

# **SEN POLICY**

## **1. OBJECTIVES**

- An entitlement to a broad, balanced and relevant education.
- Age, gender, race, creed or individual needs should not constrain any educational entitlement.
- To assist staff in the delivery of educational entitlement.
- To promote independence, respect for others and the development and maintenance of self-esteem which are integral to the entitlement.
- Thoughtful, negotiated, sympathetic assessment and testing should be used for the benefit of the students.
- The atmosphere of the school should promote a happy, sensitive and secure environment to ensure the most effective learning.
- The school should encourage parents as partners in the learning process for their children.
- Teaching strategies should be responsive to different learning styles to facilitate meaningful and effective learning for all students.
- Achievements should be recognised and rewarded.

## **2. RESPONSIBILITIES**

- The responsible person relates to the Headteacher or designated Governor.
- The named person responsible for the day to day running of the Special Needs Department is the SENCO, Miss H. Cottrell who can be contacted on the school telephone number 0151 327 3213.
- When a student has been identified as having a Special Educational Need, it is the responsibility of the SENCO to distribute the relevant information regarding that student and the nature of the Special Educational Need to all departments including Learning Mentors/Heads of House etc.
- Responsibilities of the SENCO involve the coordination of provision for students identified as existing statemented students, students with a single EHC plan or students with 'additional SEN support', in line with the Code of Practice.

- All teaching and support staff should be fully aware of the school's procedures for identifying, assessing and provision of students.
- Sufficient staffing and funding should be made available to meet the aims of the policy document.
- The Governing Body should oversee the SEN provision in the light of the Code of Practice requirements.
- Whatever arrangements are made within the school, statutory duties remain with the Governing Body.

### **3. ADMISSION ARRANGEMENTS**

- Coordination and liaison with the feeder Primary Schools prior to the students transfer.
- All staff to be notified of all students identified by the Code of Practice.
- It is the responsibility of the SENCO to arrange additional support outlined in the existing Statement or in the EHC plan.
- Students without Statements or EHC plans but identified by the Code of Practice are noted on the Special Needs Register.
- Those students requiring a person-centred profile are identified to all staff and a person-centred profile written.
- SEN students are identified to staff on 'Provision Mapping'.
- Appropriate in-class support will then be provided by the Special Needs Department if possible or felt desirable by the school.

### **4. SPECIALIST PROVISION**

- All students follow the basic school timetable with due regards to individual needs. TAs, whenever possible, support in lessons where pupils would otherwise be disadvantaged. The role of the TA is vital to the success of the inclusion initiative. Students require different levels of support at different times and therefore teamwork and flexibility are essential. TA timetables are designed to ensure that students experience curriculum continuity and learn to work with a range of people.
- Consultation resulting in the differentiation of materials and teaching approaches allow access to all curriculum areas.

## 6. DISABILITY DISCRIMINATION ACT AND PROVISION

In accordance with the Disability Discrimination Act Code of Practice for Schools (2002) the school is able to include all pupils. Staff at South Wirral High School value pupils of different abilities and support inclusion. Within the school, staff and students will be constantly involved in the best ways to support all pupils' needs within the school. Within each subject teaching and learning styles and organisation will be flexible to ensure effective learning.

- Ramps to all buildings.
- Specially adapted toilet facilities.
- Lift to all floors.

### Working with disabled parents and carers

South Wirral High School recognises that there will be a number of disabled parents/carers of pupils within the school and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings that are accessible and offer BSL interpreters to our deaf parents.

When a pupil starts at the school we ask the parents/carers about their access needs and then send notes/letters home in the required format e.g. large print etc.

### Disability equality and trips or out of school activities

South Wirral High School tries to make all trips inclusive by planning in advance and using accessible places

## 7. FINANCE

Staffing for 2016 / 2017

- Two full time teaching staff
- Five full time Teaching Support Assistants and Four part-time Teaching Support Assistants.
- Secretarial support
- There is a budget allowance for 2016/2017 to provide for equipment, resources and consumables.
- Additional funding also available from Standard Fund.

## 8. IDENTIFICATION PROCEDURES

- It should be noted that under achieving students in one subject will not necessarily be under achievers in all curriculum areas.
- It is the subject teacher's initial responsibility to make ordinary differentiated provision as identified in the Code of Practice to meet those needs.
- A register of students identified as having SEN should be kept. This should include all students at Additional SEN support or Single Plan status and also existing Statemented and existing Individual Pupil Funded Status as laid down in the Code of Practice. The Provision Mapping system also identifies these students.
- There is also an 'awareness list' of students who have at some time or other been on the SEN Register either at South Wirral High School or their previous school.

The following information is used to identify needs, implement strategies and evaluate progress.

- Information is gathered through liaison with the feeder Primary Schools.
- Intake Profiles (Blue Forms) completed by the feeder Primary School.
- Information identified by the Code of Practice for Special Educational needs.
- Informal assessment (conferences, classroom observations, shadowing, subject teacher / pastoral staff comments).
- Formal Assessment (standardised, criterion-referenced and/or diagnostic) administered by the Special Needs Department.
- Use of records, medical, academic etc, from other agencies/institutes.
- Usual school assessment procedures.
  
- In some cases it may be that at the request of a parent etc certain information on a student should not be broadly available. However, the information should be made known to a core group of staff (Head of House, SENCO, member of the Senior Leadership Team).
- In some cases it will be necessary to inform outside agencies e.g. Educational Psychologist and Educational Welfare Officer.

## **9. ASSESSMENT/TESTING ARRANGEMENTS**

- Assessment is an integral part of teaching which enables to meet the individual needs of students. All students in Year 7 will be assessed on entry using the CATs (Cognitive Ability Tests) and reading and spelling tests.
- In September all students are assessed on their reading and spelling and then a cohort of identified SEND students are tested twice more throughout the academic year.
- Individual Testing should be diagnostic so that suitable future targets may be agreed.
- Assessment should not make unreasonable demands nor expose students to undue emotional or physical stress.
- School assessment procedures should take into account professional judgement as well as students' and parents' own perception of their progress.

## **10. PROCEDURES FOR ADDITIONAL SUPPORT**

- A whole school approach demands that every member of staff takes responsibility for every student they teach or come into contact with. Teaching Assistants will provide advice, guidance and support where necessary.
- Teaching Assistants are there to provide support for students and members of staff in their teaching and learning/meeting individual needs (see Job Description – Teaching Assistants – School Handbook).
- A process should exist where we, as a school can:
  - Review practice.
  - Agree policy.
  - Reshape strategy.
  - Make effective use of resources.
- Once a potential special educational need is identified, four types of action should be taken to put effective support in place. This is known as the graduated approach i.e. Assess, Plan, Do and Review.
- Teaching Assistant Support provision must be monitored and reviewed so that delivery is effective.
- Provision for students includes:

Application of learning resources e.g. Prepared Reading / Spelling, Paired Reading, Morphographs, Outreach Support, delivery of programmes of work.

- Some students, particularly those with a Statement or a Single Plan will have the benefit of a Provision Map and a Person-Centred Plan. All staff must be aware of their responsibility in meeting the success of the Provision Map and Person-Centred Plan.

## **11. MAINTAINING AND RECORDING PROVISION**

- Recording for students with individual needs, which have been identified via the Code of Practice, should bring together a number of people's views. These views must be coordinated through the SENCO. It will then be the responsibility of the SENCO to disseminate this information to subject coordinators.
- Recording will take into account the notion of confidentiality. Nothing will be recorded which cannot be substantiated. Recording will be negotiated to ensure the ultimate benefit for the student.
- All students coming within the remit of the Special Needs Department with an existing Statement, an existing Individual Pupil Funding or a Single Plan will each have a personal file in which diagnosis, planned action and progress will be recorded, also parent partnership, pupil participation and outside agencies.

## **12. STRATEGIES FOR DELIVERY**

- There should be effective co-operation between the Teaching Assistants and the specified department to ensure a planned strategy that will differentiate their curriculum to suit the ability of all students.
- Directed time should be utilised for the Teaching Assistants and the nominated departmental representative to meet and develop strategies using a common format.
- INSET should be provided in order that all staff within each department may be made aware of the range of strategies, which can be provided, and also how these strategies may be utilised.
- The SENCO as part of 'new staff induction' should take responsibility to ensure that all new staff and trainee student teachers are familiarised with the policy and practice of the Special Needs Department within the school. It is the responsibility of each department to identify their own INSET requirements in liaison with the Special Needs Department.

### **13. SPECIAL NEEDS HEALTH AND SAFETY**

The effective management of health and safety in a school with students identified with Special Educational needs must be as stringent as those for any other student.

This management must include;

1. Staff awareness of identified students and their specific needs.
2. Thorough planning of lessons and risk analysis.
3. Close liaison
4. The implications of that Special Education Need on their learning and behaviour.

All these must be evident in both special classes for identified students and mixed ability groupings where the students identified as having specific needs have been integrated.

#### **Categories**

##### **1) Cognition and Learning**

- a) Low ability/low level literacy scores.
- b) Specific Learning Difficulties – dyslexia, dyscalculia, dyspraxia, dysgraphia.
- c) Speech and language difficulties.
- d) Low self-esteem, low levels of concentration and/or under-developed social skills.

#### **Precautions**

- i) Close supervision of these students is always necessary.
- ii) Constant revision and reminding of classroom rules and procedures in the case of specialised work rooms. e.g. Science Laboratories, Design and Technology areas, Sports Hall etc.
- iii) Checks should be made to ensure that students with low literacy scores take notice of and are aware of health and safety notices, labels on containers, bottles and warning notices on machinery.
- iv) Remove all hazards - this is good classroom management - supervision is crucial.
- v) Students are aware of and understand evacuation notices and procedures in case of fire or other emergencies.
- vi) Ensure that poor behaviour is not as a result of avoiding reading and writing for example.
- vii) Differentiate as appropriate to allow access to the curriculum.

- 2c) Poor social skills
- 3a) Difficulties with emotional and social development.
- 3b) Immature social skills.
- 3c) ADD, ADHD, attachment disorder, autism, anxiety disorder, disruptive disorder.
- 3d) Students with a vulnerability due to emotional/mental health issues.

### **Precautions**

- i) Close supervision of these students.
- ii) Constant revision of subject/classroom/workshop rules.
- iii) If there is any doubt to the safety of the identified student or the others in the group at any time, the student should be removed.
- iv) Staff need to be aware in grouping of these students.
- v) Ensure that these students are not becoming socially excluded/isolated.
- vi) Assist in the administration of medication when required.

### **4) Medical**

Asthmatic	physical exertion/contact with various substances
Eczema	contact with various substances. (Allergies)
Epilepsy	Problem with flashing lights/computer monitors.
ADD/ADHD	unpredictable
Dyspraxia	clumsy.
Hearing Impaired	Needs to sit in a suitable position.
Vision Impaired	Should sit in a suitable position.
Physical Disabilities	

### **Precautions**

- i) All staff should be aware of students' identified medical problems that are likely to have an effect upon them in school.
- ii) All staff should be aware of procedures laid down in the school's medical policy.
- iii) Advice concerning individuals should be sought from Pastoral Team, SENCO, School Nurse.

### **5) Staff Awareness Of Identified Students With Special Educational Needs**

- a) All students who have been identified as having a Special Education Need are included on the school's Special Needs Register. This will include;



- b) All staff should have access to Provision Mapping and Person-Centred Plans for each child if required. These will include; targets, strategies and Specific Needs and a one page profile.
- c) Staff to be updated on identified students through Newsletters and half termly Department meetings 'LINK'.
- d) Provision Mapping to be updated as and when necessary.

## **INSET**

Staff to receive INSET through outside agencies/speakers as and when required. This can be offered to

- a) Staff who teach a specific student.
- b) Department 'LINK' meeting representatives.
- c) Full staff meeting.

## **14. MONITORING AND EVALUATING THE SUCCESS OF THE POLICY**

- During the academic year 2015-2016 there are 6 students who have Single Plans or EXISTING statements of Special Educational Need and 6 with existing IPFs attending our school. They will all eventually become Single Plan students. During the course of the year these figures will fluctuate as a result of progress made by students and students leaving or entering the school.
- The nominated Governor for SEN is Mrs L Davies who links the Governing Body with the Special Needs Department. Effective monitoring and review is dependent upon the maintenance of accurate and up to date records. The criteria by which we will monitor and evaluate are described thus.

### **Parents:**

1. The number of parents of students with an existing statement, existing IPF or a Single Plan who attend or respond to Review meetings.
2. The degree to which students and parents have been consulted during Annual Reviews and Transition Plans.
3. Any pertinent feedback from students and parents.
4. Regular updating of information for parents.
5. Person-centred approach to provision.

### **Students:**

1. Student achievement e.g. increases in reading ages and/or awards/recognition from extra curricular activities, external examinations on school tracking systems.
2. Numbers of students who go on to Post 16 education.
3. Attendance data.
4. Student feedback to Special Needs Department.
5. Student voice booklet from existing Statemented/IPF students and Single Plan students.
6. One page profile.

### **INSET:**

1. Evidence of the provision and value of SEN INSET.
2. Involvement of all staff in SEN INSET issues.
3. Senior Management involvement.

### **External:**

1. Evidence from external inspection by OFSTED.
2. Evidence from Whole School Review.
3. Any relevant reports/critiques from pertinent bodies.

## **15. COMPLAINTS PROCEDURE**

The Governors have agreed the following arrangements for the treatment of complaints from parents of students identified on the SEN Register or concerning the provision made by the school.

- In the first instance, all complaints should be directed to the SENCO, Miss H Cottrell. The aim is to respond to each complaint within three working days of receipt of complaint.
- If the complaint is not resolved to the satisfaction of the parent or the SENCO, it will then be directed to the Headteacher.
- If the complaint is still not resolved it may be necessary and parents have the right to ask for an examination of the complaint by the Governing Body.
- If the complaint is still not able to be resolved it may be necessary to involve an independent facilitator.
- Parents/Carers to be provided with details of local Parent Partnership Services (WIRED).

## **16. INSET**

- The Governors recognise and acknowledge the importance of INSET for both teaching and non-teaching staff involved with students with SEN and will use their best efforts to allow resources to enable this to occur.
- The SENCO and INSET Coordinator will liaise over the planning for and provision of INSET. This may involve the whole school or an individual programme may be designed according to the needs of staff following reviews and appraisals.
- Staff training also happens informally through day-to-day contacts between staff and formally in the following ways:
  - Department Link staff meetings.
  - Induction of new staff and NQTs and Initial Teacher Trainees.
  - Training of Teaching Assistants.
  - INSET led by the SEN Department.
- It is an on-going policy of the school that Learning Support is well resourced and keeps

## **17. PARENTAL/EXTERNAL AGENCY PROCEDURES AND INVOLVEMENT**

- An active partnership between the school, parents and other external agencies is the most effective way to ensure a full understanding of each student's needs.
- The 1993 and 1996 Education Act, the 2014 Code of Practice and the Disability Act 2001 obligate the school to involve and inform parents at every stage of the multi-professional assessment procedure. We should encourage those parents to be partners in decision-making using a person-centred approach.
- Parents should be given the support and guidance from school in order that they may help to offer their child the best possible education.
- Information for parents is available to illustrate some of the help and guidance available.
- All relevant agencies, including students and parents, should be involved in the process of identifying individual needs, planning support and the evaluation of that support.
- The role of the external agencies is broad and varied. They have a crucial part to play in the full integration of students into mainstream education.
- INSET should be provided for staff, where necessary, of the nature of relevant external agencies and their procedures.
- The Governors of the school have a responsibility to be aware of the Special Needs Policy and the implications of that Policy. The named Governor should take responsibility and play an active role in the support provision of South Wirral High School.