

POLAM HALL SCHOOL

Policy on Special Educational Needs (including EFL)

The Special Needs policy takes careful account of the Education Act 1996, the Code of Practice 2001, the Special Educational Needs and Disability Act 2001, the policy of the Local Educational Authority and the aims of the school as outlined in school documentation.

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. There is a very real sense in which every child can be described to have special needs. We believe that:

All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.

Pupils who have special educational needs whether as high fliers or slow learners should be supported to achieve to their full potential and facilitated by an appropriately flexible school curriculum. This aim will be realised through a range of access technologies including skilled staff, specialist equipment and resources.

Pupils should have special programmes designed to maximise opportunities for independent living in preparation for life beyond school, including preparation for work or continuing education.

Pupils for whom English is a second language will be offered appropriate support, in the form of classroom assistants and/or specialist EFL teaching.

With regard to these beliefs, the following document outlines the provision the school endeavours to achieve.

OBJECTIVES

- To enable students with Special Educational Needs and LDD to reach their full potential.
- To include fully students with Special Educational Needs and LDD in the School Community.
- To support students with Special Educational Needs and LDD at times of transition.
- To ensure that the views of students with Special Educational Needs and LDD are taken into account.
- To enable parents of students with Special Educational Needs and LDD to support their children's education.
- To offer students with Special Educational Needs and LDD full access to a broad and balanced curriculum.
- To ensure that all staff are aware of identifying and supporting students with Special Educational Needs and LDD.
- To maintain the school's Special Educational Needs and LDD records and ensure that all staff have access to that information.
- To ensure that there is a graduated approach to the identification and provision of Special Educational Need

Specific Responsibilities for Provision for Pupils with Special Educational Needs

The school's Governing Body are responsible for ensuring appropriate SEN provision in the school.

The school has a Special Educational Needs Co-ordinator (SENCO) and a team of Learning Support Staff, including a Junior School SENCO.

The school has a team of Assistants who provide support to pupils as part of an Individual Education Plan.

SEN SPECIALISMS

The school has experience in providing for pupils who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Physical impairments
- Medical conditions

ORGANISATION

The SENCO is responsible for the coordination of provision within the school. Provision for learning support is determined by individual student's needs outlined in Statements of Special Educational Need and according to whether they are placed on the school's SEN Register at 'School Action Plus' or 'School Action'.

The school has developed a model of provision which is a graduated response as recommended by the Code of Practice for SEN. There are three stages to this model:

School Action - students are placed on School Action if their lack of progress is cause for concern and requires different or additional provision to what is normally provided within a differentiated curriculum.

School Action Plus - students are placed on School Action Plus if their needs require intervention from outside agencies in addition to what is already provided by the school.

Students with Statements of Special Educational Need - a student has a statement which sets out the defined needs and provision required to meet those needs.

The school aims to include students with special needs in all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special individual programmes to be taught. Parents and students will be involved in discussion when these situations arise and the student's welfare will be a major factor considered when decisions are taken.

The types of provision available in school are:

- Withdrawal for individual structured literacy, numeracy or other programmes designed to meet the needs of each particular child.
- In-class support for learning.
- 1 : 1 support.
- Counselling for behaviour and learning difficulties.
- Information and Communication Technology to aid learning.
- Differentiated work provided by Departments.
- Particular support from a Classroom Assistant.
- Alternative Curriculum/part-time timetable.
- Individualised timetables to accommodate specific needs, this may include the provision of additional subjects for the most able students, or disapplication from National Curriculum subjects as agreed through formal requests.
- Withdrawal for a period on demand to offer general support

The school's SENCO will:

- Work with the student to identify strengths, needs and targets.
- Keep teaching staff informed of any relevant information.
- Liaise with outside agencies.
- Liaise with parents.
- Liaise with staff to identify Underachievers or Gifted and Talented students

Admission Arrangements for Students with Special Educational Needs

Liaison with feeder Primary schools, parents and outside agencies will enable the identification of students with SEN who are transferring at Year 7. Transition Plans will be written for these students with the help of outside agencies where appropriate.

Contact will be made with the student's previous school and parents to gather information and to arrange for the transfer of SEN information.

Identification, Recording and Review Arrangements

Identification

Students with Special Educational Needs may be identified by:

- Referrals from staff, parents, student self-referral and outside agencies.
- Primary transfer documents and Primary liaison.
- Monitoring procedures within the school.
- Assessment procedures within the school.
- Admission arrangements for pupils new to the school.

The type of assessments used will be in response to the nature of the need. This may be information gathering, diagnostic assessments, National Curriculum Attainments, assessments by outside arrangements within the school. These assessments will then determine the need and inform the type of provision required.

Recording

Every student who has been identified as having Special Educational Needs has a record according to their place on the SEN Register.

Every statemented student on the SEN Register will have an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP). The support to be provided for the student will be indicated on the IEP/IBP.

Existing record keeping systems within the school are also used to record planning and interventions.

Review

The school is required to hold Annual reviews for students with Statements, to which parents and involved outside agencies are invited to attend. The students are also encouraged to take an active part in the Reviews. All students on the school's SEN Register are reviewed according to their needs but their place on the Register will be reviewed termly, through liaison with Heads of Year, subject teachers, outside agencies and progress reviews with students.

Targets on IEPs are also reviewed to inform progress and are amended accordingly.

Access to the Curriculum

All students, regardless of ability or disability, are encouraged to participate in all aspects of school life.

As part of the school's approach to teaching and learning, teaching staff are expected to meet the needs of students with SEN through lesson planning and differentiation. Teachers are also expected to set targets through subject specific objectives on IEPs or Group Education Plans. Access to the curriculum can also be supported by Classroom Assistants providing in-class support or by withdrawing pupils for direct instruction.

EVALUATION SUCCESS

Analysis of Best Value

The SENCO and the school management team use both quantitative and qualitative analysis in the evaluation of SEN provision. The following criteria are used to establish best value:

- Pupils on the SEN Register having made varying degrees of progress according to staff records.
- Regular reading, spelling and diagnostic assessments demonstrate an individual's progress.
- Comparative data from standardised tests are used as guidelines for assessing the pupil's ability in working to their full potential.

SEN RECORDS

The school SEN records will collate and record the school's responses at all stages and information collected at the review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:

- The Special Needs Register.
- Description and nature of pupil's difficulty.
- Strategies to be adopted.
- Individual Education Plans.
- Reviews.
- Reports from outside agencies.

Other factors

When evaluating the objectives, as stated earlier in this policy and the effectiveness of SEN provision, the following considerations are taken into account:

- Movement within the SEN Register.
- Attainment of targets on IEPs.
- Achievements of pupils with Special Examination Arrangements at KS3 and KS4.
- Level of involvement of outside agencies.
- Attendance of pupils with SEN.
- Successful applications for additional provision/resources.
- The views of pupils regarding their current SEN provision.

Value Added

The notion of 'value added' is an important one to Polam Hall School and is monitored by pupil achievements in relation to assessments and results in the following ways:

- Examinations/tests, both school based and external.
- School's award schemes.
- Extra-curricular activities.
- Work experience success and post-16 destinations.

This information provides a valuable insight into the progress of pupils with special educational needs.

PARENT PARTNERSHIP

Contact with parents

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly regarding any change in their child's progress, behaviour or educational provision within the school. The process for contact with parents in respect of pupils who have special educational needs will be:

- SENCO will inform parents of child's placement at SA and SAP.
- Part of the cycle of reviews to take place at scheduled Parent's Evenings.
- SENCO to initiate additional meetings/reviews to take place when appropriate or where there may be a concern over pupil's progress.

- SENCO to meet with parents where a request for formal assessment is to be made.
- In addition to the review/parents' evenings, those parents who have a child with a statement of SEN will be invited to attend an Annual Review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a mutually convenient time. They have the right to access the records relating to their own child and any school documentation they may feel appropriate.

QUERIES AND COMPLAINTS

Parents are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation.

If, on pursuing complaints, the parents are not wholly satisfied with the school's response they may wish to seek further advice/assistance from the LEA. If, at any point, they do not agree with the school's and the LEA's decision, they have the right to appeal to the authority's SEN Tribunal.

IN-SERVICE TRAINING

IN –service training is available in respect of SEN for the whole school, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Professional Development Policy. It will be delivered by one of the following:

- SENCO
- Individual members of staff within the school who have designated specialism.
- External trainers/consultants.

A record of all training delivered and subsequent evaluations will be kept by the SENCO.

EXTERNAL AGENCIES/FACILITIES AND SUPPORT SERVICES

The school works closely with all other outside agencies to focus on identification and provision for those pupils who, at any given time, have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, and integrated, high quality, holistic mode of support which focuses on the needs of the child.

The following services/agencies are available/involved with the school:

- LEA/SEN Services (Darlington, Durham, Middlesbrough, North Yorkshire etc)
- Educational Psychology Service
- FOCUS Learning Support Service
- IMPACT Support Service
- Sensory Support Service
- Behaviour Support Service

- Education Welfare Service
- Home-School Tuition Service
- Social Services
- Health Services
- Child and Adolescent Mental Health Services
- Connexions
- Learning Skills Council
- Voluntary organisations eg: Relate Counselling Services
- Speech and Language Therapy (SALT)
- Occupational Therapy Unit (Darlington Memorial)
- Motor Development Specialist Unit (Treetops)
- Early Years SEN Service (Harewood Hall)
- LEA Paediatric Service (Harewood Hall)
- Darlington Dyslexia Unit

Signed

Chair

Head

Last reviewed: October 2009

Next review: October 2010