



Special Educational Needs Policy

Currently under review.

Definition

Children have special educational needs if they have a learning difficulty that requires special educational provision to be made for them.

Children have a learning difficulty if they: -

- a) Have significantly greater difficulty in learning than the majority of children the same age; or
- b) Have a disability that prevents or hinders them from making use of the educational facilities generally provided for children of the same age in schools in the Local Authority.

Special educational provision means educational provision that is additional to or different from the educational provision made generally for children of their age in schools maintained by the LA other than special schools.

(Education Act 1996)

Areas of Need (SEN Code of Practice 2014)

- Communication and interaction
- Cognition and learning
- Social, Mental and Emotional Health
- Sensory and physical needs

This policy document is based on the recommendations of the County's policy for Special Educational Needs and the Statutory Requirements of the Education Act 1996, The Special Educational Needs and Disability Act 2001 and the Special Educational Needs Code of Practice (revised 2014).

The fundamental principles of these are as follows: -

- A child with Special Educational Needs should have their needs met
- The Special Educational Needs of children will normally be met in mainstream school
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- A child with Special Educational Needs should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the National Curriculum (SENCOP).

A critical success factor of this policy is to ensure that the culture, practice, management and deployment of resources are designed to ensure that all children's needs are met and therefore this document should be viewed as part of the Whole School Development Plan

with implications for departmental planning, curriculum development, inclusive schooling, equal opportunities, assessment recording and reporting, teaching methods and flexible learning strategies.

A child with Special Educational Needs should have their needs met.

Identification and Assessment

In the case of a child who has an Education Health Care Plan or Statement of Special Educational Needs liaison begins in Year 5 when the Special Educational Needs Co-ordinator (SENCO) should be invited to attend the Annual Review at the primary school so that clear recommendations can be made about the type of provision the child will require at the secondary stage and parents can visit secondary schools to consider appropriate options within similar timescales to other parents. For all other students, the process of identification and assessment normally starts through liaison with Primary School Heads, class teachers, the Assistant Head with responsibility for transfer, the Head of Year, SENCO and parents during the year prior to transfer. For transfer after the end of KS2 liaison is between parents, the appropriate Head of Year, SENCO, if necessary, and pastoral head and SENCO of the student's previous school.

The results of KS2 SATS, and the results of standardised screening tests carried out during the first weeks of Year 7 (CAT Testing, Graded single Word Spelling Test and Free Writing) of all children are collated and distributed to all Heads of Department and Head of Year by the Head of Supportive Education.

On the basis of these, consultation with previous and present teachers, and observation of Year 7 classes by Supportive Education staff a decision is made on the kind of support to be provided. Specific requests for support are also considered from parents, teachers and students. The Supportive Education Department endeavours to assess, identify and intervene as far as is possible within the limits of the resources available.

Heads of Year take the lead in monitoring and reviewing the progress of students who give cause for concern because of their behaviour and/or social and emotional development as they have an overview of the child's learning across the curriculum.

Parents are informed of their child's need and are invited to discuss their concerns immediately, if necessary. Parents are invited to regular meetings with Supportive Education staff as part of the Individual Provision Map (IPM) review cycle.

A graduated approach is begun by the drawing up of an Individual Provision Map (IPM) designed by Supportive Education Department staff that records,

- The child's strengths and needs
 - Short term targets set whenever possible in consultation with parents and the child
- Useful teaching strategies
- Extra provision when necessary
- Success criteria
- Current levels of achievement
- Preferred styles of learning
- Outside agency support
- Stage on the Code of Practice
- Advice offered by external agencies where appropriate

This is distributed to all staff. Staff from Supportive Education, parents and student review the IPM regularly. The SENCO maintains a register of Special Educational Needs and the student is recorded as being at the SEN Support stage if appropriate. Assessment is continuous and if the child no longer requires provision that is additional to or different from the usual differentiated school curriculum he or she is removed from the register and there is no further intervention. If, however, little or no progress is made, in consultation with parents, advice can be sought from external agencies and additional or different strategies will be put in place and the IPM modified to reflect this. Further assessment of the student's needs may be made.

The intervention is monitored and reviewed as before. The student remains at SEN Support on the SEN register. In a very small number of cases, if little or no progress is made, an application for Top Up funding may be submitted to the LA, again in consultation with parents which may lead to resources being awarded to support the student or an Education Health Care Plan being provided by the Local Authority which gives clear and detailed information about need and provision with specification of monitoring arrangements.

The Special Educational Needs of children will normally be met in mainstream schools. (Inclusion)

All teachers are teachers of children with special educational needs. Teaching such children is a whole school responsibility (SEN Code of Practice 2014).

The responsibility for providing access to the curriculum for children with Special Educational Needs rests with each subject department. Support and advice will be provided by the Supportive Education Department.

Each member of staff receives details (via the intra net) of those students with an identified Special Educational Need at the beginning of each school year which is to be kept in the member of staff's teaching file along with general information about characteristics and useful strategies for students with a variety of SEN (for example Dyslexia or Attention Deficit Disorder).

All teachers of a student who has an IPM receive a copy of it. A copy is also made available to all teaching and support staff in school.

In order to ensure curriculum access for all students, subject departments need to consider and adapt, if necessary, the following factors:

- *Classroom organisation and management*
- *Development and presentation of materials and resources to respond to students' diverse needs*
- *Assessment of students and the setting of suitable learning challenges*
- *Teaching styles suited to a variety of learning styles found within any classroom.*

Departmental development plans require regular review so that the needs of all students found within the wide spectrum of a mainstream school are met.

Support can be offered by the Supportive Education Department in several ways:

- *Advice on the provision and design of resources and materials*
- *Advice on using a variety of teaching styles*

- *Advice on the nature of a variety of Special Educational Needs*
- *Co-operative teaching where timetabling allows*
- *In-class support for a group of students with Special Educational Needs either by SEN teacher, classroom assistant or 6th form volunteer*
- *Small group work in English for those students with literacy difficulties.*
- *A 'listening' colleague*
- *Liaison with parents*
- *Liaison with outside agencies.*
- *Individual pupil support*

Students with an Education Health Care Plan sometimes have, detailed within the plan, extra classroom assistant or teacher provision.

SENCO, Assistant head teachers overseeing the Key stages 3 and 4, IRC teacher, Connexions officer and Heads of Year meet half termly to review progress of students with identified barriers to their learning and to discuss strategies. There are also regular meetings with external agencies such as County Educational Psychology Service, Education Welfare, School Paediatrician, Connexions, Social Services, Behaviour Support Team and other specialist agencies.

The views of the student should be sought and taken into account

Wherever possible and practical, within the constraints of mainstream teaching, it is considered good practice to involve the student in setting the targets on his/her IPM. Being involved in decision-making helps the student's self-esteem. A student cannot achieve a target if he/she does not know what it is.

Students are encouraged to attend the IPM review with their parents at regular meetings in Supportive Education Department. For EHCP students their views and parents are sought and recorded before the annual review by SENCO. Attendance at such a meeting with so many adults present may be over facing but they are encouraged to attend.

Students' views should be carefully considered at the transition from KS3 to KS4 and KS4 to KS5. Students with Special Educational Needs have early access to Connexions Personal Advisors (PA's). Pastoral staff and Supportive Education Department staff encourage students to have high aspirations and to investigate their options for post 16 opportunities.

Parents have a vital role to play in supporting their child's education.

Parents are informed, in writing, as soon as their child's Special Educational Needs have been identified and invited to discuss any concerns. They are invited to regular reviews of their child's IPM. At review meetings Supportive Education staff are encouraged to

- Acknowledge and draw on parental knowledge and expertise
- Focus on the student's strengths as well as needs
- Be aware of parents' feelings
- Ensure parents understand procedures and how to access support (Parent Partnership)
- Respect the validity of differing view points and be constructive in reconciling them
- Respect the differing needs parents themselves may have

- Recognise the need for flexibility in the timing and structure of meetings (SENCOP).

A student with Special Educational Needs should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the National Curriculum.

Subject specialists teach all students in mainstream groups. Students with literacy difficulties are taught in small groups for English with an individual programme of work designed by Special Educational Needs specialists to address each student's learning needs. The programme also covers National Curriculum targets in English. As soon as a student's literacy competency is at a functional level he/she returns to a mainstream English group. The Supportive Education Department works closely with the English Department.

Subject departments are encouraged to provide access to their curriculum area by providing:

- Differentiated materials and resources
- A variety of teaching styles
Alternative courses leading to recognised National Qualifications
- Flexibility at KS4
- On going assessment and evaluation of teaching strategies
- Effective deployment of teaching assistants.

Consistency in literacy across the curriculum and expectations of good behaviour help all students to know how to achieve what is expected of them. There is a need to acknowledge that we have a further commitment to support those students who have difficulty in meeting these expectations.

A member of Supportive Education Department attends all cross- curricular meetings and a representative attends departmental meetings. In addition there is a Special Educational Needs Links Committee that is cross curricular in nature and meets regularly. Its purpose is to disseminate information and discuss policy and practice of Special Educational Needs issues. Teaching assistants attend departments during break to present opportunities to share information/plan support.

Conclusion

The key issues that are essential to the implementation of an inclusive policy for Special Educational Needs are the entitlement of each student to a broad, balanced and appropriate curriculum and the co-operative partnerships of students, teachers and parents. These key issues are the responsibility of the whole school community.

This policy is reviewed annually.