



Special Educational Needs Policy

Approved by the Governors of the Pastoral and Inclusion Committee November 2010

St. Mary's College Special Educational Needs Policy

The Mission of St. Mary's College

“Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as yourself” (Mk 12:30-31)

St. Mary's RC Sports College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church.

Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.

Overall Ethos and General Policy Principles

If the principle of education for all is to be effective, it must, as far as possible, be moulded to individual needs and capabilities. All children are entitled to an education which will enable them to develop their full potential.

Children who need help over and above that which most others require are identified as having Special Educational Needs. A Register is kept in line with the Code of Practice (2001).

These additional needs may arise from physical, medical, intellectual or social disadvantages. The right of access to the full range of opportunities for these pupils is acknowledged.

A whole school response to meet this ideal is promoted in full partnership with parents, Support Agencies and the Local Education Services.

SEN Co-ordinator

The Special Educational Needs Coordinator is responsible for the day to day provision for pupils with special educational needs and is the point of contact for outside agencies.

CONTENTS

A. SEN Provision

1. Roles and Responsibilities
2. Managing and Coordinating Provision
3. Specialist Provision/facilities
4. Admissions Procedures
5. Complaints Procedures

B. Identification, Assessment and Provision

1. Identification of Needs
2. Assessment and Review / Evaluating Success
3. Changes to SEN Register
4. Curriculum Access and Inclusion

C. School Partnership

1. Role of Parents
2. Student Voice
3. Other Agencies / Organisations / Support Services
4. Other Schools / Transfer Arrangements
5. Staff Development and Appraisal

A. SEN Provision

1. Roles and Responsibilities

Provision for students with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEN in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The Governing body, in cooperation with the headteacher has a legal responsibility for determining the policy and provision for students with special educational needs – it maintains a general overview and has appointed a representative, the SEN governor who takes particular interest in this aspect of the school.

Governors must ensure that:

- The necessary provision is made for any student with SEN
- The staff are aware of the need to identify and provide for students with SEN
- Students with SEN join in school activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students
- They report to parents on the implementation of the school's SEN policy
- They have regard to the requirements of the SEN Code of Practice for Special Educational Needs (2001)
- Parents are notified if the school decides to make SEN provision for their child
- They are fully informed about SEN issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements and oversee the school's work for students with SEN

Governors play a major part in school self-review. In relation to SEN, members of the governing body will ensure that:

- They are involved in the development and monitoring of the school's SEN policy and that the school as a whole will also be involved in its development
- SEN is an integral part of the Self Evaluation Form and School Improvement Plan
- The quality of SEN provision is regularly monitored

The Headteacher has responsibility for:

- The management of all aspects of the school's work, including the provision for students with special educational needs
- Keeping the Governing body informed about SEN issues
- Working closely with the Special Educational Needs Coordinator
- The deployment of special educational needs personnel within the school
- Has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEN policy and the effects of inclusion policies on the school as a whole

The Special Educational Needs Coordinator (SENCo) has responsibility for:

- Overseeing the day to day running of the school's SEN policy
- Coordinating the provision for students with special educational needs
- Ensuring the implementation of the requirements of the SEN Code of Practice for Special Educational Needs (2001)
- Carrying out annual reviews for all pupils with a statement of special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify students with special educational needs
- Carrying out detailed assessments and observations of students with specific learning problems
- Supporting subject teachers and personal tutors in devising strategies, drawing up Individual Education Plans (IEP's), setting targets appropriate to the needs of the students and advising on appropriate resources and materials for use with students with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of students with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEN register and SEN records
- Assisting in the monitoring and evaluation of progress of students with SEN through the use of existing school assessment information, eg class based assessments / records, end of year tests, SATs, etc.
- Contributing to the in service training of staff in matters relating to SEN and SEN policy
- Managing teaching assistants
- Liaising with SENCo's in partner primary schools to help provide a smooth transition from one school to another

Subject teachers and personal tutors are responsible for:

- Including students with SEN in the classroom and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- Making themselves aware of the school's SEN policy and procedures for identification, monitoring and supporting students with SEN
- Giving feedback to parents of students with SEN
- Carrying out reviews for tutees / students at school action level and above on the SEN register

Teaching Assistants (TAs) work as part of a team with the SENCo and the teachers, supporting students' individual needs and helping with inclusion of students with SEN within the class. They play an important role in implementing IEPs and monitoring progress. They contribute to review meetings and help students with SEN to gain access to a broad and balanced curriculum. Some TAs are also responsible for special duties such as Physiotherapy and intimate care of certain children. For this they will always receive appropriate training.

Teaching Assistants should:

- Be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for students with SEN
- Be fully aware of any other school policies that are relevant to the work they do
- Use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies

2. Managing and Coordinating Provision

At St Mary's College,

- Sharing of expertise is welcomed and encouraged between all members of staff, with regard to SEN issues
- Special Educational Needs is part of the school improvement plan
- Each subject department has a designated SEN representative
- The SENCo meets with all TAs for a training / review meeting at least once every half term
- The SENCo chairs a weekly meeting with all TAs
- The SENCo ensures that regular meetings are held to review IEPs and provision
- There is a daily informal contact between staff to monitor individual students and to discuss concerns
- The students are involved as far as practicable in discussions about their targets and provision
- The SENCo ensures that the following information is readily available and easily accessible to all staff:
 - The school's SEN policy
 - The SEN register
 - An overview of SEN provision from the school prospectus
 - The school's internal arrangements for SEN, including a clear description of the responsibilities of all staff
 - Details of the specific needs of all children on the SEN register along with strategies to ensure they make progress

3. Specialist Provision/facilities

The school accommodates provision for pupils who experience difficulties in

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Medical conditions

The school ensures appropriate access for disabled pupils through:

- Ramped access and lifts to all floors.
- Disabled toilet/washroom facilities
- Teaching Assistants who are trained in physiotherapy techniques
- Dedicated and specialised space in which to provide physiotherapy for pupils where appropriate
- The use of radios to enable immediate response/support when necessary
- The use of mobile phones for children who may need to discreetly call for support from a TA.

- Specialist PE equipment
- Some extra-curricular activities specifically tailored towards the physically disabled.

The school aims to improve the ease of access for disabled pupils to all teaching and learning building on the site subject to available funding.

4. Admissions Procedures

- Children with SEN statements and Children in Public Care who have named St Mary's College as their choice of school will be admitted to the school.
- The school's Admissions Policy meets the statutory requirements for admitting SEN pupils and a copy of this policy is available on the school's internet site.

5. Complaints Procedures

- Parents and carers with children at the school are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation
- If, on pursuing the complaints the parents are not wholly satisfied with the response of the school they may wish to seek further advice / assistance from the local authority

B. Identification, Assessment and Provision

1. Identification of Needs

The Code of Practice (2001) outlines a graduated response to students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is "additional to or different from" the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises three broad levels of provision within the continuum: School Action, School Action Plus and Statement

At pre School Action, the subject teacher takes responsibility for the meeting of student needs within the normal classroom context, by differentiating work. This is known as "Wave One" provision

School Action

When a student is identified as experiencing difficulties the teacher should provide interventions that may be additional to or different from those provided as part of the school's usual differentiated curriculum.

Students' needs should be met at School Action if they:

- Make little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- Show signs of difficulty developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Present persistent emotional and/or behavioural difficulties, which are not modified by the behaviour policy of the school

- Have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment
- Has communicative and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action Plus

At School Action Plus external support services, both those provided by the LA and outside agencies, will usually see the student, in school so that they can advise teachers on a range of appropriate strategies and approaches. Students at this stage will be subject to an IEP. Parents will be asked to contribute and agree to any targets set at IEP reviews.

Students' needs should be met at School Action Plus if they:

- Continue to make little or no progress in specific areas over a long period
- Continue working at National Curriculum levels substantially below that expected of students of a similar age. At KS 3 students working at L2 could be said to be working substantially below their peers when the expected level for KS3 is 4.
- Continue to have difficulty developing literacy and mathematics skills
- Have emotional and behavioural difficulties, which substantially and regularly interfere with their own learning or that of the class despite having an individualised behaviour management plan.
- Have sensory or physical needs, and requires additional equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service.
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Statements

Only in exceptional cases will the LA provide a Statement for Learning or Emotional Behaviour problems. Most Statements cover pupils with Medical and Physical disabilities. In order to apply for a statement of special educational needs for a pupil, the school, where appropriate, will support the parents in requesting the necessary assessments. If successful, additional funding will be made available in line with the needs of the child. The statement will also define appropriate objectives for the education of the child. The statement will be reviewed on an annual basis.

2. Assessment and Review / Evaluating Success

The identification is with regard to the information as outlined in the SEN Code of Practice. The triggers for intervention through *School Action* are teachers or others concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed in the school
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment

- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil's special educational needs may be via:

- Liaison with teachers
- Liaison with primary/previously attended schools
- Liaison with parents
- Liaison with external agencies

Assessment of Needs is by way of:

- Information from feeder schools initially
- Whole-school screening assessments e.g. NFER Cognitive Ability Tests
- SEN screen tests – SNAP assessment
- Diagnostic assessment of individuals highlighted from the above 3 areas
- Class teacher/subject area comments and analysis of progress

The attainment of all pupils at St Mary's College is assessed and recorded termly.

Decisions determining whether adequate progress has been made by pupils on the SEN Register are made in line with the Code of Practice which defines adequate progress in a number of ways, including progress which:-

- Closes the attainment gap between the pupil and the pupil's peers
- 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
- Ensures access to the curriculum
- Demonstrates an improvement in self-help and/or social and personal skills
- Is likely to lead to appropriate accreditation
- Is likely to lead to participation in further education, training and/or employment.

Responsibility for ensuring and recording progress is shared by all subject departments. Every department has a link member of the SEN team who attends the weekly departmental briefing.

3. Changes to SEN Register

Changes to the SEN register are made in consultation with staff who work closely with a particular child and under the direction of the SENCo, who has sole responsibility for maintaining the SEN register.

4. Curriculum Access and Inclusion

The school provides:

- A team of learning support assistants to provide support, enabling appropriate access to the curriculum via in-class, small group and individual support.
- Individual teaching programmes designed to meet individual needs, particularly to enhance literacy skills.
- A whole school priority of differentiation in the classroom.
- The school works towards including SEN pupils in all the school's curricular and social activities.

- The school values all pupils equally and gives them equal rights and opportunities.
- The school ascertains the views of the child via the student council, frequent questionnaires, and Personal Tutor interviews.
- The school is committed to raising standards of achievement and measures the effectiveness of its strategies by tracking student progress against initial base-line data and making comparisons with the national and local progress levels.

The success of the school's SEN policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCo and subject coordinators
- Analysis of student tracking data and test results:
- Value added data for students on the SEN register
- Termly monitoring of procedures and practice by the SEN governor
- School self evaluation and departmental SEF
- Frequent meetings of parents and staff, both formal and informal, to revise provision and celebrate success
- Changes on SEN register per cohort

C. School Partnership

1. Role of Parents

- Effective partnership with parents/guardians is essential if each pupil is to reach his/her full potential. The school planner is used as a two-way communication tool between home and school.
- Contact is made with all parents/guardians of pupils receiving additional help, who are encouraged to communicate with the school and support their children in and out of school.
- Parents are requested to support their child with daily preparation for school, completion of homework and encouraging reading. This active support is a key element in developing a lifelong interest in learning, particularly in regard to reading for pleasure, as well as for the acquisition of information and research.*
- Views of parents are highly valued as is their active support in encouraging their children to take advantage of every opportunity to learn.
- The development of independent learning skills is essential if together we are to motivate our children to become effective learners in a changing and challenging world.
- Parents are encouraged to be involved in the review process.

2. Student Voice

All students should be involved in making decisions, where possible, right from the start of their education. The ways in which students are encouraged to participate should reflect the student's evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident young students, who know that their opinions will be valued and who can practice making choices, will be more secure and effective students during the school years and beyond.

At St Mary's College, we encourage students to participate in their learning by:

- Contributing to reviews and targets
- Talking to Personal Tutors, TAs and subject teachers about their learning
- Class and individual reward systems

3. Other Agencies / Organisations / Support Services

Specialist support services used by the whole school and SEN in particular, include:

- CPS (City Psychological Service)
- SENSS (Special Educational Needs Support Service)
- Local Authority
- Health Services (including Occupational Therapy)
- Physiotherapy Services
- ESPD (Educational Support for the Physically Disabled)
- ESHV (Education Service for Hearing and Vision)
- Child and Adolescent Mental Health Services (CAMHS)
- SSD (Social Services Department)
- YOT (Youth Offending Team)
- The West End Child, Adolescent & Family Service
- KIDS Parent Partnership (Independent Education Advisory Service)
- EWS (Educational Welfare Service)
- Connexions / Careers

Links with Frederick Holmes Special School are established as part of the school's drive towards an inclusive society. This involves:

- Shared teaching and learning experiences
- Shared resources

4. Other Schools / Transfer Arrangements

The school has a Head of Transition, who leads the transition process for all pupils from Key Stage 2 to Key Stage 3.

Provision is made for the transition of pupils with special educational needs via:

- Transition visits to feeder primary schools
- Collection of information and data
- Liaison with professional bodies supporting the child
- Attendance of SENCo at annual reviews during year 6
- Teaching Assistants visit primary schools to learn how to carry out specific programmes (e.g. speech therapy, physiotherapy, intimate care procedures) with the child and primary school staff.
- Parental visits/communications
- An Induction evening for parents/carers and children
- Two Induction days; this is mutually beneficial to the assimilation of information for the school and the child.
- An entire week of transition activities just prior to the end of the summer term.

5. Staff Development and Appraisal

- The school is committed to extend expertise in the area of SEN
- There are regular training sessions provided by the SENCo to all staff
- There are half termly training sessions for all TAs
- The SENCo attends the partnership SENCo support group termly meeting
- The SENCo will have attained the nationally accredited SENCo qualification by June 2011
- The SENCo attends regular SEN conferences and other training in order to remain abreast of current trends in SEN provision
- Newly appointed teaching staff and support staff meet the SENCo to discuss SEN procedures in the school
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school. This is always the case at the beginning of the new school year where all staff are briefed on new SEN pupils

Other Policies linked to this one:

Disability Equality Policy

Intimate Care Policy

Administration of Medicines Policy

Pastoral Handbook Policies and Procedures

Teaching and learning Policy

Assessment and Marking Policy

Safeguarding Policy

This policy will be reviewed on an annual basis.

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Next Review Date Spring 2012

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