

THE CHAUNCY SCHOOL – S.E.N. DEPARTMENT AIMS and OBJECTIVES

PREFACE

SECTION 1

Since the Warnock Report of 1978, it is accepted that one fifth of the general population of pupils in mainstream schools might have special educational needs of some kind during their school lives. It may also be necessary for about two per cent of these children to have statutory statements made of their needs, under the regulations of the 1981 Education Act.

The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists in this school.

It should be noted that:

- As appropriate, the aims and objectives of the SEN Department relate directly to those of the School, and the Statement of Principles adopted by the LEA.
- To be consistent with the SEN code of practice 2001 the following terminology has been used.

If a child has significant problems (physical, emotional, psychological, medical, etc) that hinder/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers (who attend mainstream secondary schools within the LEA area) then that child has a **learning difficulty**.

N.B. This definition of **learning difficulty** does not apply to pupils who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education.

If the child needs different or additional educational provision to that generally provided for his/her peers (who attend a mainstream secondary school) then that educational provision is deemed '**special educational provision**'.

A child who has a **learning difficulty** which requires **special educational provision** is said to have **special educational needs (SEN)**.

N.B. The term 'parents' is employed throughout this policy and others to refer to any parent, guardian, or other adult in 'loco parentis'.

AIMS

SECTION 2

1. To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
2. To educate pupils with SEN, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
4. To enable SEN pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g., pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
5. To identify and assess pupils with SEN as early and thoroughly as is possible and necessary.
6. To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the child his/her age and powers of understanding must be considered. The support of parents and pupils is crucial if an individual education programme (IEP) is to be effectively implemented.
7. To meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

SECTION 3

OBJECTIVES

These objectives relate directly to the seven aims of the SEN Department at Chauncy School and are intended to show how the structures and systems that are in place actually put the aims into practice.

- 1a) The Headteacher, Primary Liaison Teacher and SENCO monitor our annual intake to ensure that pupils with Special Educational Needs (with or without statements) have not been refused admission or discriminated against because of their special needs. This applies equally to pupils who live within or outside of the catchment area. **N.B.** For pupils with

statements of Special Educational Needs the LEA determines admission, having regard to parental preference and in consultation with governing bodies.

- 1b) The SEN Department works closely with the senior managers of the School Curriculum and timetable to ensure that:
- it is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
 - it allows for differentiation according to individual needs;
 - it offers equality of opportunity and access to the different curricular and skill areas

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs, both present and future and that it is perceived as such by the children themselves and their parents.

- 2a) The SEN Department offers advice and INSET (training) opportunities to subject teachers and other departments on employing differentiated teaching methods and resources. We work with subject teachers, parents and pupils in developing Individual Education Plans (IEP) and approaches to enhancing pupil self esteem.
- 2b) The SEN Department staff:
- provide expertise in the education of pupils with learning difficulties;
 - provide expertise in the education of pupils with emotional and behavioural difficulties;
 - provide expertise in the education of pupils with dyslexia;
 - provide care and expertise for a small number of pupils with physical disabilities
- 2c) The SEN staff support in mainstream lessons as often as is possible and/or appropriate
- 2d) Direct support is not often possible and so we tailor make classwork and homework resources for the SEN pupils. Close liaison between subject teachers and the SEN staff is necessary if personal resources are to be made effectively. A sound knowledge of the subject scheme of work is also necessary. (See policy on Working with other departments).
- 2e) The SEN staff ensure that subject staff are fully informed as to the special educational need of any pupils in their charge.
- 2f) The SENCO ensures that our pupils' Special Educational Needs are known to other schools or colleges to which they may transfer.
- 2g) Educational provision is achieved through full integration into the mainstream school. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to

raise awareness of staff in these issues and to support them to 'deliver' the Curriculum to maximum effect. We truly support staff in the widest sense which is of crucial importance if the SEN policy statement is to be realised.

3. SEN staff provide a variety of experience/activities during a course of study/session and during a lesson if possible. There are opportunities for individual and/or group activities.
- 4a) SEN staff offer advice and INSET (training) opportunities to subject teachers and other departments on employing teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, special needs, etc) to have equal access to the curriculum and to experience success and enjoyment in their work. These INSET courses cover issues such as working with pupils with "Aspergers Syndrome" and how to best construct worksheets and differentiated materials.
- 4b) Lessons are conducted in a secure, supportive and disciplined manner. The pupils and staff interact in a manner that demonstrates mutual respect. The SEN staff believe that learning takes place most effectively in the context of a caring relationship and that good teacher/pupil relationships foster trust and promote self reliance and initiative.
- 4c) Staff encourage pupils to pursue a piece of work over a period of time, e.g. project work, where research is carried out – possibly using a library.
- 4d) Staff use a reward system, e.g. direct verbal praise, a Merit or Credit system and/or a Gold Slip which is the equivalent of 5 merits. This encourages pupils to work to their full potential and to experience a sense of achievement.
- 4e) Pupils have regular homework that has a direct relationship with the course work and a clear purpose.
- 4f) Safety is always a major concern, particularly when working in the science, workshop, ceramics and textiles areas.
5. The process of identification and assessment normally starts through liaison with out Primary feeder schools. A teacher, who is designated responsible for Primary Liaison, visits our feeder schools to meet prospective pupils and teachers during the year prior to commencement. Baseline data and full SEN records are collected and shared with the SEN department during the summer term so that the necessary provision is put in place immediately in the new term.

During the first three weeks of September all Year 7 pupils are given a Reading Test (indicates reading and comprehension ages), a Spelling Test and a Cognitive Ability Test. Identification of pupils needing support will be largely based on the results of these tests. SEN staff spend a short time observing Year 7 classes before decisions are made on the kind of support to be provided. Specific requests for support are also

considered from various sources including parents, teachers, etc. Some pupils may personally request support and the School endeavours to assess, identify and intervene as far as possible within the limits of the resources.

6. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/pupil/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referrals indicate that a child has SEN. The parents are spoken to and consulted long with the pupil with respect to background history, current and future needs and aspirations.

Once that identification, assessment and intervention have taken place pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews and the formation and implementation of IEP. Case conferences are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and pupils are always informed of the 'points for action' and any decisions made during the case conference. (See the policy on Parental Liaison).

7. To implement a model of special educational needs based upon that described in the Code Of Practice. (See the policy on Identification/Assessment).

The Department offers specific help to pupils in the areas of handwriting, reading and spelling. (See separate policies).