

SEN Statement

At Upton-by-Chester High School we believe it is the right of every child to access an education in which the barriers to learning are minimized. We strive to support the needs of individuals in order to provide a broad and balanced curriculum for all our children.

Aims:

- To encourage every child to reach their full learning potential
- To enable every child to become independent in their learning
- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure that all children receive a differentiated curriculum which is appropriate to their individual needs and abilities
- To identify the additional needs of pupils as early as possible and make provision to meet those needs
- To invite parents to become involved in supporting their child's learning and to keep parents informed about their child's progress
- To assess pupils before and after an intervention in order to measure progress

Additional Needs

A child has Special Educational Needs if he or she 'has a learning difficulty which calls for SEN provision to be made for him or her' (SEN Code of Practice). Children who fail to thrive may be placed on our Special Needs register to enable us to monitor their progress more closely or may be placed on our SEN register. However many children may need additional provision at some point in their school career. This may be a temporary provision which may not require them to be placed on our school SEN register.

Staffing, Roles and Responsibilities

Class teachers will ensure that they provide quality first teaching and a curriculum which is appropriately differentiated to enable access by all pupils. They will regularly assess the progress of pupils in their class. When a child is making insufficient progress the class teacher will provide additional provision, which may be an adjustment to quality first teaching in class or an intervention.

Teaching Assistants may work on specific interventions or targets with pupils and will liaise with the class teacher and SENCo to discuss progress.

The SENCo will monitor SEN provision in school, liaise with staff, parents and external agencies, will build on resources and co-ordinate staff training on SEN/AN issues.

All staff are encouraged to attend courses which will help them to acquire the skill needed to work with pupils with additional needs.

Early Identification and Provision

All teachers are responsible for identifying pupils with additional needs and, in collaboration with the SENCo, will ensure that appropriate additional or different support is put in place. Early identification of pupils with additional needs is a priority. From entry in year 7 our children will be appropriately assessed so that we can ascertain progress. Assessment will include:

- Evidence obtained through teacher observation
- Information from parents and carers
- Reports from external agencies, such as Speech and Language Therapists
- Progress in relation to Assessing Pupils' Progress objectives
- Children's performance in relation to age-related expectations and national outcomes
- Standardized screening and assessment tools

Range of Provision

Wave 1

All pupils will receive quality first teaching which will give children access to a range of learning styles and will be differentiated to include the abilities of all children. Support will also be provided through additional resources, displays and class organization.

Wave 2:

Some pupils may need an intervention to boost their progress. These will be small group interventions carried out by a teaching assistant or class teacher, of short duration, targeted and measured.

Wave 3:

Pupils may require more significant support in their learning. At this point the school will contact the appropriate Assessment and Monitoring Team for additional support.

Monitoring Provision

In addition to the in class monitoring processes, pupil's progress will be tracked throughout school to help inform Additional Needs Provision. Additional provision will be monitored by the class teacher, teaching assistant (where the teaching assistant is helping to implement the intervention) and SENCo. Diagnostic tests will be used to help inform about the success of an intervention. Parents and pupils will be invited to take part in monitoring and assessing progress.

Partnership with Parents

Our staff firmly believe that by developing a strong partnership with parents, we can enable our pupils with additional needs to achieve their potential. We recognize that parents have a

unique role in identifying and helping to support their child's needs. Parents will be invited to engage with the class teacher, teaching assistant and SENCo to bridge gaps in children's understanding and maximize the potential of an intervention. Where outside agencies are to be involved, parental permission will be sought and parents will meet with appropriate external support staff, class teacher, teaching assistant and SENCo.

Additional Needs - Categories and Procedures

MONITOR: if a pupil's progress falters the class teacher may decide to monitor them closely and support him/her in class through quality first teaching, with further differentiation and additional resources to support learning. They may also receive a specific intervention.

When a child is achieving significantly below age-related expectations they will be placed on our SEN register. In addition to quality first teaching they may receive an appropriate Wave 2 intervention.

SEN SUPPORT: if insufficient progress is made despite a child receiving wave 2 support, the school may contact the appropriate AMT. The AMT will work with the pupil, parents, class teacher, teaching assistant and SENCo to put appropriate provision in place.

STATEMENT/EDUCATION HEALTH CARE PLAN: occasionally the LEA will make and maintain a statement of SEN/EDUCATION HEALTH CARE PLAN.

Complaints Procedure

The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Additional Needs Policy and Review

The school considers the Special Needs Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review will be used to inform the School Development Plan.

This policy is reviewed each year