



The Chauncy School

SEN Policy

Compiled by Jane Howe
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Special Educational Needs Policy

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The Special Educational Needs Policy is based on the following legislation and related documentation: -

The Education Act 1996
The Special Educational Needs and Disability Act 2001
The Special Educational Needs Code of Practice (SEN COP) 2001
The Special Educational Needs Code of Practice 2001 – Tool kit
The five outcomes of Every Child Matters
The policy of the Local Education Authority as outlined in written and verbal advice

This policy is one of 'Inclusion' and reflects the aims of the Chauncy School. The School firmly believes that every teacher has a responsibility to provide an inclusive learning environment for all pupils and that every teacher is a teacher of Special Educational Needs.

Aims

- To ensure the provision of an environment where the full potential, academic or otherwise, of all pupils is recognised and maximised so that they may become life long learners and productive, active members of society.
- To ensure an inclusive framework for all pupils including those with, 'Disabilities' and/or 'Special Needs' including Gifted and Talented as defined in the above legislation.
- To challenge and extend all students including those identified as gifted and talented.
- To ensure that all pupils have access to an appropriate curriculum.
- To ensure that all pupils have access to extra curricular activities.

Objectives

To provide a Teaching and Learning environment that allows access to the curriculum on an individual basis:-

- To provide in service training (INSET) for teachers based on the principle (as set out in the SEN COP Section 6.2) that 'All teachers are teachers of pupils with special educational needs'.
 - To provide INSET for Teaching Assistants to support their role with pupils
 - To provide a Teaching and Learning environment that encourages pupils to maximise individual learning, self-motivation and self-esteem
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- To meet pupils' learning needs and styles based on assessment of prior attainment
- To provide, where appropriate, an individual assessment of learning needs either by a Specialist Teacher or by arrangement with an Educational Psychologist
- To provide, monitor and review Individual Education Plans (IEPs) for those pupils on whose needs require intervention or who have a Statement of Special Educational Need
- To carry out an Annual review for every pupil in receipt of a Statement
- To provide, monitor and review Pastoral Support Programmes in co-operation with the Pastoral Team, for pupils at risk of exclusion
- To provide additional support and resources, including ICT and one to one support, as appropriate so that pupils can: -
 - Maximise their access to all areas of school life, both curricular and extra curricular
 - Develop into independent life long learners and happy well balanced citizens

Management of Special Educational Needs (SEN) provision

- The SENCo/Assistant Headteacher, SEN Manager and the Governor with responsibility for SEN, takes responsibility for the day-to-day provision by the school for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

Roles and Responsibilities

There is a whole school responsibility for the provision of Special Educational Needs.

Role of the Governing Body

The role of the Governing Body is to promote Inclusive policies and to ensure that:

- SEN provision is an integral part of the school improvement/development plan
- The necessary provision is made for any pupil with SEN
- All staff are aware of the need to identify and provide for pupils with SEN
- Pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy
- they have regard to the requirements of the SEN Code of Practice (2001)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN

Comment [s1]: The DDA states that the Governing body is no longer required to report to parents but a school should report in their prospectus. Do we want to reconsider the role of the gov body? N.b. this is taken directly from Hertfordshire model policy.

- the quality of SEN provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

Role of the SENCO

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEN
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, SATs & CATs.
- managing learning support staff/teaching assistants
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- To ensure that teachers and TAs have high expectations of pupil's progress and the means of monitoring progress
- To promote the development of whole school strategies and resources to raise attainment in the classroom
- Inform and liaise with the Governors on Special Needs Provision
- Ensure that any complaints regarding SEN provision are dealt with in accordance with the LEA guidance for school-based complaints procedures
- Ensure that adequate resources are available to meet pupils' Special Educational Needs
- Ensure that all staff receive INSET in SEN and to encourage personal and professional staff development

Comment [s2]: I have not found specific links to procedure on our website it says "The Governors of the school have arrangements for considering complaints formally. For general matters and matters to do with Special Educational Needs, they have adopted a procedure that follows the guidelines recommended by Hertfordshire County Council. There are, in addition, special arrangements for considering complaints about matters to do with Teaching of the National Curriculum and about collective worship in the school. Copies of these arrangements may be obtained from the school office." There is a modal complaints policy on the grid & it is statutory - should we consider it?

Role of the Classroom Teacher

- Plan and implement lessons taking into account any Special Educational Needs of pupils as indicated by the IEP or information shared on school information systems
- Monitor pupils and take part in the review and target setting process
- Provide information to the SENCo about pupils regarding progress and behaviour
- Implement the School's SEN Policy
- Attend INSET as required
- Involve the TAs in lesson delivery and to provide them with lesson plans / Schemes of Work as appropriate.

Role of the Teaching Assistants

- Support pupils under the direction of the classroom teacher or the SENCo either on a one to one basis or in small groups
- Liaise with classroom teachers regarding the support and Special Needs of pupils
- Support the implementation of the IEP process
- Work with the SENCo and other colleagues to ensure that the objectives of the SEN policy are met
- Work on specialised programmes of support under the direction of the SENCo, the Pastoral/Curriculum teams
- Monitor and report progress of pupils both inside and outside the classroom
- Support colleagues in the evaluation and monitoring of SEN provision
- Attend INSET and undertake personal staff development as appropriate

Role of Support staff

- Inform a member of staff of any concerns regarding individual pupils
- Support the School's SEN and Behaviour policy

Role of pupils

- Actively participate in target setting and decisions about provision for their Special Educational Needs, in accordance with their ability
 - Take responsibility for their own learning
 - Work co-operatively with the staff of the school
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Admission of Pupils

The admission of all students including those with disabilities and/or SEN is detailed in the school's Admission policy.

Comment [s3]: To check this. Also I think we should add the Accessibility Plan.

Facilities and Specialisms

Dyslexia (SpLD):

The School aims to be a 'Dyslexia Friendly School' and is an SPLD Targeted school. which means there is an emphasis on the training of both Teaching Assistants and staff in methods and approaches to support Dyslexic pupils. Where appropriate pupils are provided with technological support such as a lap top computers and/or dedicated soft ware.

Disabled

The school takes reasonable steps to ensure that disabled pupils, prospective pupils, visitors and staff, are not placed at a substantial disadvantage. The School follows advice given by relevant outside agencies with regard to pupils or staff with disabilities whether temporary or permanent and its duties under the Disability, Discrimination Act (DDA) 1995.

Comment [s4]: Again reference to Accessibility plan

Pupil progress

The SENCo together with Teaching staff and TAs review pupil progress on a regular basis, using the reporting system in school – analysis of pupil tracking data and value-added data for pupils. In addition, the Teaching and Learning Support Faculty assesses pupils on its list and those who have been referred by parents, staff or pupils themselves.

Raising achievement is a principle aim, which is measured in a number of ways including:-

- Teacher assessments, external and internal examinations
- School Merit schemes (see Behaviour Policy)
- Attendance and punctuality
- Standardised reading, comprehension and spelling tests and diagnostic assessments
- Comparative data from standardised tests are used as guidelines for assessing pupil's ability in working to their full potential.
- Lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with SEN
- Monitoring of Teaching and Learning Support provision via a range of means to gather information on pupils, staffing and systems in place.
- Feedback from Coaching and Mentoring programs.
- Reviews of IEPs

The School follows the Code of Practice for judging whether a pupil should be on School Action or School Action Plus. The School may request an Assessment for Statement from the LEA. In addition the School will involve the Educational Psychologist, the Education Support Centre, Specialist Advisory Teachers and other professionals / agencies when indicated by the needs of the pupil.

Files on all pupils with SEN are maintained within Teaching and Learning Support. These are in addition to SIMS and pupil files.

Accessibility of the Curriculum /Resources

Comment [s5]: I will look at removing the below as this may be in the Accessibility Plan

The Classroom Teacher is responsible for providing a broad, balanced and differentiated curriculum. The school provides or facilitates additional support for those pupils, who are designated as SEN and /or who have a disability, which results in problems accessing the curriculum, as follows:-

- Thirteen Teaching Assistants and the SENCo provide support enabling appropriate access to the curriculum via in-class, small group and individual support. The Classroom Teacher and Teaching Assistants will liaise to decide the best methods to support pupils
- A programme of diagnostic assessment to assess learning difficulties and learning styles
- Individual teaching programmes and resources designed to meet the needs of particular pupils
- Connexions outreach workers, Educational Support Centre out reach workers, a School Coach and trained Teaching Assistants offer a range of coaching, mentoring and anger management provision for those pupils who have experienced trauma such as bereavement, illness or whose emotional or behavioural difficulty is preventing full access to the Curriculum
- Individualised timetables to accommodate specific needs (this may include disapplication from National Curriculum subjects as agreed with Faculties and Outside Agencies)
- A wide range of support mechanisms are in place to aid pupils with Emotional and Behavioural Difficulties (See the School Behavioural Policy)
- A range of Specialist Advisory Teachers including the Educational Psychologist, Hearing Advisor and the Speech and Language Adviser will provide advice on strategies and resources for pupils with SEN. Teachers, Teaching Assistants, SENCo and at times the advisers, will use strategies with the pupils concerned. Those working with the pupil will review his/her progress before the subsequent advisory visit.
- Specialist equipment including Laptop computers and/or specialist dedicated software
- The Teaching and Learning Support Faculty provides pupils, parents and staff with resources. The SENCo and the Teaching Assistants are available for consultations regarding strategies.
- The Connexions service through Achievability support pupils in Years 12 / 13 with applications to further education.
- Pupils experiencing difficulties in any area of school life may approach to Teaching and Learning Support for help. They need not be on the SEN list to self refer.

It is the aim for all pupils to receive the full curriculum and to have access to the full range of extra curriculum activities. However, there may be occasions, in the best interest either of the pupil or the main school body when this is not possible. Where it seems necessary, for example, due to illness, to restrict the curriculum or to educate on a one to one basis both parents and pupils will be involved in discussion before any final decision is made.

Evaluating Success

Records kept within the Teaching and Learning Support Office or on the schools data system include:-

- The Teaching and Learning Support Register which identifies those pupils who are at School Action, School Action Plus or are Statemented,
- Details about the nature and extent of a pupil's difficulty
- Strategies agreed and put in place
- Special examination arrangements
- TA pupil support and progress records
- Reports from outside agencies and any other relevant information
- Annual reviews of Statements.
- Examination/tests results.
- Targets.

Parent Partnership - Contact with Parents/Carers

Parents/Carers are viewed as partners in their child's education and are kept fully informed. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school.

- First contact should normally be the Form Tutor or Learning Coordinator. If the matter is directly related to a SEN matter then to the SENCo or SEN Manager. Information could be shared with teachers and pastoral support staff.
- Parents will be given the opportunity to speak to the SENCo in person at parent's evenings by appointment or on the telephone about any matter of concern.
- The SENCo will inform the Parents/ Carers as to their child's placement at School Action and School Action Plus inviting them to contact her to discuss any queries.
- SENCo will initiate additional meetings/reviews to take place where appropriate or where there may be a concern about the pupil's progress.
- Parents/Carers who have a child with a Statement of Special Educational Need will additionally be invited to an annual review meeting.

Complaints Procedure

If Parents/Carers feel concerned, about the level and or type of provision their child is receiving or any other SEN related matter, they should make direct contact with the SENCo by telephone or in writing. If necessary an appointment will be arranged for the matter to be discussed. Alternatively, matters may be raised on Parents' evenings. The SENCo will investigate and seek

to remedy any problems identified. The SENCo will notify the Parents/Carers of the result of the enquiries and if necessary arrange a further meeting.

If a Parent/Carer is not satisfied the matter will be referred to the Headteacher or Governor with responsibility for SEN following the **School's Complaint's procedure**.

Links With Other Schools

The School values its links with the feeder Primary Schools. Regular contact is made throughout the year and special events are hosted at the School.

Pupils in Year 6 have an Induction day in the Summer term and the Moving Up transition program.

Good communication is seen as an essential part of a successful transfer to the Secondary phase.

Our Primary Liaison teacher visits all prospective new entrants and their teachers in the Summer term. SEN information gained from these visits is passed on to Teaching and Learning Support.

The SENCo may attend Annual Reviews of Year 6 pupils due to start in September. In addition, the SENCo will liaise with the SENCo of feeder primary schools and will visit pupils of specific concern.

It is the aim of the School to ensure the best possible start for all pupils on transfer and members of staff including the SENCo will meet with parents/carers to discuss any concerns. Where necessary, strategies are put in place before a pupil's transfer.

The SENCo attends the Cluster meetings to discuss Exceptional Needs Funding and SENCo CPD networks.

Other Relevant Policies/Documentation

Accessibility plan

Gifted & Talented Policy

Behaviour and Attendance Policy

Equality Policy
