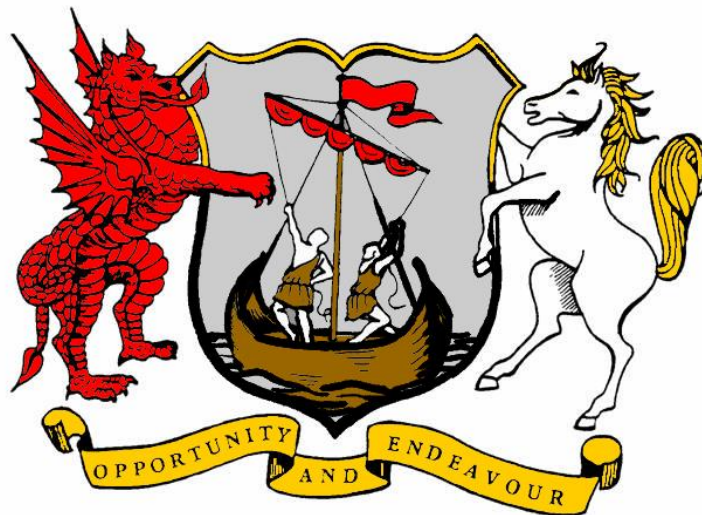


HAYGROVE SCHOOL



SEN POLICY

LINKS: Disability Policy, Disability Scheme

<https://www.somersetchoices.org.uk/>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

DATE: January 2015

POSTHOLDER RESPONSIBLE: Mrs S Hannigan – SENCo and Assistant Headteacher

GOVERNORS COMMITTEE: People and Performance

DATE SENT TO COMMITTEE:

DATE SENT TO FULL GOVERNORS FOR RATIFICATION:

SPECIAL EDUCATIONAL NEEDS POLICY

INTRODUCTION

‘The major factors which appeared essential (in the best and most influential of school policies) were clear support from the senior management of schools, and for one suitably qualified member of staff to act in a coordination role from the initial discussions to the implementation of the policy.’ – From HMI Report. ‘A Survey of Students With Special Educational Needs in Ordinary Schools.’

PRINCIPLES UPON WHICH POLICY IS BASED

- The National Curriculum is an entitlement of ALL students.
- Learning support should be from within the curriculum and the classroom, as far as possible.
- Withdrawal from the mainstream classes should only be for fairly short periods and for specified purposes. Students are given support in order to gradually increase their independence in learning and to enable them to participate with enhanced confidence in mainstream lessons.
- Curriculum support for individual special need, designated at previously (18-20% of the total school cohort) 10% -15% of the school population at any one time, should be the responsibility of each department, in consultation with additional needs support staff.
- Special Educational Needs (Somerset uses the term ‘additional’ rather than ‘special’) should encompass all students from the most able to the least able.
- A report on HMI states ‘The Special Educational Needs Coordinator (SENCo) should be an experienced teacher with a significant period of training in SEN work, supported by senior management. All staff should know about the coordinator’s role within the whole school policy for SEN. The person should have suitable time for both the teaching and coordinating aspects of the role.’ Good practice was seen ‘where SEN Coordinators were able to spend time in classrooms with colleagues, helping with the assessment of suitable student management strategies’.

SPECIAL EDUCATIONAL NEEDS POLICY

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

For the purpose of this policy statement the definition of Special Education Needs will include:

- Cognition and Learning see SEN COP 7.58 – 9 (DfES Nov 2001).
- Communication and Interaction see SEN COP 7.55 – 7.
- Behaviour, Emotional and Social Development see SEN COP 7.60 – 61.
- Sensory and/or Physical Needs see SEN COP 7.62 – 3.
- Medical Conditions see SEN COP 7.64 – 7.
- Gifted and Talented Students. These students are listed in the school's Most Able Register.

In terms of Learning Difficulty a child is considered to have such a difficulty if she or he has a significantly greater difficulty in learning than the majority of children of the same age.

In terms of the National Curriculum programme of study students with Learning Difficulties will be operating at levels below that expected of their peer group. For example, on transfer from primary to secondary school, students would be expected to be working in Level 4 in English, Mathematics and Science. Level 4 is considered appropriate for the majority of children aged 11. More able students may be working beyond this level.

In terms of Behavioural Difficulties a child is considered to have such a difficulty if he or she has a significantly greater difficulty with any aspect of school life than the majority of children of the same age. The school's behaviour policy details information related to these students.

SPECIAL EDUCATIONAL NEEDS POLICY

OBJECTIVES OF THE SPECIAL EDUCATIONAL NEEDS POLICY

The main aims, of the school's policy are to ensure that students with Special Educational Needs are:

- Identified as early as possible and supported with appropriate provision to successfully address their needs.
- Given access to a broad and balanced education, including the programmes of study within National Curriculum subjects.

This will be accomplished through:

- Overview of the operation of the policy by the Curriculum Committee of the Governing Body and by a Governor with special responsibility for Special Educational Needs.
- A member of staff being designated as Special Educational Needs Coordinator (SENCo) to ensure day to day operation of the school policy.
- The identification of the needs of students on transfer to Haygrove and as necessary throughout their career at school. Fuller details are referred to in Identification and Assessment Procedures.
- Ensuring that appropriate systems are in place to inform teaching staff (and non-teaching staff as necessary) of the needs of individual students.
- Assigning all students to mixed ability tutor groups on admission to assist students to participate in the social and extra curricular activities of the school.
- Involving students in setting targets and monitoring progress to support student motivation and understanding of their learning and behaviour.
- Informing and including parents/carers in the programme of support for students to establish the greatest possible degree of partnership between parents, students and school.
- Involving other agencies as appropriate in the programme of support for students to ensure any necessary multi-disciplinary approach to the resolution of issues.
- Prioritising spending according to level of need. However, emphasis on preventative work means that spending is greatest in Key Stage 3 and, in particular, in Year Seven.

SPECIAL EDUCATIONAL NEEDS POLICY

IDENTIFICATION AND ASSESSMENT PROCEDURES

Transition from Primary to Haygrove

Information on students is gathered throughout the Summer Term prior to entry into Year Seven in the following September.

Students identified as having Special Educational Needs are given the opportunity to have an extended transition programme at the end of year 7 with the SENCO and the Learning Support team.

The SENCO contacts with Primary Schools at the beginning of term seeking information concerning Statemented students and those at School Action and School Action Plus.

The SENCO visits those schools where students have been identified to discuss the needs of those students and all funding applications. The SENCO meets with parents/carers to ensure student information is passed on and that parents/carers and student feel as secure as possible with transition process.

Results of end of Key Stage assessments are available on transfer and highlight students in particular working at a low National Curriculum level in core subjects. The results of Key Stage 2 assessments are made available to departments and entered in the school's Assessment Manager database and SISRA. The school takes account of the needs of students through its implementation of appropriate Individual Education Plans for School Action and Statemented students. These are implemented for students at the 'School Action' and 'School Action Plus' and 'Statemented' stages of the Code of Practice.

The NEALE Reading Test, for more specific diagnoses of a small number of students, is administered when appropriate in Year Seven.

SPECIAL EDUCATIONAL NEEDS POLICY

IDENTIFICATION AND ASSESSMENT PROCEDURES (CONTINUED)

In School Assessment

- Students joining Haygrove in Year 7, with a National Curriculum level 3 or below in English will be placed at School Action and given a numeracy, literacy or social skills intervention .
- NFER and CATS tests are taken by all Year Seven students in the first half term of the Autumn Term. These provide indicators of ability and potential through use of verbal, non-verbal and quantitative tests.
- The Young's parallel and Group Reading tests are also administered to all Year Seven students by the English Department and the Learning Support team.
- Difficulties with numeracy/mathematical skills are identified initially through primary records. Group Numeracy test Mathematics test is applied which measures prior attainment and is used in conjunction with end of Key Stage 2 data. Heads of Department and the Head of Year Seven discuss students with indicated low scores with the SENCo.
- A written report may be prepared for parents, that includes support recommendations and information about the student being placed at a particular stage of the Code of Practice. An Individual Education Plan is put into place. For students at SA+ or with Statements Students are then involved in staged assessment procedures which require specific action from class Teachers, the Learning Support Department and external support agencies as necessary.
- Subject Teachers who are concerned about the learning difficulties of a previously unidentified student, would share with Head of Department and the SENCo.
- The school has developed the use of an Information Technology System which will enable the progress of individual students to be monitored using, as a baseline, the information received on transfer and from Year Seven initial assessment. Non-verbal CATS scores are also used as indicators of ability and potential.

SPECIAL EDUCATIONAL NEEDS POLICY

REVIEW PROCEDURES

Students at School Action and School Action Plus stage are reviewed by all teaching staff within the normal reporting process. Any significant changes to student progress is highlighted at weekly Learning Support team meetings and passed onto the relevant HoDs. LSAs track the progress of students at School Action, School Action Plus and Statemented stage of Code of Practice through SISRA and SIMs and have their own tailored student data files.

The Learning Support team continually monitors the work of students to ensure a level of progress is maintained in terms of targets achieved in IEPs.

Statemented students are reviewed annually and in Year Nine have their full Transition Plan Reviews. From Year Nine on the Head of Careers, in conjunction with local colleges are fully involved and help to provide a smooth transition to post-16 placements/courses. At the end of Key Stage 4 comprehensive information on students with SEN is transferred to the appropriate further education establishments (with the permission of parents of Statemented students, as required by the LEA). The SENCo, Head of Careers and the student and their family attend the final yr 11 Annual Reviews at the students preferred post 16 college

SPECIAL EDUCATIONAL NEEDS POLICY

INTERVENTIONS

Students with Learning Difficulties

Students with a Statement of Special Educational Needs are supported according to the requirements evidenced within the statement provided by the Local Education Authority.

In Year Seven, all students with Reading Ages (RA) < 10 are offered an intervention to narrow the gap and support their reading difficulties. The intention is to improve reading for understanding to enable them to access the curriculum as quickly as possible.

Support is offered as appropriate for Year Seven and Year Eight students through a variety of strategies:

- Corrective Reading with specifically grouped students.
- Read, Write Inc. phonics based programme.
- ILI (individual Literacy Intervention) formerly SAIL (Somerset Approach to Literacy Intervention).
- Daily small group work during morning registration focusing on literacy/social skills/coordination skills.
- Reading challenge – Year Ten students supporting Year Seven students with reading.
- Homework support at lunch times, staffed by LSAs.
- In class support from Learning Support Assistants and, in some cases, Teachers.
- Intervention programmes set up by the Literacy Learning Support Assistant.

We also offer a range of Emotional Well Being interventions to support students who are facing difficulties:

- BCM Being Confident Me confidence building group
- C2 Young Carers/Vulnerable students group each Monday and Friday lunchtime
- The Journey—Therapeutic intervention
- Unearthing respect Therapeutic intervention..

Autism friendly & Speech and language Interventions include:

- Socially speaking
- Teenage talk About
- SMART moves
- Tony Attwood program
- We have a range of excellent books which we lend to parents/carers.

SPECIAL EDUCATIONAL NEEDS POLICY

INTERVENTIONS

Students with Emotional and Behavioural Difficulties

These students can either be identified at transition from Primary School and also via the Learning Support team at weekly Solution Focussed meetings and also by any member of the whole school team. This information is shared with the student's Head of Yr.

Poor attendance is highlighted from primary transition meetings with the SENCo and plans are put in place to ensure that student get off to a positive start in their first term:

- Home visit if the student does not attend in the first 3 days
- Monitoring by Heads of year
- Involvement of Educational Attendance Officer if attendance drops below 92%
- Reintegration plan for non attenders in R2L

R2L Return to learning is pivotal in supporting students who are facing on-going Emotional, Social difficulties and these who find themselves in crisis.

Staff are trained in bereavement counselling, and therapeutic intervention including Solution Focused therapies. An intervention plan is created involving the HoY and R2L staff and the learning Support team. Staff meet regularly with the Assistant headteacher (Pastoral and SEN) to ensure students have a graduated response to meet their needs.

For those at risk of permanent exclusion a Pastoral Support Programme (PSP) is drawn up. This is a programme of strategies aimed at preventing permanent exclusion or at supporting transfer, either temporarily or permanently, to another placement. Many strategies are used for such students ranging from, working in R2L facility, Positive Report Cards and Merit Systems to Anger Management Programmes and Internal Exclusion. Learning Support Assistants may be used to offer in-class support to students with BESD.

The Assistant Headteacher (Pastoral) works closely with the Assistant Headteacher/SENCo/ and Lead LSAs and Heads of Year to monitor the progress of all students with BESD. The half yearly 'Consultation Meetings' provide a focus for this involving outside agencies,

SPECIAL EDUCATIONAL NEEDS POLICY

WHOLE SCHOOL INVOLVEMENT

Information on students with Special Educational Needs is maintained by each department. This is a regular item on the agenda for timetabled departmental meetings and/or INSET days where staff are encouraged to discuss the needs of students, particularly Statemented students, students at School Action Plus and the targets set for their IEPs.

SEN information is communicated by the Assistant Head/SENCo to the departments, who work with the Learning Support Assistants in planning appropriate provision (see below).

The Assistant Headteacher (Pastoral), the Assistant Headteacher (SENCo), Heads of Year are involved in support of students. They meet regularly with, and work alongside, the relevant external agencies.

Classroom Teachers are responsible for passing on relevant information about SEN students within their teaching groups. They also need to record the actions taken to address the apparent learning needs of individual students. Copies of the Solution Focussed Concern Form are emailed to the relevant Head of Department and to all Heads of Year, and Senior Leadership team.

At the 'Provision for all' stage of the Code of Practice all students receive appropriate support via Tutors and subject Teachers.

“All Teachers are Teachers of Special Educational Needs”

This includes national literacy, numeracy and social inclusion initiatives to raise achievement.

At the 'School Action' stage the SENCo, LSA alongside the Student and their families draws up Individual Education Plans (IEPs) for implementation. For all IEPs specific targets are provided.

At the 'School Plus' stage intensive action with specialist support is deemed necessary and the IEP is drawn up in cooperation with external support service agencies.

Beyond the 'School Plus' stage it will be necessary to seek formal statutory assessment via the LA, with the prior permission of parents.

SPECIAL EDUCATIONAL NEEDS POLICY

STAFF DEVELOPMENT

- Teachers from all departments are encouraged to attend appropriate courses/ INSET to develop skills related to students with learning and behaviour difficulties.
- LSAs are encouraged to attend courses to obtain appropriate qualifications.
- The SENCo regularly attends INSET/meetings with other SENCos locally and within the LEA.
- The school's Educational Psychologist and SEN Support Teams are involved in providing INSET to staff related to learning and behaviour difficulties, classroom management skills, etc.

LINKS WITH GOVERNING BODY

A member of the Governing Body has responsibility for Special Educational Needs. The Curriculum Committee of the Governing Body review the work of the Special Educational Needs department in preparation for the production of the annual report to parents.

SPECIAL EDUCATIONAL NEEDS POLICY

LIAISON WITH SCHOOL MANAGEMENT TEAM

The SENCo is a member of the Leadership Team.

The SENCo and Assistant Headteacher (Pastoral) meet regularly.

LIAISON WITH FAMILIES

Parents/Carers are in receipt of information on the support offered to their children through:

- Personal contact and written communication with the SENCo. Including emails and home visits and phone calls
- Involvement in the review of progress towards IEP targets.
- Their involvement in the use of home-based learning materials.
- The school's pastoral system via Heads of Year.
- The school's system of regular reporting and Parents' Evenings.

Parents are invited to contact the SENCo at any time, in the first instance, to discuss issues related to their children's additional needs.

COMPLAINTS PROCEDURE

Parents/Carers are encouraged to discuss concerns with the SENCo or the Headteacher if necessary.

As required by legislation, Somerset LEA has established a formal procedure to deal with complaints from parents. Written details of the procedure are available on request from school. However, we would always ask our parents in the first instance to contact us with any concerns, questions and worries. We guarantee that we will always respond, no matter what the concern may be.

SPECIAL EDUCATIONAL NEEDS POLICY

LIAISON WITH OUTSIDE AGENCIES

The SENCo coordinates the involvement of outside agencies for students with Special Educational Needs.

Regular meetings take place with the Educational Psychological Service, Speech language Communication and Autism team, Hearing Impairment and Visual Impairment team and Learning Support Team in reviewing particular students. Consultation meetings are held biannually.

Other professional help is encouraged, as necessary, to meet the needs of students. These include:

- SENITAS (ICT) Advisory Teachers.
- Advisory Teacher for the Physically Impaired.
- Physiotherapists.
- Occupational Therapist.
- Speech and Language Therapist.
- Advisory Teacher for the Hearing Impaired.
- Advisory Teacher for the Visually Impaired.
- Child and Adolescent Mental Health Service
- Educational Social Worker.
- Medical Tuition Service.
- PFSA Parent and Family Support Advisor.