

SPECIAL EDUCATIONAL NEEDS

Last update: June 2009

A key aim of Katharine Lady Berkeley's School is to ensure that equal opportunities are available for every pupil to fulfil his or her potential, irrespective of physical or intellectual ability, gender or cultural background. We value the contribution that every child and young person can make and welcome the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all.

The term 'Special Educational Needs' has a legal definition. Children with Special Educational Needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. All children and young people with SEN are valued, respected and equal members of the school.

Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have special educational needs of some kind at some time during their education. We aim to help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

The section headings for this policy are as follows:

- The school's objectives in making provision for pupils with SEN
- Roles and responsibilities
- Admission arrangements
- Facilities for pupils with SEN which enable access to the school by the disabled, including those with hearing and visual needs
- Identification, Assessment and Provision for Pupils with SEN
- Reviews
- Request for statutory assessment
- Arrangements for providing access to the curriculum for pupils with special educational needs
- Access to the wider curriculum
- SEN in-service training for staff
- External Support Services
- Role played by Parents of Pupils with SEN
- Monitoring the success of the education provided for pupils with SEN
- Arrangements for the treatment of complaints about the school's provision

The school's objectives in making provision for pupils with SEN

At Katharine Lady Berkeley's School, we believe that all pupils of all abilities should have equal opportunities to access the curriculum. For each pupil, the curriculum should offer a level of challenge and content which is appropriate for their needs. We acknowledge the right of each pupil to fulfil his or her potential across a broad balanced relevant curriculum. Our objectives are to:

- ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEN;
- ensure early identification of pupils by screening, testing and taking into account information from previous schools;
- provide for the individual needs of all pupils with special educational needs;
- ensure that all children with SEN are offered full access to a broad, balanced and relevant curriculum including the National Curriculum as appropriate;
- enable children with SEN to maximise their achievements;
- work in partnership with parents;
- make the optimum use of resources – staff, accommodation, equipment and other materials
- monitor closely the progress of individual pupils and hold frequent reviews of their progress
- provide training and support for staff to enable them to meet the needs of pupils with SEN in mainstream classrooms and in other contexts;

- make effective use of the educational psychology service and other external agencies;
- take account of the views of the pupil;
- ensure that external examination dispensation is organised appropriately;
- ensure that appropriate arrangements are made to support children with SEN in internal assessments.

Roles and responsibilities

Provision for pupils with SEN is a matter for the school as a whole. All teachers have to take account of and make provision for the needs of pupils with SEN at various times.

The Headteacher

- Has responsibility for day to day management of all aspects of the school's work, including provision for children with SEN
- Monitors the use of resources in delivering the SEN policy
- Informs governors of the progress of the policy

Leadership Group SENCO Line Manager

A member of the school's Leadership Group will have oversight of SEN provision and line manage the SENCO. This is currently the Deputy Headteacher with pastoral responsibilities.

Special Educational Needs Co-ordinator (SENCO)

The school's SEN provision is co-ordinated by the Special Educational Needs Co-ordinator (SENCO). The key responsibilities of the SENCO include:

- Overseeing the day to day operation of the school's SEN policy
- Liaising with and advising subject teachers
- Managing the SEN team of teaching assistants
- Co-ordinating provision for pupils with special educational needs
- Liaising with parents of pupils with SEN
- Contributing to in service training of staff
- Liaising with external agencies, including Local Authority (LA) support and educational psychology services, Connexions, health and social services
- Ensuring that all pupils with SEN have an up to date and appropriate IEP

Teaching Assistants

The school employs a team of Teaching Assistants who will work with individual pupils, small groups and provide whole class support as appropriate. They will often have the best knowledge of the needs and progress of individual pupils and therefore have a key role in supporting those with SEN. They are expected to keep appropriate records, to work in cooperation with subject teachers and to provide feedback to the SENCO.

Heads of Year

- Liase with SENCO over pupils with special educational needs including behavioural difficulties

Teachers and Tutors

- Will be aware of pupils in their groups who:
 - are on School Action (interventions that are additional to or different from the usual curriculum which are provided by the normal class teacher);
 - are on School Action Plus (when the class teacher is provided with advice or support from outside specialists so that alternative interventions which are additional to or different from the normal curriculum are put into place);
 - have a Statement.
- Work with the SENCO and Learning Support Workers in order to ensure effective support for pupils with SEN.

In addition, subject teachers will:

- ensure that lessons are appropriate to needs of the pupils they teach;
- evaluate the progress of all pupils, including those with SEN, against appropriate targets;
- provide information for the reviews of pupils with SEN against their IEP;
- refer any pupils who appear to be having significant difficulties with problems beyond those already identified to the HOY.

Admission arrangements

Before arrival in Year 7, the SENCO will visit pupils identified as having a statement of Special Educational Needs. The SENCO will attend the transition review; arrange induction visits and meet with parents.

For children who are on School Action or School Action Plus, the information provided by the primary school will form the basis for a child's Individual Education Plan. The child and parents are encouraged to attend a meeting in school in July, to provide their input for the IEP, which is then issued to all relevant staff at the start of term in September.

For those pupils known to have special educational needs when they arrive at the school, we will:

- use information from the pupil's primary school to provide starting points for the development of an appropriate curriculum for the pupil;
- identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class.

Some pupils will not previously have been identified as having SEN. We will make use of the following information in order to identify pupils who may have SEN:

- evidence from teacher observation and assessment;
- their performance against the level descriptions within the National Curriculum at the end of a key stage;
- standardised screening mechanisms such as the NFER CATs tests taken by all pupils during term 1 of Year 7.

Pupils with Statements of Special Educational Needs will be included in the mainstream school. A parent's wish to have a child with a Statement educated at Katharine Lady Berkeley's School will only be refused where inclusion would be incompatible with the efficient education of the other children in the school.

Facilities for pupils with SEN which assist or increase access to the school by the disabled

All curriculum areas can be accessed by pupils who have to use a wheelchair. Some teaching rooms are not accessible by pupils with certain physical disabilities in which case the timetable for the classes which include those pupils will be adjusted to ensure that those rooms are not used.

Full consideration will be given to design for access in any future building plans for the school.

Identification, Assessment and Provision for Pupils with SEN

School Action

If a child has needs which cannot be met solely through classroom differentiation, they will be placed on the Code of Practice for SEN at the School Action level. The child will have an Individual Education Plan (IEP). The child's parents will be informed that it is necessary to take action additional to or different from that provided for the majority of children. When a pupil is identified as having a particular need. The SENCO will

- assess the strengths and weaknesses of the pupil and plan support with other staff involved;
- collect information about the pupil and additional information from parents and others;
- consult with parents in order to ensure their participation and support in working with the pupil;

- ensure that there is a named coordinator for each IEP. This will often be the SENCO, but could also be a designated Teaching Assistant or another member of the teaching staff.

Interventions may not always be extra support or extraction from lessons for a short time, but could be, time devoted to additional or modified resources, or staff training or more differentiation of resources in class.

The IEP will state:

- Baseline data
- Strengths and weaknesses
- Teaching strategies
- Provision to be made
- Short and longer term targets. Outcomes are recorded when the plan is reviewed (see below)
- Parental involvement
- Exit criteria where appropriate (in general this will only apply for pupils with moderate learning difficulties)
- Review date for the plan

The IEP will record that which is additional to or different from the normal differentiated provision for the teaching group.

School Action Plus

Where a pupil:

- continues to make little or no progress in specific areas over a long period;
- is working at National Curriculum levels substantially below that expected;
- has difficulty in developing literacy and numeracy skills;
- has emotional or behavioural difficulties which interfere with learning;
- has sensory or physical needs which require specialist equipment, advice or intervention by a specialist service;
- has ongoing communication and/or interaction difficulties that impede development;

the SENCO will consult with the pupil's parents and move the pupil to School Action Plus.

This will involve:

- A new IEP, with new strategies
- Discussion with external specialists and agencies
- A review of all records to see if more detailed advice is required with the consent of the parents

Provision at this stage would be an increase in time and resources at School Action and could also involve acting on advice from external agencies and consultants.

Reviews

All IEPs will be formally reviewed at least twice during the school year, either by invited meeting, by telephone, by report or at parents' evenings. The review will be carried out by the pupil's IEP coordinator and the pupil's views will contribute to the review. At the other times it will be by correspondence, telephone, e-mail or preferably by meeting.. Parents are welcome to make an appointment with the SENCO or the pupil's IEP coordinator to discuss provision.

Pupils will be involved with the reviews and will be able to give their views on progress, provision and future targets.

Request for statutory assessment

Where support at the level of School Action Plus is not sufficient for the pupil to make adequate progress, it may be necessary to consider asking the LA to initiate a statutory assessment. The

SENCO will provide school information and details of provision at School Action and School Action Plus, as well as details of reviews and any other relevant history.

Arrangements for providing access to the curriculum for pupils with special educational needs

The school is committed to inclusion of all pupils in all subjects during Key Stage 3. Pupils in the lower 25% of the ability range follow a project based curriculum in place of a second modern language during Key Stage 3. This course provides additional support for Literacy, Numeracy and Personal Learning and Thinking Skills.

The curriculum structure at Key Stage 4 will provide different pathways to cater for pupils with Special Educational Needs. Appropriate Information, Advice and Guidance (IAG) will be provided for these pupils in order to ensure that they follow the most appropriate pathway for their needs.

When pupils are withdrawn from lessons for skills support, the aim will be to make sure that it is not the same lesson in both weeks. In most cases we will use one half of a lesson and not the whole lesson for individual skills support.

The school's contract as a Language College dictates that all pupils will follow a full GCSE course in at least one Language.

Pupils who are withdrawn from National Curriculum subjects generally have it written into their Statements or are disapplied for strong academic or social reasons and always by negotiation with parents and Headteacher.

Access to the wider curriculum

In addition to the statutory curriculum, the school provides a wide range of additional activities. There are no barriers to sport, music, art, drama, trips and visits for SEN pupils who are encouraged to attend after school events as are other pupils. Pupils with SEN are actively encouraged and supported to join in and benefit from these activities.

The school also offers a lunchtime facility for pupils who have difficulty mixing socially.

SEN in-service training for staff

Frequent training is provided for all staff. Each faculty has a named person who regularly liaises with the Head of Special Needs.

The school is committed to the further professional development of its support staff and courses are identified as appropriate for specific needs. The school's INSET budget is managed by a Deputy Headteacher and the allocation is equitable and fair relating to the priorities identified in the School Development Plan, the needs of staff arising from curriculum change and the individual professional development needs of staff. SEN staff are also funded by LEA initiatives and Learning Partnership funding.

External Support Services

There are strong links with the LA advisory services in Gloucestershire. Advice is also sought from other specialists including:

- Educational Psychology Service
- Hearing/Visually Impaired Teams
- Special schools for specific information
- Education Welfare Service
- Health Service (through school nurse)
- Connexions Service
- Social Services (through a designated member of staff usually Head of Year).
- Role played by Parents of Pupils with SEN

Parents will be entitled to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision making processes about special educational provision
- be involved in formulating their child's IEP and in the subsequent formal reviews

The LA also has the Parents in Partnership service for parents who would like to discuss school provision with an independent body. The school will provide the contact number for this service on request.

Monitoring the success of the education provided for pupils with SEN

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work.

- The SENCO and Deputy Headteacher meet with the SEN governor to review and update policy and practice
- The SENCO also meets with support staff to discuss provision and notify staff
- The school analyses pupil data to assess performance and identify areas of concern
- Classroom practice is reviewed by departments and the Senior Management Team
- The development plan for SEN is included as part of the school improvement plan

The success of the policy is assessed through:

- The examination success of pupils on the Code of Practice
- The views of pupils and parents
- Maintenance of records of assessments over time
- Liaison between the SENCO and staff and support staff
- Regular monitoring by the governors

Arrangements for the treatment of complaints about the school's provision

There are a number of ways in which a complaint may be pursued. For matters concerning Special Educational needs, the following would normally take place:

- The parent or carer makes direct contact with the Headteacher or SENCO who will investigate the complaint and communicate with parents/carers within seven working days of receiving the complaint
- The parent or carer contacts Parents in Partnership who will come and act as advisor and mediator in the event of disputes over provision.

The school also has a standard Complaints Procedure and a more specific Curriculum Complaints Procedure, either of which may be followed if appropriate. These are available on request from the school and on the school's website.

References: The SEN Code of Practice, November 2001, DfES ref: 581/2001
Gloucestershire e-book for SEN, 2007/08

Date of last review: 24 June 2009

Approved by the full Governing body: 8 July 2009

Date of next review: June 2011