

Special Educational Needs and Disabilities Policy 2010

AIMS AND OBJECTIVES

The objective of the school is to assist any child who has a special educational need **or who encounters a barrier to learning which affects** progress in their daily life in school and **identification of barriers to learning**. In order to achieve this, the following aims are reflected in Learning Support Department policies and operations:

1. To identify children who have a special educational need **or disability** and to take responsibility for reviewing their progress on a regular basis through monitoring and assessment procedures.
2. **To provide an opportunity for referral of students by teachers and support staff to assess needs and to provide early intervention as appropriate.**
3. To **support students to** develop the basic skills of literacy, language and numeracy **and to enable them** to take an active part in all subjects.
4. To assist departments in developing materials which are differentiated **and in varying teaching styles** to enable greater access for children with special educational needs.
5. To promote confidence and a feeling of self-worth in children who are experiencing difficulties in their school life owing to their special educational needs.
6. **To identify barriers to learning and to provide a range of appropriate/flexible interventions as early as possible.**
7. To ensure that the children themselves and their parents are involved in any decisions made regarding their education resulting from their special educational needs.
8. To ensure that all staff are aware of the special educational needs of students they teach and to support staff in working towards meeting their needs.
9. To identify resources, facilities and procedures that enable inclusion of all students with Special Educational Needs and Disabilities.

Whilst these aims are specific to the work of the Learning Support Department **some** are equally important for all staff in Tring School (3 and 5).

IMPLEMENTATION

1. Provision - Staffing

Leadership Team Link

Responsibility for overseeing and monitoring the provision and arrangements for children with special educational needs.

SENCO*
(Special Educational Needs Co-ordinator)
(See Appendix 1: Role of the SENCO)

Responsibility for the day to day operation of the school's SEN Policy and management of provision for children with special educational needs and disabilities.

Special Educational Needs Team
(teachers)

Responsibility for providing support for children with special educational needs and disabilities under the guidance of the SENCO.

Specialist Support **Teachers** and other support staff

Responsibility for supporting individual students within and outside the classroom.

*(Current holders of these posts are listed in Appendix 2.)

2. **Resources - Allocation of Funding**

The school receives **AEN (Additional Educational Needs) and predictable needs funding for Herts students and funding for Statemented students residing in Bucks.** Funding is **flexible on the direction of the SENCO according to need and following statutory requirements.**

In addition the Learning Support Department receives an allocation of capitation funding each year to purchase resources at 1% of the SBS. **Exceptional needs funding is requested on the basis of need to the LA.**

3. **Accommodation**

The Learning Support Centre is at the centre of the school with **Open Access to all except students who are not able bodied.** It comprises a large room, **resources area, and two offices divided into a study skills room, sensory room and two staff work desks.**

A number of adaptations have been made to the school to improve access for **Physical Neurologically Impaired students.***

4. **Staff Development**

The staff development programme includes a significant input on special educational needs, on both a whole school and a departmental and individual basis. Staff from departments may attend courses relating to the provision of support for children with special educational needs and disabilities in relation to their particular subjects.

5. **Collaboration with Outside Agencies**

The Learning Support Department works closely with the following outside agencies from Herts and Bucks LA's to ensure full support for students with special educational needs:

Special Educational Needs Division, Children, Schools and Families.

Educational Psychology Service.

Attendance Improvement Officer.

Educational Support Medical Absence

Sensory Services - Speech, Hearing, **Visual, Physical, Autism.**

Child and Mental Health Service.

School Medical Officer.

Traveller Liaison.

Connexions (the new advice and guidance service for young people aged 13 – 19 in England).

6. **Admission Arrangements**

General

Tring School's Admissions Policy gives highest priority to children with special educational needs whose statutory statement under the 1981 Education Act names the school as the appropriate school for the child.

Specific

County secondary transfer lists will indicate any students who have a statement of special educational needs. The SENCO attends the annual statement review meeting

in Year 6 and a child may be invited to attend Tring School for a short period of time in the summer term prior to admission in September if it is felt that this will be beneficial to the individual. Parents and students are welcomed to visit the SEN department. In addition Familiarisation Visits are organised inviting Primary Schools to promote a range of students to attend regularly prior to transition.

The SENCO visits local feeder primary schools and contacts all feeder schools to discuss students' level of attainment and specific needs, in order to gain an overall view of the level of functioning of children with SEN. Teaching Assistants work for up to one day in main feeder school Year 6 classes prior to transfer to observe students and to share practice.

The SENCO is available at the new parents' evening in the summer term to discuss needs, reassure, and allay fears; and new parents are encouraged to contact the SENCO if there is cause for concern or a need for clarification of information.

The SENCO also gives presentations to parents at a variety of Parents Evenings especially when transitional arrangements are part of the information delivered.

7. Curriculum and Equal Opportunities

The school aims to enable each individual student to reach their full potential.

All teachers must indicate in their teaching plans arrangements which suit a variety of learning styles. In the case of students with an Individual Education Plan, all teaching staff must be aware of the targets and strategies outlined in the plan and differentiate their lesson plans and teaching styles appropriately. Access to the full curriculum is only **adapted** after full consultation with parents, students and staff.

All subject teachers and form tutors have a responsibility for developing, implementing and reviewing support for students with special educational needs and disabilities.

The policy of the school is in favour of support teaching, where students are educated in a subject environment rather than in isolation. However, to support all students' needs, there will be a need for a few students to be withdrawn. The aim is always to re-integrate students into mainstream education, with support continuing in the form of help with resources, curriculum planning and work programmes.

Withdrawal may occur in the following circumstances:

- a) Short term withdrawal - in the case of a specific learning difficulty or disability or a child who has missed a considerable amount of schooling.
- b) Long term withdrawal - this applies to a very small number of students with severe learning or emotional problems, who because of the nature of their problem(s) would benefit from a longer period of withdrawal. In these instances reintegration remains the ultimate aim.
- c) Where a student's statement specifies this.

8. Identification, Assessment and Review

Review and assessment are part of the school's normal procedures and provide the means for identification of students with special educational needs and disabilities.

- County secondary transfer lists will indicate any students who have a statement of special educational needs and disabilities.
- Comprehensive information on the basic performance levels of every child entering secondary education on transfer from a local primary school is sent to School in

June. This information is recorded onto a database along with information about students with special educational needs and disabilities who do not have an individual statement of need. Together this information provides an early indication of students who may have special educational needs and disabilities.

- Students entering Year 7 with below Level 3 in English are tested for reading comprehension. The NFER Group Reading tests are carried out. Basic tests are also used by the English and Mathematics Department in the early part of Year 7. The results of these tests, along with information gathered from primary school, provide an academic profile for each child. These profiles are used for the school's initial identification of children who appear to have special educational needs and disabilities.
- Identification of children with special educational needs and disabilities is an ongoing process. Concerns about children's progress are brought to the attention of the Learning Support Department through a number of channels. Individual teachers, tutors, Subject Leaders, Heads of House and parents all have access to the Department and are able to express any concerns they may have regarding a child's progress. The school assessment and records of achievement systems are also frequently used to pick up concerns.
- Members of staff follow referral procedures to the Learning Support Department if they have concerns about individual students they teach, and about students in their teaching group if parents raise concerns with them in their role as a tutor.
- Students who are seen by the Department are monitored and assessed regularly in order to check progress. After initial identification of their needs students are recorded, in terms of the SEN Code of Practice, as requiring School Action or School Action Plus (where external agencies are involved). These provisions are reviewed on a twice yearly basis and consistently monitored and evaluated.
- Students who are judged to require School Action Plus will be seen and assessed by appropriate external agencies at the first possible opportunity. The department is committed to pursuing statutory assessment **or applying for Exceptional Funding** when it is felt that this would benefit the progress of the child.

9. **Statementing Procedures**

The school follows County procedures and practice in applying for statutory assessment.

10. **Individual Education Plans (IEPs)**

Individual Education Plans are working documents maintained for all individual students seen as requiring School Action Plus or School Action supported by one-to-one intervention. They record:

- a) Strengths, weaknesses and learning difficulties.
- b) Special Educational Needs and Disabilities.
- c) Educational provision and programme.
- d) Involvement of Support Services.
- e) Parental involvement and input.
- f) Review of educational needs and provision.

The relevant targets on IEPs are kept to hand by subject staff to enable them to incorporate strategies for meeting students' targets in their lesson planning. Feedback is given to staff on a regular basis following twice yearly reviews. Students are involved in the discussion of their progress and any amendments to their IEPs.

11. Careers Education and Guidance

The Learning Support Department supports students with special educational needs and disabilities, when option choices are made in Year 9. The SENCO is available at appropriate parents meetings to discuss option choices.

For students with statements of identified special educational needs a careers interview is arranged as part of the 14+ review and career aspirations are discussed.

In the final year of compulsory education, specialist support tutors and learning support assistants closely follow the careers targets set in the reviews and support students in the transition to life in the sixth form, college or work placement. In addition the services of a specialist careers adviser with responsibility for children with special educational needs and disabilities can be used. Early careers interviews can also be arranged through the Youth Connexions.

12. Partnership with Parents

Parents of students with special educational needs and disabilities are strongly encouraged to be active participants in the education of their children. To enable this to happen:

- Regular meetings are held with parents by the SENCO.
- The Learning Support Department has an open access policy where parents are positively encouraged to ring or visit at any time.
- The SENCO or a member of the Learning Support Department attends parents' consultation evenings to discuss the progress of children with special educational needs and disabilities. Subject teachers also discuss students' progress with parents.
- Parents are consulted and their views taken into account when formulating and reviewing IEPs.

13. Monitoring and Evaluation

The school monitors and evaluates the implementation of the Special Education Needs and Disabilities Policy on a regular basis. This process involves:

- A twice yearly review of individual education plans. A record is kept of targets met.
- Discussion between SENCO and subject teachers and parents before consultation evenings. A record is kept of numbers of parents of students with special educational needs and disabilities attending parents' evenings.
- Statement review meetings involving the SENCO, TA team, subject staff, Heads of House, Form Tutor and external agencies.

14. The Role of the Governing Body

The Governing Body has a responsibility to review the implementation of the Special Needs Policy and is required to include specified information about this in its Annual Report to parents. To assist it in carrying out this responsibility, it must appoint a Link Governor for Special Educational Needs (see Appendix 3).

The Link Governor ensures that, by means of reports presented to the Governing Body's Teaching and Learning Committee, governors:

- become knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- are able to monitor the quality of SEN provision;
- secure that special educational needs are appropriately provided for in the school development plan.

New Government Regulations re role of SENCO

In September 2009 all SENCOS have to be qualified teachers. In addition, by September 2012 all SENCOs who had not been in post for more than 1 year by September 2009, will have had to complete the new National Qualification for SENCOs (currently under consultation). This is a 1 year MA level course and schools are being given 3 years to achieve this.

The Governing Body at Tring School is committed to ensure that these regulations are followed and that an opportunity for necessary training to be completed will be given.

15. Complaints Procedure

The school's formal Complaints and Conciliation Policy provides the basis for action by any parents who have a complaint about the school's special educational needs provision. Information and advice sheets are available from the school office.

Policy Reviewed May 2009 (December 2010)

The Role of the Special Educational Needs Co-ordinator

1. Assist in drawing up a statement of the school's policy for the education of children with learning difficulties and special educational needs and disabilities.
2. Plan and co-ordinate the initial identification of students with learning difficulties.
3. Liaise with primary feeder schools, with regard to students before and on entry to the school.
4. Make more detailed diagnoses and assessment where necessary, and provide for specific special educational needs and disabilities.
5. Co-ordinate tutors and manage the work of specialist support tutors.
6. Develop consultation with colleagues. Support the planning and provision in terms of curriculum aims, methods and resources.
7. Liaise with the external support services (eg. Educational Psychologist, Attendance Improvement Officer, Advisory Teachers, Curriculum Support Service, Multi-Ethnic and Curriculum Support Service, ESTMA, Parent and Student Services and Medical Officer) and **Heads of House** when:
 - a) the school's assessment indicates the need for further investigation.
 - b) it is considered that the school cannot make adequate provision without additional support.
 - c) there is a need for Advisory Teacher involvement in relation to a sensory or physical handicap.
 - d) referral to multi-professional assessment is indicated.
8. Develop efficient working records for the school's internal Special Needs documentation. Maintain the school's list of statemented students and their reviews.
9. Keep the designated member of the Leadership Team informed particularly when provision for an individual's special educational need or disability is presenting persistent difficulties.
10. Ensure colleagues who teach children with learning difficulties are aware of the special needs of those students.
11. Monitor the progress of individuals and review provision.
12. Publicise information about courses, literature and new developments in the field of Special Education. Maintain and update the SEN notices and Special Needs Register on the school intranet. Liaise with the librarian to build up a collection of useful reference books pertaining to Special Education.
13. Organise contributions to school-based in-service education and share expertise with mainstream teachers.
14. Liaise with the school first-aiders and welfare assistants and co-ordinate the use of voluntary help for SEN students (eg. external adult volunteers).

The Role of the Special Educational Needs Co-ordinator

LEADERSHIP TEAM LINK

Nigel Barlow
Assistant Head

SENCO

Mrs Carol Oxley
Head of Learning Support

LINK GOVERNOR

Mr Andrew Watson
Parent Governor

Appendix for Minutes of the Governors Students and Families Committee meeting held Wednesday 6 May 2009 – updated 6 December 2010.

Item 7 ii – Extended Schools

Mrs C Oxley, SENCO, would like the following appendix added to the minutes.

Mrs Atherton works closely with SEN and has funded students referred by C Oxley for Kickboxing. Contracts and systems for funding, parental contributions and monitoring progress and attendance have been agreed. In addition Mrs Atherton is funding Mrs Stiles to work with SEN on a project supporting identified vulnerable students 1:1 to be reviewed after two terms and depending on continued funding for Extended Schools'Co-ordinators.