

SPECIAL EDUCATIONAL NEEDS POLICY

INTRODUCTION

The Special Educational Needs Document sets out the whole school approach to special needs. The document encompasses the Code of Practice and the principles of the 2001 SEN and Disability Act, identifying the statutory requirements and the prerequisites necessary to fulfil those requirements.

1. THE JOHN COLET SPECIAL EDUCATIONAL NEEDS PHILOSOPHY

The school recognises the right for pupils with SEN to be educated in a mainstream school. We believe that the special educational needs of our pupils are best met through a supportive response to their individual strengths and weaknesses. Special educational needs provision is an integral part of the curriculum and the responsibility of all our teachers.

Our school aims are:

- 1.1 to assist all staff in the delivery of educational entitlement;
- 1.2 independence, self-advocacy, respect for others and the development and maintenance of self-esteem are integral to that entitlement;
- 1.3 to identify the needs of pupils through thoughtful assessment and Monitoring;
- 1.4 to involve parents as partners in the education of their children;
- 1.5 to endeavour to ensure curriculum access for all our pupils through flexible teaching styles and strategies;
- 1.6 to provide a continuum of support through short term remedial action or long term individualised learning programmes.

2. ROLES AND RESPONSIBILITIES

The Governing Body

- 2.1
 - (i) The Governing Body with school staff will work for the fullest development of the potential of all pupils.
 - (ii) Governors will discharge their duties regarding special educational needs in accordance with the 'Code of Practice' and current legislation.
 - (iii) The Governor with SEN responsibility can be contacted via the school.

The Teaching Staff

- 2.2 (i) All teachers will be expected to teach pupils across the whole ability range and all are therefore seen as teachers of pupils with SEN.
- (ii) Subject teachers will recognise the needs of all pupils as individuals and ensure progression, relevance and differentiation.
- (iii) They will be familiar with the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- (iv) They will be supported in the preparation, delivery and evaluation of differentiated work in all subjects.
- (v) All professional development needs are identified through school's performance management system and the school improvement plan.
- 2.3 (i) The S.E.N. Co-ordinator will develop, implement and review this policy within the school and endeavour to obtain the school's full entitlement to S.E.N. resources.
- (ii) Negotiate the role of the Individual Learning Team with subject teachers to meet the needs of pupils and the varying demands of different subjects.
- (iii) Organise the assessment, monitoring and review of pupils with SEN as appropriate.
- (iv) Co-ordinate SEN programmes.
- (v) Provide Trainee Teachers and NQTs with up-to-date information on SEN at John Colet and raise their awareness of SEN legislation.
- (vi) Liaise with parents of pupils with SEN.
- (vii) Oversee the records of all pupils with SEN.
- (viii) Be aware of changing legislation and its implications for the teaching and management of pupils with SEN. This role will be supported by the **SEN Curriculum Group**.
- (ix) Advise colleagues of training courses and seminars that relate to SEN and inclusive educational practice. Staff attending courses are expected to disseminate and share their knowledge with other staff.
- 2.4 (i) The Individual Learning Team will provide a range of services within and beyond the taught curriculum to support pupils in the learning process.

- (ii) They will support staff in the process of differentiation.
- (iii) They will supply staff with quality information and up-to-date advice about individual learning needs.
- (iv) Learning Support Assistants will be seen as a valuable part of the range of provision to meet pupils' needs and be recognised as members of a working team.

Students

- 2.5 (i) Pupils will be encouraged to understand their own learning difficulties and to take an active role in any learning support initiative, including IPMs, target setting and reviews.
- 2.6 (ii) Pupils will be encouraged to respond supportively to each others strengths and difficulties.

Parents

- 2.7 (i) The school will actively seek to work with parents and value the contribution that they make.
- (ii) The individual learning needs of pupils will be discussed fully with parents and carers.
- (iii) Parents will have access to information, advice and support during assessment and any related decision-making process about SEN.
- (iv) Parents have a responsibility to communicate effectively with professionals to support their child's education.
- (v) Provision of special educational needs will be seen as a partnership between school, pupil, parents and carers .

1. ADMISSION PROCEDURES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The following arrangements take place prior to the pupil's arrival:

- 3.1 A visit to the pupil's primary school in order to meet the pupil and his or her teacher.
- 3.2 A member of the Individual Learning Department may attend year six reviews.
- 3.3 A meeting with the pupil's parents or carers on an appointment basis or during the 'new parents' evening.
- 3.4 The passing of relevant information to the pupil's teachers and tutor in order to provide starting points for the development of an appropriate curriculum.

On arrival:

3.4 All pupils are screened for basic literacy difficulties. (This may take place before arrival within the primary school)

3.5 Close monitoring of all pupils takes place in order to facilitate good integration and to assess the need for learning or additional learning support.

4. S.E.N. SPECIALISMS

The John Colet School does not have a designated unit for specified learning difficulties but provides a range of provisions and strategies to support pupils with a wide range of special educational needs.

5. ACCESS TO SCHOOL BUILDINGS

The school's admissions arrangements do not discriminate against disabled children as defined in part two of the 2001 SEN and Disability Act.

The school buildings do not allow easy access for the physically disabled.

6. IDENTIFICATION

6.1 The identification of special educational needs is met through a range of information gathering and sharing systems and will involve the needs of the individual pupil in all areas of the curriculum.

6.2 It is recognised that some pupils will already have been identified with SEN and be on the SEN continuum. Others may have unidentified SEN.

6.3 Lack of competence in the English Language will not be equated with learning difficulties as understood in the Code of Practice. Where progress in the curriculum is slow, however, the possibility that a pupil's problems in the classroom may arise from SEN, will be considered.

6.4 The following techniques are used to identify need, implement learning strategies and evaluate progress:

- transfer documents from previous schools
- visits to primary schools
- information from parents/carers
- screening for literacy difficulties
- formal assessment - standardised tests
- staff meetings
- classroom observations (I.L. Staff and Subject Teachers)

7. ASSESSMENT

7.1 Assessment is an important part of the teaching process. The identification of individual strengths and weaknesses allows teachers to meet the needs of all pupils and enable evaluation and target setting to take place.

7.2 Assessment will include the gathering and recording of information from the following:

NFER Group Reading Tests, WRAT 3, Edinburgh Reading Test,
Blackwell Spelling, WRAT 3
Maths Mastery Diagnostic Test.
Assessment against the National Curriculum subject level descriptors.
Observation of students in the school setting
Oral and written work as appropriate to individual subjects

7.4 Pupils are involved in their own assessment through the use of self-assessment, discussion of the purpose and outcome of assessments at formal and informal reviews.

7.5 The assessment of some pupils in order to facilitate special examination arrangements takes place prior to GCSEs and GCEs.

7.6 The Code of Practice sets out a model of action and intervention designed to help pupils towards independent learning. In many cases the action taken will mean that the pupil's needs are resolved through flexible curriculum planning. Departments use the National Curriculum Handbooks' statutory guidance on developing a more inclusive curriculum as a set of principles for establishing classroom differentiation. Only for those pupils whose progress continues to cause concern should additional action be taken.

School Action:

- (i) When little or no progress is made even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- (ii) When weak literacy or mathematics skills result in poor attainment in some curriculum areas.
- (iii) When persistent EBD do not respond to the behaviour management techniques usually employed in school.
- (iv) When sensory or physical problems prevent progress despite the provision of specialist equipment.
- (v) When communication and/or interaction difficulties prevent progress despite the provision of a differentiated curriculum.

Pupils will need an IPM, which will be co-ordinated by the SEN Coordinator. These plans will only record that which is additional to or different from the normal differentiated curriculum provision. Subject teachers will continue to be responsible for devising strategies and identifying appropriate methods of access to the curriculum.

School Action Plus:

When a pupil continues to make little or no progress despite an individualised programme and/or concentrated support, school action plus will be triggered. At school action plus a request for help from external services will take place, so that they can advise subject and pastoral staff on new IPM targets and accompanying strategies.

More specialist assessments can inform planning.

Stage 4. The L.E.A. considers the need for a statutory assessment and if appropriate carries this out.

Stage 5. The L.E.A. may award a Statement of SEN.

8. PROVISION

8.1 A whole school approach demands that every member of staff takes responsibility for every pupil they teach. The Individual Learning Department will provide advice, guidance and support, according to need.

8.2 Departments retain their prime role in the teaching process, seeing the Individual Learning Team working with them not instead of them.

8.3 Provision for pupils include:

In-class support for individuals or groups of pupil.

Individual Tuition for specialist programmes.

Structured reading programmes – ‘Toe by Toe’, ‘Stride Ahead’ and Catch Up.

Touch Typing Programme.

After-school Homework Club.

Access to net-worked computers during and after school.

Individual Provision Maps to identify strategies for supporting students’ progress.

Observation of students with follow-up advice.

Curriculum Support.

Support for pupils before and during internal and public examinations

The involvement of outside professionals for advice/support.
(see 11 – External Agency Involvement)

9. MONITORING AND RECORDING PROCEDURES

9.1 Monitoring is an integral part of the teaching process. In the case of pupils with special educational needs monitoring and recording are more formalised.

9.2 Recording will take into account the notion of confidentiality. Nothing will be recorded that cannot be substantiated.

- 9.3 The S.E.N. Co-ordinator will ensure that all recorded information is disseminated to relevant persons.
- 9.4 All pupils with Special Educational Needs Statements will have an annual review of their progress, to which both parents and pupil will be invited. A subject report will be prepared prior to the review.
- 9.5 The Annual Review will focus on the pupil's achievements and identify any areas of intervention required together with the setting of targets for the following year.
- 9.6 The Annual Review, which takes place in year nine, will require a plan to be set up in order to prepare the pupil for adult life. This Review is called the Transition stage.

10. STRATEGIES FOR DELIVERY

- 10.1 There should be effective co-operation between the Special Needs Co-ordinator and all teachers to ensure that quality information is available to them, thereby enabling teachers to differentiate their curriculum to suit the ability of all pupils.
- 10.2 There will be regular reviews of provision and their predicted outcome. From these reviews the organisation of resources and the planning of the curriculum can be agreed.
- 10.3 Staff will be aware of the range of strategies which can be provided to support pupils.
- 10.4 The S.E.N. Coordinator will ensure all staff are familiar with the policy and practice of S.E.N within the school.
- 10.5 Withdrawal from the main curriculum will be kept to a minimum, taking place only when necessary to deliver specialist programmes.
- 10.6 A small group of pupils, who are disappplied from Foreign Language, attend the IL Department in order to facilitate literacy and numeracy programmes.

11. PARENTAL AND EXTERNAL AGENCY PROCEDURES AND INVOLVEMENT.

- 11.1 An active partnership between school, parents and external agencies is the most effective way to ensure a full understanding of each pupil's needs. The following external agencies work with the school in supporting pupils on a regular basis:

The Specialist County Language Team

Speech and Language Therapy Service

The Aylesbury Vale Secondary Support Unit

The School Health Service

The Education Welfare Service

The Careers Service (Connexions)

Other services involved are:

The County Psychology Service

Advisory Teachers - Hearing/Visually Impaired Pupils

METAS (Minority Ethnic Travellers Achievement Service)

- 11.2 The School will endeavour to involve and inform parents at every stage of the assessment procedure. We will encourage parents to be partners in decision making.
- 11.3 All relevant agencies, including pupils and parents will be involved in the process of identifying individual needs, planning support and the evaluation that support.
- 11.4 INSET will be provided for staff on the nature of relevant external agencies and their procedures.

CRITERIA FOR THE REVIEW OF THE SPECIAL EDUCATIONAL NEEDS POLICY

The Special Educational Needs Policy will be reviewed annually by the Governors of the School and the Review Report will be made available to parents and guardians.

In considering the review, the following criteria will be considered:

1. Are systems in place for effective Identification and Assessment of students with Special Educational Needs?
2. Are all staff familiar with the routes of referral for a student who may have Special Educational Needs?
3. Are Special Needs files opened and regularly updated on all students with S.E.N.?
4. Is there regular exchange of information between subjects teachers and S.E.N. staff on students with Special Needs?
5. Does S.E.N. appear on the agenda of Staff Meetings?
6. Is the progress of students with S.E.N. effectively monitored and reviewed in accordance with the recommendations of the Code of Practice?
7. Have the recommendations made by the L.E.A. in S.E.N Statements been adequately met by the type and quantity of support the student has received?
8. Have S.E.N. staff worked in partnership with parents to meet the needs of students with Special Educational Needs?
9. Have links with external agencies been maintained and these services involved in planning and making provision for students with S.E.N.?
10. Have students with Special Needs been involved in discussions about their needs and their views recognised?
11. Have S.E.N. Staff attended courses for Professional Development and does attendance on a course result in dissemination of information to others?
12. Have Whole School INSET programmes been organised to raise awareness of legislation regarding S.E.N. and the responsibilities of all teachers ?.