

Paulet High School	School Policy Document		
Document Title	Special Educational Needs and Disability Policy		
Document Status	Approved	Approved Date	25th January 2011
Document Owner	Assistant Headteacher	Review Date	01.02.2012
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Rationale

Our aim is to: **Never leave a child behind**

SEND Policy: Links to the School Aims


The department will support the School in its endeavours to:

- work in partnership with parents
- work in partnership with outside agencies
- support the raising of achievement of all students and the use of technology
- promote equal opportunities for all
- support the entitlement of all students
- ensure that all students receive the information, advice and guidance on personal wellbeing and financial capability wellbeing issues that they need

i. Basic information about SEND provision.

All staff and Governors at Paulet High School will do their best to meet the (Special Educational & Disability) Needs of all students at the school. This will be achieved through high quality teaching and learning, developing a supporting and caring ethos and working in partnership with the local community and by:

- Admitting all students to the school on the basis of the school's published admissions procedures and welcoming all students, including those with SEND (making reference to the SEN Code of Practice and the LA criteria April 2003)
- Enabling all students to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Identifying as part of its School Improvement Plan resources to implement the identified policy and procedures and evaluate its implementation.
- Enabling teachers to make appropriate provision for all their students, through the provision of appropriate support, information and advice.
- Developing a partnership between parents, students and the school, in which each has an active role to play in the education of special needs students.
- Developing a wide community involvement in special educational needs and disability through the multi-agency partnership and other (local) initiatives to the benefit of students.

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SEND Policy: A Framework

This policy advice should be read in conjunction with Schedule 1 (Regulation 3(1)): "Information from Maintained Schools" in Annex A of the SEN Code of Practice, 2001.

Principles and objectives:

Paulet High School have regard to the definition of SEN stated 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 of 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 LA
- c) are under compulsory school age and fall 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:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area for children under two, educational provision of any kind."

Paulet High School endeavours to monitor all students who are not making adequate progress in the four broad areas specified in the SEN Code of Practice:

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- communication and interaction,
- cognition and learning,
- behaviour, emotional and social development, and
- sensory and/or physical development.

- The School attempts to work closely with all parents to listen to their views
- Parent/carer involvement and support is vital
- The School believes that all adults involved are teachers of students with SEND
- Monitoring the progress of all students is an ongoing process
- The School believe in equal opportunities
- Students with SEND are fully integrated into the life of the school and the curriculum
- Parents are encouraged to discuss any issues

Parents

It is a statutory requirement under the 1993 Education Act for the child's parents to be involved and be kept fully informed at every stage of the procedure.

Every opportunity will be given to parents to work in partnership with the school in assessing their child's needs, discussing progress and supporting their child's programmes of work at home.

Management of SEND within the school:

- Parents will always be kept informed of any additional or different provision being given
- Students who make slower progress will be given carefully differentiated learning opportunities
- All teachers take account of the inclusion statement in National Curriculum 2000:
 1. Setting suitable learning challenges
 2. Responding to students' diverse learning needs
 3. Overcoming potential barriers to learning and assessment for individuals and groups of students.

Paulet High School aims to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.

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Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

Co-ordination of SEN Provision:

The governor with responsibility for SEN is Mrs W. Burton.

The governing body should:

- Ensure that provision is made for students who have SEND
- Ensure that the needs of students with SEND 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 students with SEND
- Consult the LA 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 student with SEND joins with all students in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for students with SEND
- Have regard to the Code of Practice when carrying out its duties to students with SEND
- Ensure that parents are notified of the decision of any extra provision being made for their child

Governors must be involved in developing and monitoring the policy. The School has a duty to ensure that they are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The Head Teacher has responsibility for:

- day to day management of all aspects of the school's work including provision for students with SEND provision
- informing the Governing body

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- working closely with the SEND co-ordinator

Heads of Year have responsibility:

- to collate and update records of individual pupils
- to monitor the progress of students with SEND, ensuring appropriate intervention and evaluation
- for the upkeep of records including IEP's

Form Tutors have a responsibility to:

- be the first point of contact for their students
- work collaboratively with parents/carers and keep them fully informed
- liaise with their Head of Year and outside agencies
- liaise with the SENCO
- assist in monitoring the progress of students with SEND, ensuring appropriate intervention and evaluation

Teachers have responsibility for:

- devising strategies and identifying appropriate methods of access to the curriculum
- working with the student and providing further help on a daily basis.
- planning and delivering an individualised programme
- promoting positive attitudes to learning in all pupils taught
- identifying a pupil who is experiencing difficulty
- recording, with the help of the Subject leader, the difficulty and strategies that have been used to overcome the problem
- alerting the Form Teacher and if appropriate, strategies so far employed and any other indicators to give a complete picture of the pupil
- liaising with key staff in designing, implementing, assessing and recording progress

'All teachers are teachers of special needs'

Teaching Assistants have responsibility for:

- supporting the teaching of learning of individuals and groups of students throughout the school.
- supporting students in achieving targets identified in IEPs, Provision Maps and Statements.

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- differentiating provision for groups of students as identified in school support strategies.
- ensuring, where possible that the education of all students is enhanced by strategies employed with students with SEND

Teaching assistants will be able to work more effectively through inclusion in the planning and evaluation of individual and group programmes.

The SENCO (*Special Educational Needs Co-ordinator*) for our school is P R Whibley.

The SENCO is responsible for:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision for children with SEND ensuring there is liaison with parents and other professionals in respect of students with SEND
- managing teacher assistants /and the SEND team of tutors
- advising and supporting other practitioners in the school
- contributing to the CPD of the staff
- organising annual reviews for students with SEND and ensuring that appropriate IEPs are in place
- ensuring that relevant background information about children with SEND is collected, recorded and updated liaising with external agencies including the LA's and educational psychology services, health and social services, and voluntary bodies/the Connexions PA.

SENCO time is used in the following ways:

- organising the visits for SENSS Advisory Teacher
- working with the SENSS Advisory Teacher
- organising the visits of the EP
- working with the EP
- individual student programmes
- statement review meetings - pre and post report writing
- liaising with tutors
- arranging visits and liaising with other specialists
- arranging visits and liaising with Social Services
- meeting parents
- students assessments
- Y5 and Y6 Transitional reviews
- Advising on Pastoral Support Plans

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- Liaising with Heads of Year, form tutors, Behavioural Support officers and class teachers
- Supporting literacy and numeracy strategies
- Training and support of TAs

Specialisms:

The School is embracing the initiative of The Dyslexia Friendly Classroom and is celebrating its successes with tutoring students who have dyslexic tendencies.

Staff awareness has been raised so that, when planning lessons, all staff consider the needs of all students, including the needs of students with dyslexia. Staff aim to use multi-sensory techniques where possible in order to enhance the learning potential of all students. Some students will require small group or individual programmes, which are highly structured, cumulative, multi-sensory and sequential to ensure retention and progression.

The School has experience in supporting students with a variety of needs.

The Learning Support staff are attempting to set up resources with advice for supporting individual subject curriculums, as well as, working with small groups of children, if appropriate.

The computer assisted learning programme, SuccessMaker has been purchased and is being trialled with targeted pupils.

The school is Access Friendly for wheelchair users.

Identification, assessment and review

There are 9 students with statements in our school for whom support is given through the '**Audit of Need**'.

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Identification and Assessment:

We are committed to the early identification and intervention of students who may have SEND.

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 students may have attended.

Identifying students who have SEN

All students progress at different rates, but where students fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has special educational needs and identify appropriate provision to meet the student's needs. 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 and individual 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.

Initial Identification

In the Summer Term the SENCO and the Head of Year 7 visit the main feeder primary schools to collect information. All students will be tested for reading and spelling levels and extended writing. Parents are able to add to this at the Y6 Induction Evening. If necessary, students will then be offered at the appropriate level of support via the Audit of Need. Any student whose scores indicate a problem not previously recognised will be individually tested to establish the nature of the problem and after consultation with the parents, offered support.

In either the last term of Junior school or the first half term at Paulet High School targeted students are screened by our SpLD tutor.

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Referral to the EP will be made where necessary on a basis of need.

SEND information is provided for each member of staff at the beginning of each academic year. This includes:

- i. Pupils' individual stages of assessment,
- ii. needs analysis
- iii. timetables of in-class support for individual pupils/groups of pupils.

The Audit of Need is continually under review and updated. Parents are encouraged to bring concerns regarding their child's progress to the SENCO/Head of Years and to work with the school to effectively meet the needs of their child.

Parents are involved in meetings regarding pupil progress through:

- Pre-entry to Paulet meetings
- Parents' Evenings
- Direct invitation
- Reviews
- Educational Psychologist meetings
- SENSS or Outside Agency involvement
- Parental requests

Continuous Identification

Throughout their time at Paulet High School students experiencing difficulties will be identified by external tests, internal tests (departmental tests and assessments) and continuous monitoring by teaching staff; difficulties will be referred to the Subject Leader, Department Teacher Assistant (if assigned), Tutor and finally the Learning Support Department.

Concerns from other professionals e.g health will be acted on as necessary.

Reviews

All students who are a 'cause for concern' will be given an intervention programme which will be reviewed twice yearly in consultation with parents and students and

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placed on a provision map. The Audit of Need is used to inform what decisions regarding the level of provision needed for a student has been offered.

If further assessment is required advice will be sought from the SENCO and or Specialist Tutor and even additional support may be sought from the LA to help the School to determine the child's strengths and areas to be developed. The School can then identify and implement the appropriate strategies for the child.

The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LA policy.

School Action - If a teacher identifies a student who may have SEND, using the LA criteria, it will be necessary for that member of staff to support the form tutor, Head of Year or Behavioural Support officer, to either devise an Individual Education Plan (IEP) or negotiate more effective provision. This sets out any arrangements that are additional to and different from the usual curriculum. The lead member of staff liaises with the SENCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed at least twice a year, or more frequent as appropriate.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the student.

Whether adequate progress is being made can be measured using examples within the following criteria. If when reviewing either IEP targets or the effectiveness of the provision, progress is seen to:

- Close the attainment gap between the child and his peers
- Prevent the attainment gap from growing wider
- Be similar to that of peers
- Match or better the student's previous rate of progress
- Ensure access to the full curriculum
- Demonstrate an improvement in self help, social or personal skills
- Demonstrate an improvement in behaviour

Additional support for students with SEND will be funded from the School's delegated budget and may include:

1. Teacher assistant support individually or in a small group

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2. Different learning materials or special equipment
3. Access to the LA support services for a single consultation on strategies or staff training
4. Some individual or group support, or staff development and training

School Action Plus - If adequate progress is not made, after a substantial period of intervention and at least two reviews, and the student's attainment fails to reach the stipulated LA criteria, the teacher/form tutor in consultation with the parents/carers and SENCO, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new IEP will be drawn up in consultation with the parents/carers and the lead agency.

The IEP will be reviewed each term or more frequently as appropriate to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and students are always involved.

Emotional/Behavioural Difficulties

If a student presents persistent emotional and/or behavioural difficulties, which are not ameliorated by management techniques usually employed, after advice from the Subject Leader, the class teacher will liaise with the Behavioural Support officers / Head of Year. Parents are invited to attend a meeting to initiate a behaviour management IEP. This should include a positive course of action designed to help manage the student's behaviour. Along with other relevant information this should detail:

- The type of behaviour the student is displaying
- What steps have been taken to modify the behaviour
- The result of the strategies
- The parent's views
- The student's views
- Future strategies / targets
- Time scale
- An exit strategy

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All approaches and targets set should be positive and attainable. If a student's behaviour continues to be a cause for concern, advice from the LA Behavioural Support Team should be sought.

If a student becomes at risk of exclusion and has not responded to the behavioural strategies, which have been put in place, a Pastoral Support Plan (PSP) should be created. This is a multi-agency approach; clearly identifying support measures designed to enable the student to manage their own behaviour.

In a very few cases it may be necessary for the school or parent, in consultation with outside agencies involved, whether a statutory assessment may be necessary, if a student fails to make adequate progress and has demonstrated significant cause for concern. Paulet High School use the LA guidance to help make any such decisions. If, in rare cases, the student's needs are considered to be severe and complex, a statutory assessment may be initiated, which may lead to a statement of special educational needs being issued by the LA.

Procedures for concerns:

If parents wish to make a complaint about the educational provision for a SEN student, or to complain about any aspect of the special needs policy, they are invited to discuss their concerns by contacting either of the following:

- SENCO - PR Whibley
- Governor with responsibility - Mrs W. Burton

If they are still dissatisfied they should contact the Head or finally the LA. A formal complaint concerning special needs may be registered with:

Special Services
 Education Department
 Tipping Street
 Stafford
 ST16 2DL

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Admissions / Transfer arrangements:

Records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Provision for students with SEND is a matter for the school as a whole.

If additional provision is necessary the parents/carers are always informed, and written agreement secured.

Students with statements are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

The school has procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our students. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the students.

Review

This policy will be reviewed every year.

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Appendix

Action	Who is involved?	What is involved?	Next Steps
Differentiation	The class teacher responsible for the students	The teacher plans for the activities to be given to the students at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a student is not making adequate progress, either an individual education plan (IEP) or a provision map is considered. Co-ordination by form tutor.(if appropriate)
School Action	The tutor / Head of Year / Behavioural Support officer responsible for the child informs the SENCO of the concern and with advice obtained, writes an IEP / PSP or initiates a provision map in consultation with the parents / carers and the student.	The IEP/provision is implemented in class. Additional and/or different activities / resources are used to meet the needs of the student. Suggestions for support at home are considered with the parents / carers. IEP/PSP/PEP is reviewed during the Parents' Meetings, or more regularly, if appropriate.	Most students should make progress with the additional help but if the targets and strategies implemented in the IEP/PSP/PEP mean that adequate progress is not made, advice is requested from SENCO / outside agencies

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School Action Plus	The SENCO requests advice from an external agency. A new IEP/PSP/PEP is devised from the additional guidance given and the tutor and teachers involved deliver the plan of action.	The IEP is implemented in the class using the strategies and additional / different resources suggested. Support from home is crucial. IEP/PSP/PEP is reviewed termly, or more frequently, if appropriate.	The majority of students will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress, a decision may be appropriate for all the parties involved to decide to contribute evidence to support a request for statutory assessment.
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