- It can improve long term outcomes for the child;
- It can maximise the likely positive response of the child;
- It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected;
- If the child's learning difficulty proves less transient when addressed by the School alone the external agencies can be brought in earlier and very likely with more success.

Students with SEND are supported through a graduated approach comprising of a four part cycle of assessment, planning, action and regular review. After an assessment of the student's needs, a plan is set up with clear targets and expected outcomes. Support and strategies are put in place for the student to achieve the outcomes set. Progress is then reviewed and plans revised accordingly. Parents', students' and subject teacher's views are invited and highly valued as a contribution to the review process. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages. In all cases we aim to help students to:

- manage their behaviour and emotions;
- safely take part in learning and physical and practical activities;
- prepare for life after school;
- develop better communication, numeracy and literacy skills;
- develop better powers of observation and description by showing them how to use all of their senses and experiences.

Areas for consideration and their associated actions are relevant to the majority of students and help find a strategy with which to address a child's disabilities or special needs. N.B. After all reasonable measures to remove barriers to learning and assessment have been taken it may still be necessary to discount certain aspects of the NC level required to make a judgement regarding that student's achievement.

GENERAL CONSIDERATIONS

Resources which:
• are other resources that are appropriate with respect to reading age and content;
• a variety of materials and resources that students can access through sight, touch, sound, smell, e.g. large print, symbol text and Braille;
• activities in which the student is interested, feels safe and is able to engage;
• use translators, communicators and amanuenses;
• provide support from adults or peers when needed;

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SET 1

27 POLICIES

FOCUSING ON STRATEGIC MANAGEMENT OF THE DEPARTMENT - FINANCIAL, PERSONNEL AND SAFEGUARDING CHILDREN.

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You can easily 'cut and paste' or adapt individual policies or policy sections to match your own specific needs and schemes of work. Improve upon your own existing policies and use the ideas in the S.S.E.R. policies to contribute to your own departmental improvement plans.



SCHOOL - LEARNING SUPPORT DEPARTMENT PARENTAL LIAISON AND INVOLVEMENT

PRINCIPLE

The Department's policy for parental liaison and involvement reiterates that of the School. Central to both policies is the tenet that, at its most effective, the education of young people is a collaborative enterprise involving teachers, parents and the students themselves.

The SEND Code of Practice (2014) puts a clear focus on the participation of students and parents in planning and decision making. Parents know a great deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful, regular and positive communications between teachers and the parents of their students and their contribution to reviews of progress and planning can hardly be over stated - this principle forms the foundation of the Department's policy on liaison with parents. N.B. The term 'parents' is employed throughout this policy to refer to parents, guardians, or others in loco parentis.

For their part in this liaison, during a normal academic year, teachers in the Department communicate with parents, directly or indirectly, by means of:

- the Department's own 'Handbook' and section on the school website, which include details of its aims and objectives, course provision, schemes of work, assessment procedures, policies, staffing, and accommodation. A shortened version of the 'Handbook' called the SEND 'Information Pack' (containing the SEND policy) is presented to the parents of all (prospective) students. Where English is not the parents' first language the School has appropriate translations.
- a range of 'standard' letters either:
 - to parents typically regarding parents evenings, open days, prize giving ceremonies, career forums, curricular changes, educational visits, visiting speakers and School or local exhibitions and workshops or;
 - to parents of individual students, concerning, for instance, achievement and progress, attendance, punctuality, or some commendatory or disciplinary matter;
- 'personal' letters or emails that address some matter(s) or incidents idiosyncratic to the student concerned, the style and manner of which often reflect the close relationship that has developed between the teacher and the parent - this may refer to matters concerning an EHCP or other issues related to the Code of Practice;
- articles in the School's termly 'Newsletter' to parents et al, in which the work and activities of the Department are regularly and substantially represented;
- twice-yearly formal reports that summarise students' achievements and progress over a specific period.

In addition to these written communications, the Department's teachers have or create opportunities to talk with parents, and to show and explain to them examples of the students' work and activities:

- during the Schools 'parents evenings' (including the annual Governors meeting for parents) and 'open days';
- during discussions with an individual student's parents, initiated at the request of either the parents or the teacher;
- during certain educational visits, School exhibitions, productions or events, in which the Department is significantly represented;
- we have an annual informal afternoon/evening session to which parents of all Year 7 students with SEND are personally invited. Parents are then shown the nature of the

SCHOOL - LEARNING SUPPORT DEPARTMENT RESPONSIBILITIES FOR SEND

The successful support for students with Special Educational Needs is a shared responsibility.

THE GOVERNING BODY

- The Governing Body will implement the Code of Practice and discharge its statutory duties by using its best efforts to secure that the needs of vast majority of SEND children are met by their school with outside help. Help from outside agencies will be procured if it is deemed necessary. All governors are aware of their responsibilities for Special Educational Needs and discuss the issues regularly.
- The Governing Body are responsible for keeping a general oversight of the School's SEND provision. The Governing Body may appoint an SEND sub-committee to do this oversight and some of its duties will be taken on by others such as the 'responsible person'.
- The Governing Body and Headteacher should co-operate in producing the School's SEND policy statement which is updated annually. Sufficient staffing, training and funding must be made available to meet the aims of the Policy Statement and resources must be used effectively.
- The Governing Body must ensure that the SEND students integrate and experience the same educational experiences as the other children, in so far as the integration meets the needs of the SEND student, the needs of other students and allows for the efficient use of resources.
- The Governing Body must produce a 'parent friendly' annual report for parents on the implementation of the School's SEND policy which should contain sections which record:
 - information about the kinds of SEND that are provided for;
 - policies for identification of students with SEND and assessment of their needs;
 - how assessment, monitoring and review have been undertaken including how parents and students are involved in the process and how records are kept;
 - the approach to teaching students with SEND including how adaptations are made to the curriculum and the learning environment;
 - the expertise and training of staff to support students with SEND;
 - how the school involves other agencies including health and social services, LA support services and voluntary sector organisations in meeting the needs of SEND students;
 - how students with SEND are included in school activities;
 - an evaluation of the effectiveness of the school's provision for SEND students.
- The Governing Body must inform parents if their child has SEND.
- The Governing Body must ensure that teachers in the school are aware of the importance of effective identification, assessment and SEND provision.
- The Governing Body must with liaison other bodies and agencies (e.g. LA, and other governing bodies) when it seems necessary or desirable to facilitate the co-ordination or more efficient SEND provision in the area.
- The Governing Body must ensure that, where the 'responsible person' has identified by the LA that a student has SEND, those needs are made known to all who work with them.
- The Governing Body should periodically review the SENDCO's progress against the requirements of the code of Practice and make appropriate adjustments.

SCHOOL - LEARNING SUPPORT DEPARTMENT LIAISON AND INVOLVEMENT WITH OUTSIDE AGENCIES

INTRODUCTION

The SEND Code of Practice 2014 includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care services. Co-operation between the School, the LA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for students with SEND. In addition, there is a statutory duty for local authorities to develop and publish a Local Offer that sets out the support available for local children and young people with SEND or disabilities. It includes details of how information, advice and support related to SEND can be accessed and how it is resourced. It will also make parents aware of the local authority's services for resolving disagreements and for mediation, and on the routes of appeal and complaint on matters related to SEND and disability.

NB: Young people (over 16 years of age) and parents of children with EHCPs have the right to request a Personal Budget which may be used for elements of education, health or social care funding. The Local Offer must provide information on Personal Budgets including a description of the services across education, health and social care that currently lend themselves to the use of Personal Budgets, how that funding will be made available, and an explanation of the eligibility criteria.

The LS Department supports a multi-disciplinary approach to maximise the educational provision for SEND students and endeavours to maintain good communication and co-operation between the relevant agencies and services. Many agencies and support services are able to help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals from education, health, care, training and Connexions services.

The SENDCO is the School's in house expert on how best to access the support services and agencies as outlined in the LA's Local Offer.

Currently, the LS Department works with the following services which are provided by the LA and the Health Authority:

- Educational Psychology Service;
- LSCB (Child Protection and Child Guidance Services);
- Student Support Service;
- Literacy Support Service;
- Special Educational Needs Assessment Service;
- Specialist Careers Officers (Connexions Service);
- Speech Therapy;
- Physiotherapy;
- Occupational therapy;
- Student Welfare Service;
- Advisers with an expertise in using ICT to enhance the provision for SEND;
- Special Needs Teaching Team - staff specialising in supporting students with:
 - hearing impairment;
 - visual impairment;
 - Downs Syndrome;
 - autism;

SET 2

25 POLICIES

FOCUSING ON IMPROVEMENT OF BOTH TEACHING & LEARNING PARTICULARLY INCLUSION, LITERACY, NUMERACY & ASSESSMENT.

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SCHOOL - LEARNING SUPPORT DEPARTMENT THE DEVELOPMENT OF SPELLING SKILLS

INTRODUCTION

Perhaps the most important aspect of helping to improve spelling is to try to ensure that students do not see themselves as poor spellers who cannot be taught how to improve. It may be that they do not have a good memory for certain things, such as the order in which letters should go. However with commitment and hard work from the student, the right kind of help, lots of support and encouragement, and a belief that they can learn to spell better, many will become competent spellers. If spelling is not taught well, students' written work may deteriorate, i.e. they may become worse at using their existing knowledge about word structure and dealing with new words. The teaching process emphasises small steps and student success. The Department sees the development of a positive self-concept central to the learning process.

There are some fundamental principles on which this policy is based:-

- correct spelling is crucial in any form of written work, be it hand written or computer generated.
- spelling is a skill that can be taught and learnt.
- spelling failure can occur throughout the ability and age range.
- all students can improve on their spelling as long as:
 - i. they are shown how.
 - ii. they are willing to learn.
 - iii. they have confidence in their ability to improve and do not see themselves as poor spellers. The dangers of the self-fulfilling prophecy cannot be over-stressed.

ASSESSMENT

All students entering Year 7 complete a 'Graded Spelling Test'. Spelling ages are compared with reading ages and non-verbal test scores. Specimens of the student's written work are considered when making a decision whether to provide support. Students likely to receive support are generally functioning at National Curriculum (English) Key Stage 3 AT4 levels 2 and 3. A Diagnostic Spelling Test is administered to students receiving support providing information needed to set up an individual Spelling Programme to be followed over a number of weeks.

IMPROVING SPELLING

A variety of methods may be used to help students improve their spelling skills. However praise should always be given for content, ideas and effort to increase the student's sense of achievement and motivation.

BASIC SIGHT LIST

Many common words are irregular in their spelling. The most frequent type of error made by poor spellers is a phonetic approximation. The Department has produced a booklet of frequently used words in children's writing. Students are taught how to 'look it up, recite it, and check again'. Parents are encouraged to use the booklets with their child. The booklet too difficult a short list of one syllable words are provided.

PHONICS

Regular spellings may be sounded out syllable by syllable for a long word. The word is monosyllabic.



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These S.S.E.R. policies emphasize the shared responsibility for a child's learning. This resource pack will help you to formulate and develop quality school policies and implement effective INSET and performance management.

SCHOOL - LEARNING SUPPORT DEPARTMENT
INFORMATION COMMUNICATION TECHNOLOGY

Section 1 Introduction

As well as each student having a right of access to the National Curriculum (includes ICT) the Code of Practice has emphasised the right of the SEND student to have access to ICT as a means of meeting their Special Educational Needs. The support process and SEND thresholds describe the Code of Practice can be used to provide a differentiated support programme and explicit details of the EHCP targets, actions and outcomes can then be described. The Code of Practice expects the LA to look for evidence of training in the use of ICT so the child is able to use technology across the Curriculum and wherever appropriate at home.

In developing the use of ICT in its work the Department consults regularly with the Co-ordinator. In addition to using ICT to help identify, assess and address special needs the Department also seeks to help its students:

- to develop their understanding of the use and effects of ICT, and their confidence in employing it;
- to use ICT as a stimulating medium for learning and reinforcing basic skills;
- to become increasingly familiar with the hardware and software, and hence to become more aware of when and how to employ it in their work;
- to become increasingly and appropriately self-sufficient as learners.

ICT can provide powerful, interesting and helpful resources to help address a multitude of Special Educational Needs. However proper identification and assessment may often indicate that it is the simplest of low-tech solutions that is appropriate. ICT will rarely provide an instant solution to long standing, complex learning difficulties such as Dyslexia but ICT and especially multi-media systems can:

1. Provide help in the identification and assessment of learning difficulties.
2. Provide partial or complete solutions to specific and general learning difficulties by:
 - patiently teaching and practising important skills such as:
 - i. sequencing;
 - ii. storage, retrieval and manipulation of information, e.g. information can be associated with an image, a sound, and a hand movement to maximise recall;
 - iii. arithmetic and multiplication tables;
 - iv. recognising the difference between left and right;
 - v. organisation and planning of their thoughts and work;
 - stimulating the senses and helping to develop reflexes and motor control especially via educational games, e.g. senses can be enhanced by improving the degree of discrimination between different symbols and sounds;
 - giving a student a feeling of achievement and in so doing providing that student with a higher degree of motivation and self-esteem. This can be done by allowing them to check and correct their work before presenting it. Exercises which were repetitive, boring and possibly embarrassing for the learner can become positive experiences offering interaction between the learner and the computer;
 - develop social skills, e.g.
 - i. learning through ICT often requires active interaction between a student, teacher and computer (through the screen display and print-outs);

SCHOOL - LEARNING SUPPORT DEPARTMENT
IDENTIFICATION, ASSESSMENT, RECORDING AND REPORTING

EDUCATION, HEALTH AND CARE PLANS (EHCPs)

EHCPs outline the provision required to meet assessed needs to support the student in achieving their educational, health and social care needs. The Department has produced a booklet of frequently used words in children's writing. Students are taught how to 'look it up, recite it, and check again'. Parents are encouraged to use the booklets with their child. The booklet too difficult a short list of one syllable words are provided.

The EHCPs should be clear, concise and accessible. The EHCPs should be SMART (Specific, Measurable, Achievable, Realistic, Time-bound). The plans should also describe positively what the child can do and has achieved. EHCPs will continue into further education and training and for students who will continue up to the age of 25.

The EHCPs should be reviewed every 12 months (annual review) and focus on the student's progress towards the outcomes specified. The annual review considers:

- the special educational provision made for the child or young person to ensure it is being effective
- the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes
- whether changes are required to the EHCP including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHCP should be discontinued

INVOLVING THE CHILD AND PARENTS

The SEND Code of Practice (2014) puts a clear focus on the role of parents and students in decision making. In line with this, where a student is receiving SEND support, the school actively seeks participation from the parents and students when gathering information for assessment, setting outcomes and reviewing progress.

The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer and if the student is consulted then his/her self-esteem and confidence often benefit. Successful education is dependent on the active and positive participation of parents/student/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicate that a child has SEND. The parents are spoken to and consulted along with the student with respect to background history, current and future needs and aspirations. The dialogue with the parents and student should:

- contain an explanation of the purpose of any assessment arrangements;
- discuss arrangements for keeping parents informed of outcomes;
- occur within a system that:
 - i. has a structure that encourages and records the child's comments;
 - ii. has a structure that facilitates systematic feedback to the child.

Once that identification, assessment and intervention have taken place, students and parents are kept regularly informed by a variety of means, e.g. personal contact, reports and reviews of individual education plans or EHCPs. Case conferences are organised as appropriate and

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SCHOOL - LEARNING SUPPORT DEPARTMENT JOB DESCRIPTION - SENDCO

Job Title: Special Educational Needs & Disability Co-ordinator (SENDCO or SENDCO)

Responsible to: The Headteacher and SLT link

OVERALL RESPONSIBILITY

- To oversee the day to day operation of the school's SEND policy in accordance with SEND Code of Practice 2014.
- To provide clear, cohesive leadership and direction in teaching and learning in the subject area and manage and motivate teaching and support colleagues in developing innovative teaching strategies to enhance the quality of teaching, learning and achievement.
- To build and develop a subject specialist team, working to enhance the teaching skills of others through ensuring continued professional growth and career development for staff.
- To contribute to the strategic development of the school by implementing whole school new initiatives, monitoring and reporting on key outcomes, to ensure the department meets academic targets as well as meeting the requirements of *Every Child Matters*.
- To take responsibility and be accountable for student attainment and achievement, by tracking student progress and supporting individual students' learning needs
- To ensure that the school keeps records of all students with SEND (including those without an EHCP) and that their progress is monitored through a graduated approach of assessment, planning, delivery and review.
- To be aware of the provision in the Local Offer and be able to work with professionals from education, health and social care and other relevant outside agencies providing a support role to families to ensure that students with SEND receive appropriate support and high quality teaching.

SECTION 1 - GENERAL MANAGEMENT DUTIES

Leadership

- Contribute to the overall strategic direction and delivery of the school's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the organisation.
- To champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.
- Scrutinise and monitor the performance and effectiveness of the Department in delivering the School's aims and objectives.
- Play a major role in the School's leadership team, assisting the Headteacher in creating a vision, sense of purpose and pride about the Department and its work.
- Contribute to the School Evaluation Form and ensure the Department contributes towards the setting of targets and works towards achieving them.
- Demonstrate strong leadership, through strategic and analytical capabilities, in the development of all aspects of the School, including its SEND provision, policies and their implementation
- Proactively devise and implement departmental rules and procedures within relevant school policies.
- Co-ordinate the production and maintenance of the Department handbook, and implement, monitor and evaluate all of its policies and documentation.
- Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the department.



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