

SIR GRAHAM BALFOUR



SCHOOL

**SPECIAL EDUCATIONAL NEEDS
POLICY**

*learning
working
together
succeeding*

SIR GRAHAM BALFOUR POLICIES AND PROCEDURES

CHANGE CONTROL

Date	Issue	Details of change
<i>Jan 2001</i>	<i>1</i>	<i>1st Policy Statement</i>
<i>April 2004</i>	<i>2</i>	<i>Revised Document</i>
<i>May 2005</i>	<i>3</i>	<i>Revised Document</i>
<i>June 2006</i>	<i>4</i>	<i>Revised Document</i>

AUTHORISATION

Signed:

Chair of Governors

Date:

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SIR GRAHAM BALFOUR SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY (Reviewed September 2003 in line with the new Code of Practice)

Introduction

This policy is organised as recommended by Staffordshire LEA into the following subsections. It is reviewed annually and new targets set as appropriate.

Targets for 2005 – 2007

1. KS3 schemes of work and specialist staff to be developed for the Inclusion Unit
2. To develop literacy support groups with Teaching Assistants (Year 7/8/9)
3. To support and offer training to Teaching Assistants regarding cover supervision

1. Aims & Objectives for SEN Provision

All staff and Governors at the School will do their best to meet the (Special Educational) Needs of all pupils at the school. This will be achieved by:

- Admitting all pupils to the school on the basis of the school's published admissions procedures and welcoming all pupils, including those with SEN
- enabling all pupils 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 pupils through the provision of appropriate support, information and advice.
- Developing a partnership between parents, pupils and the school, in which each has an active role to play in the education of special needs pupils.
- developing a wide community involvement in special educational needs through the multi-agency partnership and other local initiatives to the benefit of pupils

This policy will identify how the school will:

- implement procedures for assessment, identification and provision for pupils with special needs within the framework of the 2001 Special Educational Needs Code of Practice.
- Communicate the procedures identified in this policy to all those involved in the process.
- Review the provision and policy

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Key Elements

2. Identify pupils who have Special Educational Needs

2a. who has Special Educational Needs?

‘Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability, which prevents or hinders them from making use of educational facilities provided for children of the same age.

Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.’

2b. Identifying children who have SEN

All children progress at different rates, but where children 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 child’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 expectations, particularly in literacy or numeracy.
- presenting persistent emotional and/or behavioural difficulties, which have not be 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.

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3. Managing SEN Provision

3a. Co-ordinating and Managing Provision

Role of the Governing Body

The school Governing Body has important statutory duties towards pupils with special educational needs.

- The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEN.
- Through the school's self-review procedures' Governors monitor effectiveness of the school's SEN policy and provision.
- All governors will have an up-to-date knowledge of the school's SEN provision, but a Governor will be designated to have specific roles for SEN.
- The Governing body will report to parents annually on the school's SEN policy.

The Head Teacher

The Head Teacher has responsibility for:

- day to day management of all aspects of the school's work including provision for pupils with SEN provision
- informing the Governing body
- working closely with the SEN co-ordinator

Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for the operation of the school's SEN policy, including *efficient use* of resources in making the appropriate provision for pupils with special needs, and co-ordinates all special needs activity within the school, including co-ordination with other subject and aspect managers.

The school has a job description for the SENCO and this includes:

- the staffing arrangements for SEN support staff,
- disseminating SEN information to support and teaching staff,
- the management of SEN provision through the devolved SEN budget.
- co-ordinating provision for pupil with SEN particularly through School Action and School Action Plus.
- liaising with and advising fellow teachers and support staff.
- keeping accurate records of all SEN pupils
- liaising with parents of SEN pupils
- contributing to in-service training
- liaising with external agencies.
- liaising with other schools

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Teachers have responsibility for

- devising strategies and identifying appropriate methods of access to the curriculum
- working with the pupil and providing further help on a daily basis.
- planning and delivering an individualised programme

All teachers are teachers of special needs

Teaching Assistants

Teaching Assistants support the teaching & learning of individuals and groups of pupils throughout the school, particularly;

- supporting pupils in achieving targets identified in IEPs and Statements.

- differentiating provision for groups of pupils as identified in school support strategies.

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

To develop the role of Teaching Assistants, to become excellent cover supervisors and to develop specialist knowledge in at least two areas.

3b. Resources for SEN

School is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEN through:

- deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry;
- funding for specific 'high cost' pupils to meet their assessed needs;
- grants as elements of TSF funding, including those for employment and training of Teaching Assistants;
- specific grants, for which the school may bid, that are for identified purposes.

All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the School Improvement Plans.

Currently the SENCO in conjunction with the bursar and deputy in charge of the budget deals with the SEN Budget to meet the requirements of students with Statements of need, on School Action Plus and at School Action. The Learning Resource Department/Inclusion Unit are funded (currently to the tune of £650) for general administration from the core budget.

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The SENCO and the Unit Manager's salaries are also funded from the core budget. Teaching Assistant salaries are funded from the SEN budget.

3c. Staff Development

The school is committed to developing the expertise of all staff in SEN to enable them to meet the needs of pupils. This is a whole school role and initial staff training is undertaken via the Link Teacher system where information and training is cascaded down through faculties.

3d. Monitoring and Evaluating Provision

As part of their evaluation of school effectiveness the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEN. Success factors will include:

- early identification of pupils with SEN
- pupil views and opinions are taken into account
- the school and parents' work in a partnership
- interventions and provision are regularly reviewed and evaluated via individual progress and data collection.
- the school works in close co-operation with other agencies and fosters multi-agency working
- that statements of Special Educational Need and Individual Educational programmes are regularly reviewed the criteria that will be used in evaluating effectiveness including:
 - reports by Inspectors or others offering external moderation
 - review of school improvement plan
 - annual Review feedback from parents
 - individual pupils attainment of the targets, included in IEPs at Target Setting day
 - annual tests/assessment
 - achievement in standardised assessments (SATS,GCSE) for all pupils and identified SEN pupils in particular
 - provision for special needs pupils leaving the school.
- number of SEN pupils receiving fixed and permanent exclusions. As part of the school development process the SENCO will identify priority targets annually for inclusion in the SDP.
- provision of specialist or adapted equipment or learning materials;
- additional regular individual or small group support;
- access to specialist support from other agencies; This additional response will be provided through a graduated response, providing a level and type of support, which will enable the child to achieve adequate progress.

This provision will be identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

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3e. Arrangements for considering complaints

If parents wish to make a complaint about the educational provision for a SEN pupil, they are invited to discuss their concerns with the SENCO. If they are still dissatisfied they should contact the Head or finally the LEA. A formal complaint concerning special needs may be registered with:

Special Services
Education Department
Tipping Street
Stafford
ST16 2DL

4. Provision for pupils with Special Educational Needs

4a. Graduated Response

Provision is 'educational provision, which is additional to, or otherwise different from, the education provision made for other children of the same age.' This may include:

- Provision of specialist or adapted equipment or learning materials (specifically for Physically Impaired students or students with visual or hearing impairments)
- Additional regular individual or small group support: (specifically for students with general learning difficulties and those with Specific learning difficulties-Dyslexia/dyspraxia)
- Access to specialist support from other agencies (to include Dyslexia Institute and Autism Outreach team)

This additional response will be provided through a graduated response, providing a level and type of support, which will enable the child to achieve adequate progress.

This provision will be identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

4b. Differentiated school support

Prior to identification as having SEN a pupil will have had access to a differentiated programme which may include

- targeted support by the class teacher within the classroom environment
- access to school support programmes such as ELS, ALS
- additional home learning opportunities. Where a child fails to make adequate progress despite this then the school will consider further intervention and identify the pupil as having special educational needs.

4c. School Action

School action will be initiated where pupils have failed to make adequate progress.

They will be identified by the SENCO, who will consult with all staff and parents, as well as the pupil. Following evaluation of the school's interventions and assessment of the child, the SENCO will identify provision from within the school's resources that are designed to meet the pupil's needs.

Such interventions may include:

- additional planning of learning programmes.
- provision of different learning materials or specialist equipment.
- additional staff training.
- group support on a regular basis.

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4d. School Action Plus

Where pupils fail to make adequate progress, despite additional provision at School Action, then the school will seek the advice and involvement of external support services.

They will be requested to:

- provide specialist assessments
- give advice on teaching strategies or materials
- provide short-term support or training for staff.

Parents and the child will also be involved and as a result of this the IEP will be revised and new strategies put in place. Should the assessments identify that the pupil requires additional provision on a regular basis for an extended period then the school may apply for additional resources.

The application will be evaluated against criteria established by the LEA.

4e. Formal Assessment

Following School Support Plus intervention, if a pupil fails to make adequate progress and has demonstrated significant cause for concern, the school may decide to request a formal assessment. This may lead to the pupil being awarded a Statement of Special Educational Needs.

4f. Planning and Reviewing Provision for Individual Pupils

The strategies that will be employed for pupils identified as having SEN will be recorded in an Individual Education Plan (IEP), reflecting provision that is additional to, or different from, normal differentiated provision. Contents of the IEP will include:

- 3/4 short term targets for the child
- teaching strategies to be used.
- additional provision to be put in place
- when the plan is to be evaluated and reviewed, with space for the outcomes of the targets.

The IEP will be communicated to all staff who support the child's learning, as well as parents, the child and other professionals.

IEPs will be kept under review, but will be formally reviewed twice a year following consultation with the child, parents and staff. New targets will be identified with strategies for achieving them. On an annual basis there will be a formal review in which all staff, parents and the child will be invited to participate. IEP's will be reviewed at Parents evenings and on the target setting day.

Partnership

5a. Partnership with Parents

The school actively seeks to work with parents and values the contribution they make.

We aim to support parental partnership by:

- ensuring positive attitudes towards parent.
- effective communication.
- acknowledgement of the parents' role as a partner in the education of their child.
- recording parental views as part of any Review procedure.

The parents of any pupil with either special educational needs or concerns regarding their child's progress, are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff.

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5b. Pupil's Participation

The school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making process by:

- listening to and valuing their views
- involving pupils in Review Meetings to discuss progress and future provision.
- involving pupils in targets setting and formation of IEPs
- record pupils' views as part of any review procedure
- effective communication.

5c. Partnership with other bodies

The school aims to work with other agencies in order to provide an integrated support, based on the needs of the pupil. Co-operation between the school, the LEA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEN.

Statutory and non-statutory agencies including:

- Other Schools and educational providers
- Special Educational Needs Support Services
- School Psychological Service
- School Health Service
- Educational Welfare
- Connexions
- Special Needs Support Services
- Social services
- CAMHS
- Voluntary Services
- Dyslexia Institute
- Autism Outreach Team
- Physically Impaired Service
- Visually Impaired Service
- Hearing Impaired Service

Monitoring and Evaluation

This policy is monitored and evaluated by regular discussion with the SEN governor who attends all our department link meetings and is kept informed of all initiatives.

Policy Reviewed and amended 21/04/04
P Cope SENCO