

The Friary School

Special Educational Needs Policy

Issue No: 9

Date: September 2010

Review: Annually

This policy is designed to fulfil School Aims 1, 2, 3 and 5; and objectives 2, 3, 5, 6, 10 and 19.

PART 1: Introduction

1.1 Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LEA) have a responsibility for ensuring that all pupils have an equal opportunity to attain their maximum potential in all aspects of the curriculum. These pupils are entitled to a broad and balanced curriculum, including the National Curriculum, and their relative progress will be recorded, valued and reviewed.

1.2 Definition of Special Educational Needs:

Pupils have special educational needs if they have a *learning difficulty*, which calls for *special educational provision* to be made for them.

Pupils 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.

Pupils will 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 are taught.

Pupils with a learning difficulty may also have a particular gift or talent and this is addressed through the Gifted and Talented Policy in addition to provisions made for their special need. A specific learning difficulty, such as dyslexia, will also be supported within the school.

Special Educational Provision may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special

* Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.

educational needs and appropriate provision identified to meet the child's needs will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches
- Working at levels significantly below age expectations, particularly in literacy or numeracy
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions to access learning.
- Having medical needs, including mental health problems, which mean that a pupil is unable to access education in school

1.3 SEN Provision is achieved by:

1. Identifying and assessing individual pupil's needs.
 2. Reporting of pupils' needs to members of staff.
 3. Providing an appropriate curriculum, taking into account
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans.
 4. Delivering an appropriate curriculum, taking into account
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self image.
 5. Providing learning support through
 - Curriculum development
 - INSET.
 6. Using outside agencies where necessary.
 7. Monitoring individual progress and making revisions where necessary.
 8. Ensuring that parents/carers understand the process and involving them in the support of their child's learning.
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9. Encouraging pupils with special educational needs to actively participate in all decision making processes and contributing to the assessment of their needs, the reviews and transition process.
10. Making regular reports to governors regarding special educational needs issues to raise awareness and to aid implementation of processes and procedures.

PART 2: Structural Arrangements

2.1 The SEN Coordinator:

Mrs L. C. Graham B.A.; Cert Ed.; Diploma in Reading Development

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice guidelines and school job descriptions.

Governing Body:

- Working in partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of pupils with Special Educational Needs.
- Ensuring, through the performance management process, that the Headteacher sets objectives and priorities in the school development plan which include Special Educational Needs.
- Monitoring the Special Educational Needs policy through the school's self-review procedures.
- All governors are informed of the school's Special Educational Needs provision, including funding equipment, and staffing.

The Head Teacher:

- Setting objectives and priorities in the school development plan which include Special Educational Needs
- Managing day-to-day provision for pupils with Special Educational Needs, including setting a budget for SEN within the school's overall financial resources.
- Informing the Governing body.

Head of Learning Support as Special Educational Needs Co-ordinator:

- Disseminating information and raising awareness of special educational needs issues throughout the school.
- Is responsible to the Head Teacher through the delegated responsibility of the Deputy Headteacher for the management of SEN provision and the day-to-day operation of the Special Needs policy.
- Managing and developing the roles of Teaching Assistants.
- Screening and identifying pupils with special educational needs.
- Co-ordinating provision for pupils with special educational needs.
- Supporting teaching and learning of pupils with special educational needs.
- Keeping accurate records of all pupils with special educational needs.
- Drawing up, reviewing and monitoring individual education plans and/or classroom support plans for pupils with statements and on School Action and School Action Plus.
- Monitoring Departmental delivery of the Special Educational Needs policy.
- Recruiting and deploying the School's Learning Support Team which includes Teaching Assistants and the SEN Tutor. It may include members of staff with timetabled support lessons and other interested adults.
- Being responsible and accountable for the whole-school special needs resources and sharing with the Headteacher responsibility for the allocation of funding devolved directly from the LEA.
- Liaising with parents of pupils with Special Educational Needs.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries.
- Liaising with other SENCOs.
- Liaising with outside agencies.
- Contributing to in-service training.

Subject Leaders:

- Interpreting the school's special educational needs policy as departmental practice, including writing their departmental special educational needs statement.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for pupils with special educational needs are purchased from departmental capitation.
- Raising awareness, of departmental responsibilities towards special educational needs issues through their Special Needs representative.

- Identifying the department's special educational needs representative.
- Including SEN as a statutory agenda item for departmental meetings.

Teaching Staff (including Heads of Year and Form Tutors):

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Ensuring classroom support plans are used in the planning of their lessons.
- Monitoring progress of pupils with special educational needs.
- Completion of relevant special educational needs proformas/ documentation by required deadlines.
- Ensure that work is available to pupils who are absent due to illness/injury.
- Being fully aware of the school's procedures for special educational needs.
- Raising individual concerns to the Head of Learning Support.
- Are responsible to Subject Leaders and/or Heads of Year.

Teaching Assistants

- Supporting pupils with special educational needs.
- Planning and delivering an individualised programme where appropriate.
- Monitoring progress.
- Assisting with drawing up individual education plans/classroom support plans for the pupils they are responsible for.
- Contributing to the review progress.
- Working with small groups in or out of the classroom, under the direction of the class teacher.

Departmental Representatives

- Communicating special educational needs issues to and from the department.

- Raising awareness of special educational needs issues at departmental meetings.
- Keeping departmental documentation up to date.
- Attending Learning Support Reps meetings.

2.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus.

2.4 SEN Specialisms

The school:

- Is a designated “Pathway” school which caters for pupils with physical difficulties
- Has achieved the “The Inclusion Quality Mark” and subsequent “Every Pupil Matters Quality Mark” in 2007
- Does not have any SEN specialisms or special units attached to it.
- Achieved “Dyslexia Friendly Status” Part 1 in 2008.

2.5 Special Facilities

Some work has been completed in order to adapt most of the premises to assist pupils with mobility problems and some specialist resources have been purchased. These special facilities are reviewed annually.

2.6 Inclusion

At The Friary School, all pupils irrespective of ability, race, gender or need, are respected and valued as complete individuals. This is reflected in the school’s organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers’ education and work experience and in pupils’ records of achievement. Pupils with special educational needs are integrated and included into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual pupils are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training an effective learning environment and good quality advice;

- The family and community should work together.

2.7 Pupils with Medical Needs who are absent from school

Mr G. Martin (Assistant Headteacher) is the named member of staff for pupils with medical needs.

Medical conditions may have a significant impact on a pupil's experiences and the way they function in school. The impact may be in that the condition may affect cognitive or physical abilities, behaviour or emotional state. The effects may be intermittent and their impact on the pupil can vary at different stages in their school life. The school aims to ensure that pupils are not disadvantaged because of ill health and that they have the opportunity to fully demonstrate their abilities at public examination level.

Heads of Year will:

- Initially be responsible for collating relevant work and ensuring that it is sent to the pupil.
- Maintain regular contact with parents and pupils ensuring that information about school and its events are passed on and that reintegration plans are made, including reduced timetables if appropriate and facilitate contact with peer groups.
- Access, when appropriate, the Connexions service, via the School's referral system.
- Liaise with relevant members of staff, including Head of Learning Support and Head of Pupil Support.

Head of Pupil Support will:

- Liaise with the Connexions Service where appropriate
- Prepare and monitor plans for reintegration

The Examinations Officer will:

- Apply to the Examination Boards if candidates need to take public exams at home.
- Liaise with the Home Tuition Service when required.
- Make arrangements for temporary illness and disability e.g. the use of an amanuensis, the delivery of examination papers to hospital.
- Submit a Special Consideration Application in the case of illness during an examination, or absence.

2.8 Complaints Procedures

Initially, all complaints from parents or carers about their child's special needs provision is made to the Head of Learning Support who follows this up with relevant staff. However, if a parent is not satisfied with the response given, the Complaints Procedure outlined in the school's Prospectus may be followed.

2.9 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of pupils and parents, particularly at Review meetings.
- Recorded views by teachers on pupils' competence, confidence and social acceptability.
- Measurable or observable gains from pupils, particularly in terms of set targets, screening tests and other assessments carried out where appropriate.
- Evidence of planning and targeted expenditure for special educational needs by departments.
- Head of Learning Support reviewing procedures in consultation with subject leaders, Heads of Year and outside agencies.
- Feedback from Special Educational Needs representatives.
- Number of complaints received.

PART 3: Identification, Assessment and Provision

3.1 Identification

The school uses the graduated response as outlined in “The Code of Practice (2002)”. To help with this process various screening procedures are used and Subject Leaders receive copies of the assessment scores which are then disseminated to teaching staff.

New Intake Pupils in Year 7.

a) Primary Liaison

Feeder primary schools are visited / contacted in the Summer Term prior to transfer. Any pupil who is identified as having a “learning difficulty”, who is on School Action or School Action Plus is referred to the Head of Learning Support. Contact is then made with the primary SENCO.

The LEA notifies school about pupils who are transferring with Statements in the Autumn of their Year 5. Where practicable, the Head of Learning Support attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

All pupils are screened in September using a standardised reading test, a Spelling Test and the Cognitive Ability Tests. This data is used to identify individual pupils with particular needs.

- Pupils who join the school at a later time are assessed at an appropriate time using the CAT tests as well as a reading and spelling test.
- From the information gathered, the pupils are put into appropriate sets.

Screening in Other Year Groups

Year 7:

- All pupils are reassessed in reading at the end of the Summer Term. This information along with other assessments is used to further identify any cause for concern.

Year 8:

- All pupils in English sets 3 and 4 are re-tested in reading during the Summer Term using a parallel form of reading test.
- This data is used to highlight any pupils who may have developed difficulties which have not been previously noted.

Year 9:

- All pupils in English sets 3 and 4 are re-tested again in the Summer Term in order to ascertain which pupils may require special considerations for examinations in KS4.
- CAT tests are re-administered at the end of Year 9 along with Fisher Family Trust data to help predict GCSE scores.

Year 10:

- Further assessments are carried out with some pupils in order to ascertain the Access Arrangements which may be needed for external examinations in KS4.

Individual Diagnostic Assessments

- Individual diagnostic assessments are used for pupils who receive Support lessons. They include individual oral reading tests and the British Picture Vocabulary Screen. This information is made available to members of staff.

Staff Observation.

- Members of staff consult with the Head of Learning Support if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced.
- A diagnostic assessment may then be carried out by the Head of Learning Support.

Referrals by Parents

- An expression of concern may be made by a pupil's parent. Once information is gathered the process is the same as for staff referrals.

3.2 Provision

Teaching pupils with special educational needs is a whole school response. Central to the work of every teacher and 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 pupils. The majority of pupils at The Friary School learn and progress through these differentiated arrangements.

Once a pupil who may have special educational needs has been identified a Graduated Response is adopted, providing a level and type of support, which will enable the pupil to achieve adequate progress. This provision is identified and managed by the Head of Learning Support but will be planned and delivered by teaching and support staff.

Graduated Response

a) School Action

School action is initiated where pupils have failed to make adequate progress as identified by the Head of Learning Support through the assessment arrangements identified in 3.1. The LEA criteria are also referred to and an Individual Education Plan may be drawn up especially if the pupil receives support which is additional to/different from his or her peers.

Criteria for School Action include:

- Reading and Spelling scores in the low 80s or below and/or less than 9 years 6 months
- CAT scores in the low 80s or below
- low Numeracy scores
- Level 2 or below in Key Stage 2 SATs
- Teacher's observations
- Primary Teachers' comments

Provision from within the school's resources is identified to help meet the pupil's needs. Interventions may include:

- Withdrawal sessions with the school's Intervention Assistants or senior Teaching Assistants
- Smaller group sessions.
- Flexible grouping arrangements.
- Attendance at Aspire and/or paired reading.
- Appropriate teaching groups/sets.
- Group support on a regular basis.
- KS3 intervention classes, where appropriate.
- Additional staff training.

b) School Action Plus

Where pupils fail to make adequate progress, despite additional provision at School Action, then the school seeks the advice and involvement of external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Classroom Support Plan (CSP) is revised and new strategies put in place following involvement of pupil and parent in the process. .

c) Statutory Assessment/ Statements

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent may decide to request that the LEA undertakes a statutory assessment. This may lead to the pupil being provided with a Statement of Special Educational Needs.

Pupils with statements are allocated a “named” teaching assistant who is responsible for providing support and mentoring. The process of target setting, monitoring and reviewing remains the same as at School Action and Teaching Assistants are fully involved.

3.3 Individual Education Plans and Reviews

The **additional or different** strategies that will be employed for **some pupils** at School Action, School Action Plus and for those with statements are recorded in an Individual Education Plan (IEP), reflecting provision that is additional to, or different from, normal differentiated provision. Not all pupils with Special Educational Needs have an IEP but their progress is closely monitored.

Contents of the IEP include:

- 3 /4 short term targets for the pupil.
- Teaching strategies to be used.
- Additional provision to be put in place.
- Date the plan is to be evaluated and reviewed, with space for the outcomes of the targets.

A Classroom Support Plan is drawn up for subject teachers in order to facilitate lesson planning.

Targets are reviewed twice a year and new targets identified. As part of the review process teaching staff return comments on how the pupil is progressing to the Head of Learning Support.

Interviews are arranged with individual pupils to discuss staff comments, any concerns raised, find their opinions of their progress and set new targets. A revised IEP is then drawn up and parents are sent a copy with an invitation to meet with the Head of Learning Support if required.

On an annual basis there is a formal review in which all concerned are invited to participate. This normally takes place at a Parents' Evening.

3.4 Continuous monitoring of individual progress.

Monitoring of individual progress is through reviews, subject teacher comments in reports and at Parents' Evenings, screening tests and through procedures described in the School's Assessment Policy.

3.5 Provision of an appropriate curriculum:

Through their departmental development plans and SEN statements, provision for pupils with special educational needs is regularly reviewed and revised

It is the responsibility of individual departments that the requirements of the National Curriculum are met for those pupils with special educational needs.

3.6 Provision of Learning Support

The Learning Support Department can help subject areas in the following ways:

a) Curriculum development:

- Planning with individual members of staff/departments.
- Selection/design and preparation of suitable materials.
- Selection/design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The Head of Learning Support can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some pupils with special educational needs may be withdrawn for small group /1:1 sessions with the school's Intervention Assistants, Teaching Assistants or other members of staff.

d) SEN In-service Training

- The Head of Learning Support provides INSET for NQT's and other new staff at the school on Code of Practice procedures at The Friary School.
- Individual departments can ask for INSET from the Head of Learning Support
- Whole-school INSET, focusing on specific special educational needs is included, where appropriate, on staff training days.

3.7 Allocation of Resources

The school is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEN through:

- Deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry.
- Funding for specific pupils to meet their assessed needs.
- Grants as elements of TSF funding, including those for employment and training of Teaching Assistants.

Capitation:

- The Learning Support Coordinator is allocated a departmental capitation.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for

SEN pupils. A list of all such items is given to the Learning Support Coordinator.

PART 4: Partnership

4.1 In school

- The Learning Support Coordinator is part of the Pastoral Support Team and close liaison takes place with individual Heads of Year. Information and concerns are always discussed with the appropriate Head of Year.
- Pupil concerns are discussed at the weekly Inclusion Panel meeting of which the Learning Support Coordinator is a member
- Departmental Representatives provide the mechanism through which Special Educational Needs issues are discussed and disseminated.

4.2 Parents

The Friary School actively seeks to work with parents and values the contributions they make.

- Parental views are recorded as part of the Review procedures.
- Parents are actively encouraged to help with for example, hearing their child read and learning spellings; and information sheets have been produced.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home via for example letters or telephone calls and the pupil's planner.
- Meeting new parents at the "Prospective Parents' Evening in the summer term prior to transfer.

4.3 Pupils

The Friary School acknowledges the pupil's role as a partner in his/her own education.

- Pupils are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating their individual targets.
- Pupil views are recorded as part of the Review process and their views are valued and listened to.
- Pupils views are gained through a "Pupil in Focus" questionnaire.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. The main external support agencies used by The Friary School include:

- The Educational Psychologist
- Behaviour Support Service
- Special Educational Needs Support Service
- Saxon Hill Special School Outreach Service
- Queens Croft Special School
- The Stowe Unit
- Connexions Service
- The School Nurse
- CAMHS Outreach Service
- Relate
- The Educational Social Worker

4.5 Between Schools

The Head of Learning Support liaises with other SENCOs:

- From local secondary schools to discuss local and national SEN issues.
- At LEA run “Senco-Update” meetings.
- On the transfer of a pupil with special educational needs.

4.6 Transfer Arrangements

All documentation about special needs included in a pupil's record is transferred between schools. Specific enquiries are dealt with by the Head of Learning Support.

The records of pupils who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to Post 16 placements.