

SPECIAL EDUCATIONAL NEEDS POLICY

(To review 10/11)

This policy takes into account the new rights and duties of the Special Educational Needs and Disability Act 2001 and should be considered in conjunction with the Equality of Opportunity Policy. It has been written in order to offer guidance to staff and parents about the identification and monitoring of Special Education Needs at our school. The policy incorporates a statement of inclusion – “providing effective opportunities for all our students”. We are committed to “promoting the highest possible levels of achievements, for all members of our school community, to valuing all learners equally and to developing their enthusiasm for learning”. Adeyfield School has a commitment to working in partnership with parents, and especially those whose children have special education needs, and involving students who have special educational needs in the planning of their education.

The school supports the following Statement of Principles:

- E** Entitlement to a broad, balanced, relevant and differentiated education is a right for all.
- N** Neither age, gender, race, creed, physical impairment, special or exceptional needs should constrain individual entitlement.
- T** Training opportunities are given to all members of the teaching and non-teaching staff who deal with pupils with Special or exceptional needs.
- I** Independence, self-advocacy, a respect for others and the development of self-esteem are integral aims within an entitlement curriculum.
- T** Thoughtful assessment and testing should be used to the benefit of the learner.
- L** Learning is most effective when it takes place in a happy, sensitive and secure environment.
- E** Equality of opportunity must be integral to the planning of educational provision.
- M** Maximum participation by parents and carer's must be secured in order to achieve partnership in education.
- E** Educators would utilise teaching strategies which are responsive to different learning styles and which ensure effective learning.
- N** All learners make notable achievements and these should be recognised, recorded and built on.
- T** Total commitment to the principles of educational entitlement must be the responsibility of everyone in society.

(broadly based on Education Entitlement: A Statement of Principles – The National Association for Special Educational Needs, 1992)

1. Basic information about SEN provision.

Principles and objectives:

We have regard to the definition of SEN state in the 'SEN Code of Practice', 1:3

'Children have SEN if they have a *learning difficulty* which calls for *special education provision* to be made for them'

Children have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of children the same age;
or
- b) Have a disability, which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.

- c) Are under compulsory school age and full within the definition at a) or b) above or would do so if special education was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

Educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools, in the area.

- We endeavour to monitor all pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.
- We work closely with all parents to listen to their views so as to build on pupils' previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN.
- We believe that all practitioners are teachers of pupils with SEN and differentiate according to the needs of the children in their care.
- Monitoring the progress of pupils is an ongoing process which enables early identification of any pupils who may require additional or different provision to be made.
- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our pupils. This policy should therefore be read alongside our policy for equal opportunities.
- Pupils with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- Parents are encouraged to discuss any issues and concerns with the Form Tutor/SENCO/Head of Year/Headteacher.

Management of SEN within the school:

- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working partnership with the school.
- All pupils will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2000.
 1. Setting suitable learning challenges
 2. Responding to pupils' diverse learning needs
 3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- We aim to recognise strengths as well as weaknesses and try to involve all pupils in the activities of the school.
- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual pupils.

Co-ordination of SEN Provision:

The SENCO, (Special Educational Needs Co-ordinator) for our school is Madame Monod.

The SENCO is responsible for:

- Maintaining the SEN register.
- Overseeing the day-to-day operation of the SEN policy and consulting with LSU coordinator
- Co-ordinating provision for pupils with SEN and tracking progress
- Ensuring there is liaison with parents and other professionals in respect of children with SEN.
- Managing teaching assistants/ and the SEN teachers.
- Advising and supporting other practitioners in the school.
- Contributing to the CPD of the staff.
- Ensuring that appropriate IEPs are in place, that relevant background information about pupils with SEN is collected, recorded and updated.
- Liaising with external agencies including the LEAs and educational psychology services, health and social services, and voluntary bodies/the Connexions PA.

The SENCO uses ICT in her administrative role and in her teaching. She is helped by Wendy Clark with administration work.

The SENCO and the SEN governor instigate and co-ordinate formulating our policy.

Current Roles of:-

- a) The Specialist Tutor (Diane Wilson)
The Specialist Tutor assesses pupils and then sets up individual programmes of study. She liaises with subject teachers to maximise her pupils' achievements in their curriculum area.
- b) The Teaching Assistants
The Teaching Assistants provide 'in-class support' across the curriculum for all years and individual support for pupils with specific needs, usually pupils with a statement. Three Faculties areas have TAs assigned to them English, Maths and Science. Key Stage 3 Intervention Programmes are taught by 3 TAs to identified pupils in Years 7, 8 and 9. They prepare and deliver work as guided by the Heads of the English and Mathematics departments. TAs also support Reading Groups, and are given opportunities to lead their own small group, should they be willing to do so.
- c) The Governing Body

The governor with responsibility for SEN is Mrs Camp.

The governing body should:

- Ensure that provision is made for pupils who have SEN
- Ensure that the needs of pupils with SEN are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those pupils with SEN.
- Consult the LEA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEN joins will all pupils in the activities of the school together, so far as is reasonably practical and compatible with the pupil receiving the SEN provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with SEN.
- Have regard to the Code of Practice when carrying out its duties to pupils with SEN
- Ensure that parents are notified of the decision of any extra provision being made for their child.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. The quality of SEN provision is continually monitored, evaluated and reviewed.

SEN provision is an integral part of the School Development Plan.

Admissions:

- Provision for pupils with SEN is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All pupils with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Pupils with statements are admitted into school and fully integrated.
- Adeyfield is a designated school for disabled pupils.
- Our facilities include – toilets for the disabled, ramps, lifts, a special unit in Technology (food), EVAC chairs and adjustable tables in Science.

Specialisms:

- We are developing particular expertise in SuccessMaker.
- The school has experience in supporting pupils with a variety of needs.
- There is a specialist room that is equipped with computer and software for pupils with SEN (room 32a).
- Wheelchair users can access the main classrooms and toilets for the disabled.

2. Identification, assessment and review**Resources:**

- A proportion of departmental budgets is allocated for resources, which include identified materials for use to support pupils who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEN budget and the school resources.
- We continue to develop our resources to support children with SEN that link with priorities stated in the school's development plan.
- We have a library with books available for pupils with SEN. Various software packages are available such as Units of Sound, Multi Media, Word Shark and Download.

Identification and Assessment:

- We are committed to the early identification and intervention of pupils who may have SEN.
- More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.
- School Action – If a teacher identifies a pupil who may have SEN it may be necessary to devise an Individual Education Plan (IEP). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each term, or as appropriate.
- School Action Plus – Same as above plus a request for help from outside agencies. This decision will follow a review of the IEP and consultation with the parents/carers. All School Action Plus external support services will usually see the pupils in school, so that they can advise teachers on new targets and accompanying strategies. They can also provide more specialist assessments that can inform planning and give advice on current specialist strategies or materials. Pupil's progress continues to be monitored. If after receiving outside help sufficient progress is made the pupil may return to receiving support at School Action level.

School request for Statutory Assessment

If all the additional support and strategies employed by the school result in continued lack of progress or there is significant cause for concern a request for statutory assessment will be made by the school to the LEA. Parents will be informed at all stages.

Regular liaison between *the LEA* and the school will examine evidence to decide if there are adequate grounds to request a statutory assessment. If such a request is made the school will provide information about the pupil including IEPs, National Curriculum attainment levels and *the involvement* of other professionals. The Statement will specify all special educational needs, relate to the National Curriculum and details any modifications or exceptions to the programme of study or assessment arrangements. It will also set medium/long term objectives and specify provision for each and every need, and how it will be met. Short-term objectives will be set by *the school* within two months. Statements of pupils are reviewed within 12 months of the date of issue and a further review is carried out every 12 months. At all stages of the statutory (formal) assessment process, there will be a named LEA officer to whom the parent may go to for reference and help. The 'named' person can be approached concerning the statement process for their child, in any review of the statement and in respect of any complaint. During the process the school will continue to support the pupil through School Action Plus.

Annual Review of a Statement of Special Educational Needs

All statements will be reviewed annually with the parents, the pupil, the LEA, the SENCO, the careers adviser and the TA who supports the pupil to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in Year 9 will be particularly significant in preparing for the students 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 must involve the Connexions Service.

Evaluating Success

- SEN is part of our School self-evaluation arrangements and is included in our School Development Plan.
- The SEN policy is subject to a regular cycle of monitoring and is reviewed annually. This process involves the role of the governing body in reporting annually on the effectiveness of the School's work on behalf of pupils with Special Educational Needs.
- The SEN policy should also be read alongside the behaviour, equal opportunities and inclusion policies as they are directly linked.
- To evaluate the success of the SEN policy, the school uses a range of success factors which include the culture, practice, management and deployment of resources in the school are designed to ensure THE NEEDS OF ALL PUPILS ARE MET.
- Any pupil's SEN are identified early
- The wishes of the pupils are taken into account
- Educational professionals and parents/carers work in partnership
- The extent to which standards (measured by e.g. SATs or GCSE results, and P scales) have improved generally across groups of pupils with identified SEN.
- A reduction in the total number of pupils requiring a graduated response.
- An increase in the number of pupils who have moved from SA+ to SA

Curriculum entitlement:

All pupils are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations/baseline assessment/level descriptions in the National Curriculum at the end of the key stage/objective of the KS3 Strategy/standardised tests. Increasing attainment gaps between a pupil with SEN and his/her peers are monitored through a refined assessment structure.

Mechanisms in place include: systematic tracking and monitoring, differentiated planning, teaching and assessments, use of VAK Teaching and Learning styles.

All information gained is used to support planning in order to aid progress:-

Progress is monitored, using the following mechanisms

- Value added data
- N C targets
- Reading and spelling assessments
- KS3 strategy targets
- CATs
- Teacher assessments
- Group targets and IEPs

Inclusion:

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectation and suitable targets, a broad and balanced curriculum for all pupils and systems for early identification of barriers to learning and participation.

Procedures for concerns:

- We endeavour to do our best for all pupils but if there are any concerns we encourage those concerned to approach the Form Tutor in the first instance, the SENCO, the Head of Year or the Headteacher and a response will be made as soon as possible.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

Complaints Procedure

We aim to prevent formal complaints arising by our policy of parental involvement at all stages of action relating to a special need. Should there be a complaint about the school's SEN provision they are dealt with in three stages.

- Concerns are discussed first with the Headteacher.
- Formal complaint is made in writing to the Governing Body of the school.
- Formal complaint is made in writing to the Local Education Authority.

Pupil Participation

"Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The view of the child should be given due weight according to the age, maturity and capability of the child"

UNCRC Articles 12 & 13

- All pupils have access to all activities within the whole life of the school.
- Pupils with SEN are represented on the School Council.
- All staff believe in the value of pupil participation.
- Special Arrangements are in place for pupils with specific needs.
- SEN pupils are actively involved in target setting and reviewing.
- SEN pupils with a statement all attend their Annual Review and their views are recorded.

Partnership with Parents

Parental Involvement

Adeyfield School emphasises the importance of developing a partnership with parents in meeting the needs of each pupil and it actively encourages parental support and participation. We acknowledge that parents have a right to contribute to the decision making process when determining their child's special educational needs provision. There is an opportunity for parents to discuss and help formulate educational targets when IEPs are reviewed once a year. Parents are welcome to make an appointment with the Form Tutor, SENCO HoY or Headteacher, to discuss any concerns they have concerning their child's special needs.

3. Staffing policies and partnership with external agencies

Professional development for staff:

- We have a plan for all support staff and the SENCO to be involved with further training in line with the priorities identified in the School Development Plan.
- We have regular SEN meetings. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- There is an induction procedure for NQTs and new staff into the school's policy and procedures for SEN.

Support services available:

- Advice and support from outside agencies is available if requested by the school.
- The various support services available are listed as appendix C
- We believe that effective action on behalf of pupils with SEN depends upon close co-operation between the school, parents/carers professionals, e.g. the LEA, SEN support services, health services, social services, etc.

Link with other agencies:

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEN. We include all in social events, curriculum workshops and informal meetings. The SENCO has set up a support group for parents of pupils with SEN, which will offer opportunities for outside agencies to come and share their ideas and expertise with both staff and parents.
- Records of all pupils are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any continuity of support.

Learning Support Centre

The school receives additional funding to support students with particular behavioural difficulties. The LSC is located in Room 36 and is led by Mr Cline supported by Mrs Day. Referral procedures are in place for students to be located in the LSC for part of the week to modify behaviour.

APPENDIX A

'Adequate Progress'

School Action (A)

In order to help pupils who have Special Educational Needs, the school will adopt a graduated response that encompasses an array of strategies. Only for those students whose progress continues to cause concern will additional action be taken.

Adequate progress can be defined in the following ways:

- Closes the attainment gap between pupils and peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Demonstrates an improvement in self-help, social skills or personal skills.
- Demonstrates improvements in the pupil's behaviour.

Pupils are identified, parents informed, IEPs and reviews written with appropriate employment of strategies and materials.

School Action Plus (P)

The triggers for school action plus are that despite receiving an individualised and concentrated support under school action the pupil still:

- Continues to make little or no progress.
- Continues working at N.C. level substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional/behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class.
- Has sensory/physical needs and requires additional specialist service.
- Has ongoing communication/interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Parents are informed and advice and support from outside agencies is sought.
New IEPs are reviews are put in place.

APPENDIX B

Benchmark Data

'Monitoring or Progress'

KS2 Benchmark data is available for all students as they enter the school. During the first term, further assessments are made, including CATs, internal assessments in Mathematics, individual assessments in Reading and Spelling. Internal assessment data is made available to staff where appropriate.

Pupils who have achieved below national expectations in KS2/CATs are individually assessed for Reading and Spelling. Based on the outcome following these assessments, a decision is made for those pupils to attend Reading Group lessons. Differentiation takes place within Reading Groups. Pupils are placed in relevant groupings according to their Reading/Spelling Ages so that appropriate teaching materials can be used, which will address their specific needs.

APPENDIX C

Staffing 2010-2011

Mme J Monod	SENCO
Ms W Clark	Connexions
Mrs H Singh	Science Department
Mrs S Burrows	English Department
Mrs S Choudhury	TA General Support
Mrs M Browne	Statemented Support
Ms T Evans	Statemented Support
Mrs J Day	Inclusion Support Centre Manager
Miss S Beeton	Statemented Support
Mrs P Tynan	Statemented Support
Ms A Fay	Statemented Support
Ms L Wiseman	Statemented Support
Mrs L Smith	Statemented Support
Mr D Cline	Assistant Head/Inclusion Support
Mrs J Kelly	TA Statemented Support
Mr D Lane	Careers/Work Related Learning
Mr C Fraser	Teacher supporting students who are beginning to learn English
Miss L Green	Inclusion Centre & Literacy
Mrs S King	TA Maths Department
Miss S Parmenter	Inclusion Centre & Child Development
Miss J Uren	TA Sixth Form
Mrs H Williams	TA General Support
Miss A Browne	Statemented support & Inclusion Centre
Mrs D Wilson	SST Statemented & HHE Support Assessor for SpLD and special arrangements for exams

APPENDIX D

Outside agencies that support SEN students, school and parents.

Educational Psychologist	Michelle Sidwell
Central Assessment Support Team	Manda Sides
LEA Administration	Malcolm Wilson
Visiting Teacher for Visual Impairment	Jackie Osborne
Visiting Teacher for Mobility	Tracy Hunter
Advisory Teacher for Deaf/Blind	Liz Rodgers
Advisory Teacher for Behaviour	Lisa Olcot
Advisory Teacher for Physical Disabilities	Elaine Stewart
Advisory Teacher for Physical Disabilities	Julia Jackson
Advisory Teacher for SPLD	Jonnie Yates
Advisory Teachers for Autism	Jo Whitlock
Advisory Teacher for Speech and Language	Lydia Allen
Occupational Therapist	Karen Southwood
Advisor for SEN	Margaret Davies
Physiotherapy	Julie Owens
Hearing	Paul Robinson
AIO	Lynne Marks
DESC	Judith Coulson
Connexions	Amanda Wickens
Anger Management Coordinator	

YISP

Julie Caites