

DENEFIELD SCHOOL GOVERNORS' POLICY FOR SPECIAL EDUCATIONAL NEEDS



Status

Statutory

Purpose

This policy forms part of Denefield School's responsibility as defined by the Education Act 1993, Part III. It follows the guidelines issued by the Secretary of State in the Code of Practice on Identification and Assessment of Special Educational Needs 2001, the Disability Discrimination Act 2002 and Every Child Matters 2004. This policy also recognises that the Local Authority (LA) retains overall responsibility for Special Educational Needs (SEN) provision in its area.

According to the Disability Discrimination Act and West Berks Inclusion policy a student is defined as having special educational needs if he or she has a learning difficulty or disability that has a 'long term adverse effect on student's ability to carry out normal day-to-day activities' which calls for special educational provision to be made for him or her.

Aims

The Special Educational Needs (SEN) policy is integral to Denefield School's aim to provide the highest quality education, enabling all students to realise their individual potential.

The school will:

- Ensure all staff are made aware of students with SEN and their individual needs and staff responsibilities for meeting these needs
- Provide regular training and updates to staff to encourage a good standard of teaching and learning for all students including those with SEN
- Ensure students with SEN are included in a broad and balanced curriculum, providing support and resources where needed
- Encourage healthy social and emotional development in students, to improve self esteem, personal responsibility and independent learning.
- Work in partnership with students, parents and relevant outside agencies to ensure the needs of SEN students are met

As laid down in the Education Reform Acts of 1988 and 1993, and Every Child Matters 2004 each student will follow a broad balanced and coherent curriculum relating to the national curriculum. We aim to provide teaching which makes learning challenging and enjoyable and to enable the student to realise their potential.

Who/what was consulted

SENCO

SLT

Students

Parents

Code of Practice on Identification and Assessment of Special Educational Needs 2001,

Disability Discrimination Act 2002

Every Child Matters 2004.

Roles and responsibilities of Headteacher, other staff, governors

The **headteacher** has responsibility for ensuring that:

- all staff are aware of this policy and that they follow the guidance provided
- training is available for all teaching and support staff regarding the teaching, learning and welfare of all students with SEN
- any complaints by parents regarding their son/daughter with SEN are effectively dealt with by staff where possible and reported to the chair of governors when necessary.

The **SENCO** has responsibility for ensuring that:

- this policy is updated and implemented under the supervision of the Deputy head responsible for SEN
- the SEN register is updated regularly and published to all relevant staff
- appropriate training is offered to staff on all aspects of working with students with SEN
- regular liaison with staff, parents, students and other professionals is ongoing

Curriculum Leaders will ensure that:

- class teachers within their Curriculum Area have read this policy and the SEN register and take into account the information and advice given

The **Governing body** will ensure that:

- this policy is in place, updated and followed by all staff
- this policy is freely available to parents and will report to parents annually on the implementation of SEN policies in the School Profile and on the school website.

Class teachers and support staff are responsible in ensuring that:

- they have made themselves aware of this policy and the information on individual students given
- they take responsibility in differentiating and providing for the needs of those students in their class
- they attend any training provided on specific students or SEN in general and that advice given is implemented

Arrangements for monitoring and evaluation

The SENCO will monitor the identification and provision of SEN on a termly basis in conjunction with the Deputy Head responsible for SEN and Guidance/Learning teams. Provision of withdrawal groups and support will be evaluated annually in conjunction with staff, students and parents. The SENCO will report to the Governors Curriculum Committee annually to enable the committee to monitor and evaluate SEN provision.

Admissions arrangements for students with a statement of special educational needs

Students who meet the Denefield School admissions policy criteria and who are considered to have SEN, are admitted after assessment of the student's needs and appropriateness of a placement at Denefield School. Parents are consulted about the arrangements for the admission of their child.

Complaints procedure

After discussion with the headteacher and the chairman of the governing body, parents can appeal to a SEN tribunal against LA decisions on assessments and statements.

Relationship to other policies

Teaching and Learning
Safeguarding
Physical Restraint
Equalities
Behaviour and Discipline
Attendance

Appendices

A: SEN identification
B: Provision

Date established by governing body 19/1/2011
Date for full implementation Jan 2011.

Date for review Jan 2014

Appendix A

Identification of students with SEN:

The Code of Practice sets out a model for identifying and supporting students with SEN. Students who have been identified as having special educational needs will be placed on the special needs register. They will be fully integrated into mainstream teaching groups where teaching will be appropriate to their needs allowing them to realise their potential. Some students may be withdrawn for individual teaching where this is necessary to meet their individual needs. The Special Educational Needs Register is maintained and updated and changes notified to all teaching staff.

The continuum of SEN is:

- **School Action** is triggered by concern about a student. The school identifies and supports these students from within the school's resources.
- **School Action Plus:** At this stage, external support agencies advise staff on approaches and targets for the students.
- **Statement of Special Educational Need:** Students have a full statement of special educational need via a multi-professional assessment (MPA). This would be initiated following advice from the additional professionals involved at School Action Plus.

Students are identified as early as possible to ensure appropriate support and provision is in place.

Structured transition from Year 6-7 and liaison with Primary staff mean that many students' needs are identified before entry to Denefield and so provision can often be put into place straight away.

All students undertake screening tests at the end of Year 6. These including Cognitive Achievement Tests (CATs), and reading and spelling tests. This data along with KS2 data allows identification of students needing extra support.

Annual reviews of all students with a Statement of SEN are undertaken by the SENCO, parents and student. Other reviews with parents and students on the SEN register are held regularly.

Appendix B

Provision of students with SEN

The students' provision is met through mixed ability teaching groups or setting by subject. Differentiated materials or specific resources are used in the classroom to support learning.

In class support for Statemented students is provided by Teaching Assistants (TAs). TA's can also support the learning of other students on the SEN register in the same classes. When possible some general in class support is also provided for the most vulnerable students/groups.

Progress across all subjects for each student on the SEN register is monitored termly by the SENCO, Guidance team and Curriculum areas. Provision for all students including those with SEN are documented on a whole school provision map which is updated regularly by the SENCO and Director of Academic guidance and shared with relevant staff.

Withdrawal groups

Some students are withdrawn from lessons (over a short period of time) to follow a programme devised to suit their individual needs. For example, those whose reading and spelling quotient is below the 85th percentile are targeted for an intensive structured reading or spelling programme. Other withdrawal groups include anger management, emotional literacy, social skills and behaviour repair. Parents are consulted about this and provision is monitored and evaluated annually, using data and evaluation forms from parents, students and staff.

Extra Studies

A minority of students in each year group with severe SEN follow Extra Studies lessons instead of a foreign language or GCSE option choice. These students are taught by specialist SEN teachers in a small group to develop their literacy/numeracy and study skills and to over-learn/extend work from other mainstream subjects.

Access Arrangements in Exams

Students in Year 9 and above who may qualify for access arrangements in exams, (such as a reader, scribe or extra time) are assessed by the SENCO (as specialist teacher) and applied for online to the exam board, in liaison with the exams officer.

Students who qualify then sit their exams' in the Study centre under exam conditions.

Individual Education Plans (IEPs)

All students on School Action Plus and above on the SEN register have an Individual Education Plan (IEP) which is reviewed at least bi-annually by the SENCO in conjunction with TA's, parents and student.

Outside agencies involved

Curriculum Support regularly works with professionals from outside agencies to assess, advise and support students with SEN.

Educational psychologist
CAMHS (Centre for adolescent mental health)
West Berks special needs support team (advisory teachers for Specific learning difficulties and Autistic spectrum disorders)
Speech and language therapists
Occupational therapists
PRU outreach workers (Pupil referral Units)
Behaviour support team
Brookfields special school

West Berkshire Inclusion support service
Sensory consortium service (SCS)