

**“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.**

*NASEN Mission statement*

## **1. Introduction**

1. This policy outlines the nature and management of Special Educational Needs at Darton High School.
2. It reflects the consensus of opinion of the whole teaching staff. It was originally drawn up, discussed by staff and approved by the Governing Body in Sep 2006. It was reviewed in the autumn term 2009.
3. The implementation of this policy is the responsibility of the Head Teacher and all teaching and classroom support staff.

## **2. Objectives**

1. The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of students with special educational needs.
2. The school seeks to develop an inclusive curriculum by
  - Setting suitable learning challenges for all students
  - Responding to students' diverse learning needs
  - Overcoming potential barriers to learning and assessment for individuals and groups of students
3. Every student is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community
4. “Children have Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them” DfES Code of Practice 2001. The Code of Practice gives a more detailed definition of SEN, and identifies that many students during their time at school may experience difficulties, long or short term, and that these may encompass intellectual, physical, sensory, social, emotional, behavioural and/or speech and language areas.
5. Most children with SEN will not be disabled under the terms of the Disability Discrimination Act 1995 which describes a disabled person as one who has a physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day-to-day activities. A significant proportion of those who are disabled will have SEN.
6. Our policy aims to meet these difficulties by:
  - Identifying students with SEN
  - Involving students in their own target setting and review processes
  - Enabling all staff to meet identified student needs
  - Making the curriculum accessible to all students through recognising the need for differentiation and employing a range of teaching and learning styles
  - Working closely with parents and outside agencies

- Catering mainly for SEN students in the mainstream class, but recognising that some students may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom
7. Reference is made to the Special Educational Needs Code of Practice (2001) and the SEN Toolkit for all SEN procedures and action taken in school. Guidance is also provided by the LEA's SEN Handbook

### **3. The School's Provision for Special Educational Needs**

1. The Special Educational Needs Co-ordinator (SENCO) is Mr D Bisley.
2. The SENCO is responsible for:
  - Writing and reviewing the SEN policy
  - Overseeing the day to day implementation of the SEN policy and resources
  - Identifying, monitoring and reviewing students' needs with teachers, parents and support staff and with the students themselves
  - Maintaining the SEN register
  - Maintaining all SEN records, including the red individual student files
  - Co-ordinating provision for students with SEN
  - Setting up and monitoring in-class support and withdrawal programmes (e.g. wave 3 support)
  - Teaching and assessing individuals and groups of students
  - Liaising with colleagues in writing Individual Education Plans (IEPs)
  - Monitoring and reviewing IEPs and statement targets
  - Organising and attending annual reviews of statements
  - Liaising with parents, outside agencies and other schools
  - Administering submissions for special arrangements for statutory testing
  - Acting as support to the Line Manager of all permanent and temporary teaching assistants involved with supporting SEN pupils
  - Acting as support in Performance Management for all permanent and temporary teaching assistants involved with supporting SEN pupils
  - Managing and contributing to professional development of colleagues in areas of SEN support
  - Advising on all aspects of differentiation, teaching and learning styles and resourcing
  - Advising the Head Teacher and staff on pertinent SEN issues
  - Liaising regularly with the Governing Body, through the full governors report
3. Class teachers are responsible for
  - Identifying students who require extra support in class, raising initial concerns and consulting the SENCO for advice and support (also part of the monitoring role of subject leaders)
  - Differentiating activities for all students, including more or less able children

- Writing and/or contributing to IEPs and implementing targets in class
  - Monitoring individual progress
  - Managing teaching assistants in their classrooms on a day to day basis
  - Meeting with parents and outside agencies when appropriate
4. Teaching assistants will support the teacher and student by:
- Implementing an individual or group of students' access to and progress in the curriculum
  - Implementing activities designed to achieve targets on IEPs
  - Encouraging and promoting student independence
  - Liaising with teachers and the SENCO, giving feedback and suggesting development
  - Working with individual or groups of students (e.g. Wave 2 or 3 support)
  - Carrying out specific booster teaching programmes (e.g. Additional Literacy Programme)
  - Helping to prepare resources and adapting materials
  - Attending planning and review meetings as appropriate
5. The Governing Body will ensure that:
- The SEN policy is implemented fully
  - A summary of the SEN policy is included in the annual parent/ governor report
  - The success of the SEN policy is reported annually
  - A governor with responsibility for SEN is appointed.
6. Students are taught in both mixed and setted ability year group classes of **up to 30 children**. (Early action is encouraged for students who need further consolidation or support prior to placement on the SEN 'register').
7. Students on the SEN 'register' may receive extra support from a teaching assistant, in a group or as an individual. If an individual student receives one-to-one support through statementing provision, there may be occasions when that child is helped through group support as part of his/her learning programme
8. Where a student's needs require more than the normal differentiation planned and delivered in class, an IEP will be drawn up, which sets out individual targets for the child in identified areas of the curriculum
9. IEPs work from a positive starting point of what the student is able to do, and will have 'SMART' targets (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound) aimed at small, achievable steps built into it to ensure success
10. Arrangements are made for students with SEN taking statutory tests. These include a reader, extra time and help with recording, in line with government assessment policy
11. There is a SEN base in the school - "DISC" The SENCO and teaching assistants use this for specialised teaching, and for meetings and assessments.
12. When children leave the school, all SEN records are sent on to the new school. The SENCO makes contact with the receiving school's SENCO to ensure continuity of support.

Wherever possible it is recommended that both these be done within 3 weeks of the child starting at the school

13. Once students have been identified as having SEN, the staged process as set out in the Code of Practice (2001) is put in place
14. The SEN register is updated each term by the SENCO, after discussion with class teachers, and distributed to all teachers and teaching assistants
15. Any child causing concerns that do not require further intervention at the time is placed on the pre-SEN list on the register. This also lists children who were formerly on the SEN register, and those receiving booster support but not on the SEN register

#### 4. Identification and Assessment

1. Students are assessed on entry to the school through the normal testing procedures. If their needs have been identified on transfer liaison will be made with the appropriate agencies.
2. If a teacher refers a child to go onto the SEN register, the SENCO and members of internal and external agencies may meet to discuss this (see point 3), this will include the parents of the child. At this meeting targets will be set for progression. If progress is still not made after a period of support, individual targets will be drawn up on an IEP
3. Parents are involved prior to placement on the SEN register so all procedures can be explained, and agreement reached regarding future support. A letter is sent out confirming this action. Parents are then regularly updated on their child's progress, and involved in supporting the child at home with individual targets. A Gold Form (SENR) is put in place
4. At the "School Action" (SA) stage, students are monitored carefully and differentiated work and/or IEPs are put in place. All support at this stage involves parents, the SENCO, relevant teachers and Teaching Assistants
5. IEPs are reviewed in accordance with the SEN Code of Practice with the students, their teachers, teaching assistants and parents
6. At the "School Action Plus" (SA+) stage, outside agencies are involved in providing further advice and support as appropriate to the student's' needs. These may include:
  - Educational Psychology Service
  - Speech and Language Therapy Service
  - Emotional and Behavioural Support
  - Sensory Impaired Service
  - Social Services/ Child Protection
  - School Medical Service
  - Child and Adolescent Mental health Service
  - Family GPs
  - Autism Outreach
  - Dyslexic Outreach
  - ICT Outreach
  - Physiotherapy Service

- Occupational Therapy
  - Educational Welfare Officer
7. If a child is recommended for statutory assessment as a result of a SA+ review meeting, the SENCO completes the Area Referral Meeting (ARM) paperwork and submits it to SEN services, Lincoln. If a decision is made to instigate statutory assessment, the above support in school continues, and a Multi-Disciplinary Assessment (MDA) takes place in line with current legislation
  8. A student with a statement for SEN usually has one-to-one support, with outside agency and parental involvement as before. Funding for this comes from the LEA and is put into the main school budget to be used to supplement existing support (not to replace it) £53,338 in 2009/10
  9. Students are encouraged to be involved in the process of identifying targets, devising support and reviewing progress. Students with statements are invited to attend their annual reviews.
  10. Triggers for SEN concerns may include:
    - Lack of progress in acquiring literacy or numeracy skills
    - Marked high ability in numeracy, literacy or reasoning
    - Poor short term memory
    - Difficulties with following instructions, or sequencing events or tasks
    - Poor listening and attention skills
    - Short concentration and high level of distractibility
    - Poor gross or fine motor control
    - Clumsiness/lack of co-ordination
    - Visual or hearing problems
    - Speech and language difficulties
    - Communication problems
    - Behavioural problems
    - Delayed physical development
    - Low self esteem
    - Attention seeking behaviour
    - Aggression
    - Withdrawn or isolated behaviour/Over-anxiety
    - Lethargy
    - Neglected appearance
    - Toileting problems
    - Obsessive behaviour/nervous tics/habits
    - Attendance problems
    - Child protection issues

- Family problems – family break ups, bereavement
11. Contact is made with the school nurse or community doctor if any medical issue arises. This is always carried out with parental consent. More complex medical/behavioural concerns may be referred by GPs to the Child and Adolescent Mental Health Service (CAMHS).
  12. Inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. The school is ramped and has medical and disabled toilet facilities in line with current recommendations; the school has drawn up an Access Plan, to ensure full provision for all students, regardless of SEN and/or disability.
  13. The SENCO will ensure a range of standardised assessments are completed with individual children when necessary. For further information of appropriate test materials, advice will be sought from the Educational Psychologist and other appropriate outside agencies
  14. Regular updates on SEN are given to the Curriculum and Pupil Welfare Sub-Committee of the Governing Body.
  15. Discussions on concerns about SEN students are regularly on the agendas for teaching assistants' and teaching staff.

## 5. Review

The head teacher and teaching staff will review this policy in **2010/11** any amendments will be presented to the Governing Body for approval.

### Mr D Bisley

SENCO

Sep 09