

STOCKSBRIDGE HIGH SCHOOL

☆ SUPPORTING LEARNING

SPECIAL EDUCATIONAL NEEDS POLICY 2004-2005



Maths &
Computing



2001 - 2002 - 2003



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Definition of Special Educational Needs

In line with the DfES Special Educational Needs Code of Practice 2001, students have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Students have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability which prevents or hinders them 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

The Code classifies Special Educational Needs as relating to the broad areas of 'communication and interaction', 'cognition and learning', 'behavioural, social and emotional development' and 'sensory and/or physical' .

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any student who has special educational needs and how those needs are made known to all who are likely to work with them. The school attempts to ensure that teachers in the school are able to identify and provide for those students who have special educational needs, allowing students with special educational needs fully participate in school together with other students, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

This policy should be read in conjunction with other policies, especially the whole school's:

Inclusion Policy 2003

Accessibility Plan 2002-5

Equal Opportunities Policy

Racial Discrimination Policy

Looked After Children Policy

Parent Partnership

The school will have regard to the Code of Practice when carrying out its duties towards all students with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Student Participation

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Special needs principles

The school has identified the following principles that guide the support we offer to children with special educational needs.

- To have an awareness of the student as a whole person and to see him or her in the context of the other factors in life which contribute to learning, behaviour and state of mind.
- To improve students' standards.
- To value all students equally.
- To enable all students to fulfil their potential.
- To encourage all departments to include learning support development within their Development Plans.
- To build confidence and foster positive attitudes amongst peer groups.

Identification, Assessment and Provision

A wide range of provision for students with special educational needs is made across the school. In addition to the governing body, the head teacher, the SENCO/Inclusion Manager and Learning Support team, all other members of staff have important responsibilities.

All teachers are teachers of students with special educational needs.

Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision to support their progress.

Additionally, support staff such as Lunchtime Supervisors receive awareness training in issues related to special needs, and are encouraged to take a part in the support process.

Transition arrangements

Primary Transition:

- The SENCO attends Y5 and 6 Annual Reviews to meet the child and all involved.
- Phased transition arrangements are made if appropriate to allow individual students extra orientation visits.
- During the Summer Term, the SENCO visits the feeder schools together with the Head of Year in charge of transition, to meet the children and to gain pieces of work and detailed information from the classteachers and SENCOs.
- Primary Records of Achievement, National Curriculum levels and the Special Needs register are also passed on.
- There is an open-evening for parents of Year 6 students.
- Some students are identified to attend the 'Getting to Know You' Day.

Post-16 Transition:

Links have been made with the Sheffield College and students in Year 11 attend familiarisation sessions and link courses across a number of areas of the college. The SENCO has regular contact with the Connexions Service and representatives from the service attend Annual /Transition Reviews. Students with Special Needs are also given early careers interviews allowing for further interviews where necessary.

Graduated response

In order to identify students who may have special educational needs, the school:

- uses transition information as outlined above,
- examines progress through information from end of Key Stage test scores,
- uses concerns raised by teacher observation,
- uses results from standardized screening or assessment tools,
- responds to parental requests,
- responds to students' request for support.

In so doing, care is made to

- ensure that ongoing observation and assessment provides feedback about student's achievements to inform future planning of the student's learning,
- ensure opportunities are made for the student to show what they know, understand and can do through the pastoral programme
- involve the student in planning and agreeing targets to meet their needs
- involve parents in developing a joint learning approach at home and in school.

Students identified as having special educational needs, are offered support at *School Action* and *School Action Plus*. This is a graduated response as identified in the Code of Practice to meeting special educational needs, from initially using classroom and school resources, to specialist support within school, to requesting outside agency support or occasionally requesting formal assessment.

Records are kept in locked filing cabinets, though the school is currently devising an improved, clearer system of electronically recorded information.

The role of the SENCO

The present SEN Coordinator (SENCO) role encompasses the role of Inclusion Manager, which has a wider brief. The SENCO role, in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of students with SEN.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy, fulfilling statutory requirements according to the Code of Practice, regularly reviewing the policy and ensuring its dovetailing with the School Improvement Plan.
- liaising with and advising fellow teachers
- managing the SEN team of teachers and learning support assistants
- coordinating provision for students with special educational needs: Identification and screening, assessments, devising schemes of work, implementing, teaching, monitoring, evaluating, recording and reporting. Updating and supervising records on students with special needs and communicating to staff.
- managing capitation and resources
- overseeing the records on all students with special educational needs
- liaising with parents of students with special educational needs
- liaising with colleagues from primary phase, Post-16 colleges and training providers,
- liaising with external agencies including the LEA, support and educational psychology services, examination boards, the Connexions PA, health and social services and voluntary bodies,
- reporting to governors
- contributing to the in-service training of staff
- Attending LEA training and other courses as appropriate and disseminating information.

Monitoring student progress

Students identified as having special needs either through the processes above at transition or by subsequent review and identification, may be offered support within school which is over and above that which is normally available to a particular class or subject through:

School Action

In this case, school provides a variety of interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

The triggers for intervention through *School Action* could be concern, with evidence, that despite receiving differentiated learning opportunities, the student:

- makes little or no progress even when teaching approaches are targeted particularly in identified areas of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas,
- presents persistent emotional and/or behavioural difficulties, which are not improved by the strategies which are part of the school's behaviour policy,
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment,
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision made.

In consultation with parents, the school SENCO may offer further assessment, and then plans and provides appropriate support for the student, in discussion with colleagues. The student continues to access the curriculum alongside peers. In some cases outside professionals from health or social services may already be involved with the child, in which case, appropriate liaison will be made, with parental agreement.

Nature of intervention

This might include:-

- different learning materials or special equipment,
- group or individual support, from Care Assistants and Learning Support Assistants
- withdrawal for specific programmes of work with the SENCO or a Learning Support teacher,
- provision of a programme which can be implemented at home,
- Support from a Learning Mentor

- time-out negotiated through the Referral Group to S.T.A.R. (the school's Learning Support Unit.)
- Inclusion on a specific pastoral programme run by Learning Mentors and/or others.

School may also access LEA support services for one-off occasional advice on strategies or equipment or for staff training to help to provide effective intervention without the need for regular or ongoing input from external agencies. Staff development and training regularly takes place, aimed at increasing staff awareness and introducing more effective strategies.

Individual Education Plans

Strategies identified to enable the student to progress are recorded within an Individual Education Plan (IEP). The IEP includes information about:

- the students' needs
- the provision to be put in place
- suggested teaching strategies
- the short-term targets set for or by the student
- parental involvement
- when the plan is to be reviewed

Group Education Plans:

Students receiving support in a withdrawal group, where needs are provision is common to all, have a Group Education Plan (GEP) which includes similar information to the IEP above.

Outcomes from IEP /GEP reviews are recorded on an accompanying pro-forma. The IEP records that which is additional to or different from the differentiated curriculum provision and focuses on three or four individual targets to match the needs. The IEP will be reviewed at least twice a year when parents' views on their child's progress will be sought. The students are invited to contribute to the review process and are involved in setting the targets.

School Action Plus

This draws in involvement of external services such as support teachers, educational psychologists etc. A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP. At *School Action Plus* external support services will usually see the child, so that they can advise subject and pastoral staff on new IEPs, with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for *School Action Plus* could be that, despite receiving an individualized programme and/or concentrated support, the student:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of students of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite support,
- has sensory or physical needs, and requires additional specialist equipment or requires regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services use student's records and discussion with staff to establish which strategies have already been tried and targets previously set. The external specialist may act in an advisory capacity, provide additional specialist assessment or work with the student directly. The resulting IEP for the student will set out new strategies for supporting the student's progress with the strategies specified in the IEP. Delivery of the IEP will be shared by teaching and support staff. Parental support and contributions are always part of the process.

If the SENCO and the external specialist consider that the information gathered about the student is insufficient, and that more detailed advice must be obtained from other outside professionals, this will be discussed with parents and their consent is requested.

School request for statutory assessment

For a few students the help given by schools through *School Action Plus* may not be sufficient to enable the student to make adequate progress.

'High Incidence' Special Needs:

Students with needs related to *General Learning Difficulties*, *Specific Learning Difficulties* or *Emotional and Behavioural Difficulties* are provided for through funding delegated to the school by the LEA for appropriate use with those students.

'Low Incidence' Special Needs:

It may become necessary for the school, in consultation with the parents and any outside agencies already involved, to consider making a request to the LEA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LEA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing :

- the school's action through *School Action* and *School Action Plus*
- individual education plans for the student
- records of regular reviews and their outcomes
- the student's health including the student's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist
- support teacher or an educational psychologist
- views of the parents and of the student
- involvement of other professionals
- any involvement by the social services or education welfare service.

When the LEA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the student's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a **Statement of special educational needs**.

Annual review of a statement of special educational needs

All statements will be reviewed at least annually with the parents, the student, the LEA

and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the statement. The annual review focuses on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in Year 9 begins the process in preparing for the student's transition to employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young person's statement and draw up and review the Transition Plan. This also must involve the Connexions Service.

Current SENCO/Inclusion Manager: Liane Taylor
Current SEN Governor: Sandra White

The success of the school's SEN policy will be judged against the principles set out within it. The Governing Body's Annual Report will detail the successful implementation of the policy and will monitor the effectiveness of provision made. Sandra White is currently the named Governor with a particular interest in SEN, and is closely involved with the school in a number of ways, including her membership of the Healthy School Standard committee and the school's Validation Board.

DETAILS OF HOW THIS POLICY IS PUT INTO PRACTICE CAN BE FOUND IN SEPARATE DOCUMENTATION.

Please note:

We will be happy to provide an enlarged version of this policy and any others on request.