

# **Chantry High School and Sixth Form Centre**

## **Special Educational Needs Policy**

### **Introduction**

The school follows the Special Educational Needs Code of Practice (2001) and uses the same definition of special educational needs i.e. Pupils have special educational needs if they have a learning, behavioural, social or emotional difficulty which calls for special educational provision to be made for them.

Pupils have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age; or
- b) 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 school recognises that provision for pupils with special educational needs is the responsibility of the whole school and that all teachers are teachers of pupils with special educational needs.

### **Aims**

The Special Educational Needs Policy of the school reflects the Principles of the Code of Practice.

The aims of the special educational needs policy are:-

- to enable pupils with special educational needs to have their needs met· to take into account the views of the pupils with special educational needs
- to encourage good communication with parents of children with special educational needs
- to facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs.

### **Implementation**

The implementation of the special needs policy is the responsibility of the whole school. The SEN coordinator assisted by the Learning Support Team, has responsibility for the day to day operation of the policy.

## **Staffing of the Learning Support Team**

The Learning Support Team currently consists of an SEN coordinator, SEN Manager, part time SEN Maths teacher and thirteen learning support assistants.

### **The role of the SEN Coordinator is to:**

1. oversee the day to day operation of the school's SEN policy
2. monitor the effectiveness of the policy
3. liaise with and advise fellow teachers
4. manage the learning support team
5. co-ordinate the provision for pupils with special educational needs
6. oversee the records on all pupils with special educational needs
7. oversee the SEN audit by collecting and assessing information of children with special educational needs
8. contribute to the in-service training of staff
9. liaise with external agencies including the educational psychology services, the Connexions PA, the LEA's advisory teachers and the Behavioural Support Team
10. liaise with Heads of School and the LSU Co-ordinator in a two weekly meeting in which the programmes and needs of pupils can be decided.
11. visit primary feeder schools to ascertain the special educational needs of incoming pupils
12. oversee reading tests to all new pupils and disseminate the results to staff as appropriate
13. administer diagnostic tests as required
14. represent the interests of pupils with special educational needs at relevant meetings in the school.

### **The role of the SEN Manager is to:**

1. assist the SENCO with the implementation of the Code of Practice for Special Educational Needs
2. oversee the management of the Learning Support Team in the SENCO's absence
3. administer diagnostic tests, as required
4. to maintain the SEN Database and make sure the pupil records it contains are accurate.
5. To assist in carrying out Annual Reviews of statemented students

### **The role of the learning support assistants is to:**

1. assist the SENCO with the implementation of the Code of Practice for Special Educational Needs
2. support pupils with statements for special needs as directed by the SENCO and in accordance with the additional provision identified in the statements

3. support pupils at school action and school action plus as directed by the SENCO
4. liaise with subject staff and pastoral staff
5. monitor and recommend amendments to IEPs.

**The role of the Head of Department is to:**

1. ensure that schemes of work and lesson plans address the strategies needs and targets identified on pupils' IEPs
2. ensure their subject is delivered using differentiation and a variety of approaches in order to maximise the achievement of all pupils including those with special educational needs
3. liaise with the SENCO and Learning Support Team in order to make sure that schemes of work have content and strategies to help pupils learn as effectively as possible.
4. ensure information about pupils with special educational needs is passed on the all members of the department, particularly when pupils have a change of subject teacher

**The role of the subject teacher is to:**

1. have a knowledge of the pupils who have been identified as having special educational needs and refer to their IEP as necessary and use the strategies and targets they contain to plan lessons in line with the Department scheme of work.
2. use differentiation and the variety of strategies and approaches identified on the Special Needs Planning sheet in order to maximise the achievement of pupils with special educational needs.
3. monitor and feed back to SEN staff on the progress of individual pupils towards their Report and SEN Targets a
4. support the planning of IEPs by advising the SENCO on strategies and appropriate methods of access to the curriculum for their subject
5. contribute to the reviews of pupils with special educational needs by providing information of pupil progress for their subject when requested.

**The role of the Head of School**

1. liaise with the SENCO to implement the special needs policy
2. liaise with the SENCO and the LSU Co-ordinator at the two weekly planning meeting to identify pupils needing School Action Plus, Pastoral Support Plan or placement in the Learning Support Unit.
3. liaise with the SENCO to access appropriate outside agencies at School Action Plus
4. Manage Pastoral Support Programmes for pupils at the appropriate Key Stage.

**The role of the Head of Year is to:**

1. liaise with the Head of School to identify pupils needing School Action and or School Action Plus, particularly for behavioural and emotional difficulties
2. support the planning of Individual Education Plans by advising the SENCO and Head of School of suitable strategies/techniques to support pupils identified as

- having behavioural and/or emotional difficulties
3. ensure tutors are aware of the pupils in their tutor groups with special educational needs and that relevant information is passed on when there is a
  4. change of tutor
  5. inform the SENCO of the arrival of new pupils to the school, other than at than at the beginning of September for Year 7 pupils

### **Identification of Pupils with Special Educational Needs**

The school identifies pupils with special educational needs prior to their entry or as quickly as possible after their entry. This is carried out in the following ways:

1. through information gained during visits by the SENCO and pastoral staff to the primary feeder schools in the summer term. The Special Needs Planning Sheet is used as a way of discussing pupils with Primary School class teachers and identifying appropriate needs and strategies. This enables relevant Special Needs Planning Sheets to be issued for Year 7 pupils in September.
2. from primary school records and Key Stage 2 SAT results
3. through information from parents
4. through information from 10+. Reading scores taken in Year 6
5. in the case of pupils who enter the school after the beginning of Year 7 through previous school records and the results of reading and spelling tests taken after entry
6. through diagnostic tests administered by the SENCO or learning support team
7. through departmental assessments against National Curriculum level descriptions.

Information on pupils with special educational needs is disseminated to staff and departments by the SENCO.

Records of pupils with special educational needs are kept in the Learning Support Base and are available to school staff on request.

Departments keep their own records of the pupils with special educational needs.

### **Organisation**

1. The Senior Management Team ensures that the learning of all pupils is given equal priority and that available resources are used to the maximum effect
2. Departments ensure classroom organisation, teaching materials, teaching style and differentiation such that all pupils, including those with special educational needs, can learn effectively
3. Pupils may receive additional support from a learning support assistant in the classroom
4. Pupils may be withdrawn for individual or small group work in order to improve literacy or numeracy skills
5. Pupils may have a modified curriculum

## **Evaluation**

The Special Educational Needs Policy is evaluated:-

1. through reviews of IEPs and through Annual Reviews of pupils with a statement
2. through monitoring the success of strategies devised to achieve the targets set by departments for pupils they have identified as having special educational needs
3. through the school policies for monitoring and evaluation
4. through assessing the value added to the achievement of pupils with identified special educational needs in their reading and spelling test

## **Monitoring**

The progress of pupils identified as having special educational needs is monitored in the following ways:

1. the SENCO monitors the effectiveness of SEN provision
2. departments monitor the progress of pupils in relation to their predicted
3. learning outcomes
4. the learning support team monitors the progress of pupils with special educational needs in the classroom and gives feedback to the SENCO
5. pupils with statements have annual reviews
6. pupils with IEPs have regular reviews
7. through school reports
8. through the analysis of value added data
9. through careers advice and statistics

## **Partnership with Parents**

- The school recognises that parents play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs.
- Parents who have concerns about the learning needs of their children can contact the school at any time.
- The SENCO is available at Parents' Evenings and Tutor Evenings to review IEPs and discuss the progress of pupils with special educational needs
- Parents wishing to see the SENCO to discuss their child may make an appointment to do so at any mutually convenient time during the school year
- The SENCO will ensure that parents are informed if their child is identified as needing School Action
- Parents are given copies of the Individual Education Plan for their child and invited to discuss it.
- Agreement from parents is sought before a pupil is referred to an outside agency for referral at the School Action Plus level
- Information and feedback resulting from a referral to an outside agency at the School Action Plus level is shared with the parents
- Parents are invited to Review Meetings including Annual Reviews for pupils with a statement.

## **Outside Agencies**

These include the educational psychologist service, the behavioural support team, occupational therapy service social service, the specialist advisory teachers.

- Advice may be sought from outside agencies in the early stages of identification of special educational needs in order to prevent the development of more significant needs.
- Outside agencies may be consulted at School Action Plus
- Pupils with statements may be monitored by outside agencies as appropriate
- The SENCO will request a statutory assessment by the LEA if appropriate

## **In Service Training for Special Educational Needs**

- The Department can make bids to the school in service training budget when INSET is required.
- The SENCO and specialist teacher provide INSET to other members of the school as required.