



# **Hebburn Comprehensive School**

## **Special Educational Needs Policy**

Ratified by Governors: February 2010

Review Date: February 2012

## **Rationale**

Integral to our commitment to the Every Child Matters agenda, Hebburn Comprehensive School values the abilities and achievements of all its pupils, irrespective of prior or predicted attainment, and is committed to providing the best possible learning environment for each pupil. Our guiding principle is to ensure Inclusion, through identifying and surmounting possible barriers to effective learning. The principles and procedures contained within this policy are conceived in the spirit of catering for each individual child's needs and entitlement.

## **Definition**

A child is deemed to have special educational needs if he/she has a learning difficulty which calls for special educational provision to be made.

Children are deemed to have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

## **Aims**

- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated and relevant to meet individual needs and abilities.
- To ensure the rapid identification of all pupils requiring SEN provision as early as possible in their school career.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school, experience welcome, acceptance and progression through positive relationships and challenging learning experiences.
- To ensure that all pupils experience success through the intervention of high-quality support.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment, acknowledging parental knowledge and expertise and taking account of the views of the child.

## **Identification**

The school operates a whole-school approach to SEN policy and practice. Pupils who have been identified as having SEN are virtually fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the school's provision.

In line with the SEN Code of Practice 2002, school adopts the view that "All teachers are teachers of pupils with special educational needs."

All staff are responsible for identifying pupils with SEN and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage and included within the Management Information System. Assessment is seen as the process by which pupils with SEN can be identified; progress through the National Curriculum is deemed a crucial factor in considering the need for SEN provision. The following processes will support the identification process:

- Evidence arrived at by means of teacher observation or assessment;
- Key Stage 2 liaison carried out by SENCo;
- Baseline Data (SATs outcomes and MidYIS Scores);
- Outcomes of reading tests;
- Teacher referral;
- Parental query;
- Ongoing monitoring;
- Corridor Support and referral data.

## **Range of Provision**

The main aspects of the provision made by the school are:

- Full-time education in classes with additional help and support being provided by subject teachers through a differentiated curriculum;
- Access to withdrawal lessons to work with SENCo or Learning Support staff on securing progression with basic skills;
- In-class support with adult assistance provided by the Learning Support Team;
- Specific skills lessons.

## School Action

School Action is characterised by interventions that are different from, or additional to, the usual differentiated curriculum.

School Action intervention can be triggered through concern, supplemented by evidence that despite receiving differentiated teaching a pupil:

- Makes little or no progress despite teaching of targeted weakness;
- Demonstrates difficulty in developing literacy or numeracy skills;
- Shows persistent emotional/behavioural difficulties which are unresponsive to behaviour management strategies;
- Has sensory/physical impairment;
- Experiences communication and/or interaction problems having an adverse effect on progress.

The SENCo will support the assessment of the pupil, gathering information from form tutor, subject teachers, and Head of Learning. Following consultation with parents, if it is agreed that a pupil requires additional support to make progress, the SENCo will plan support, in collaboration with teachers and the Learning Support Team. The pupil's name will be added to the SEN Register. The focus and nature of the support will be recorded in an Individual Education Plan (IEP), which will identify a maximum of three or four individual targets that match the pupil's needs. The delivery of the interventions recorded in the Individual Education Plan continues to be the responsibility of the subject teacher.

The interventions will be reviewed twice yearly, and the outcomes will be recorded. Pupils will be encouraged to participate in the review process. Parents will also be invited to participate in the target-setting and review process.

The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as the Additional Literacy Support and Literacy Progress Units/Foundation Progress Units.

Support available to pupils through School Action includes:

- Small withdrawal groups focussing on extra Literacy support;
- Learning Mentor support to overcome barriers to learning;

- In-class Teaching Assistant support for identified individuals and target groups;
- Social Inclusion support to overcome barriers to learning related to self-esteem, attendance and behaviour.

### School Action Plus

School Action Plus is characterised by the involvement of external services - e.g. Educational Psychologist, Speech Therapist, Physiotherapist, and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. This process will usually follow a recommendation by the SENCo after parental consultation at a review meeting integral to the School Action provision. External support services advise on targets, providing specialist inputs to the process.

School Action Plus intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, a pupil:

- Still makes little or no progress in specific areas over a long period;
- Continues to work at National Curriculum levels considerably lower than expectations for a child of similar age;
- Continues to experience difficulty in developing literacy/numeracy skills;
- Has emotional/behavioural problems, which often substantially impede his/her own learning or that of the group;
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- Has ongoing communication or interaction problems which impede the development of social relationships, thus presenting ongoing barriers to learning.

When external support services are approached, they will require access to pupil records in order to understand the strategies employed to date and targets set and achieved. Advice from outside professionals will be incorporated into the Individual Education Plan and these professionals will be invited to contribute to the monitoring and review of progress. The Individual Education Plan will have fresh targets and strategies which should be implemented at least in part in the normal classroom setting. The range of support available at School Action Plus will be similar to

that made for School Action but will typically be more intensive, individualised and sustained.

### Links with other agencies and voluntary organisations

As already indicated, external support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area. In addition, the school may seek advice and outside support from specialist advisory services for pupils with sensory impairment or physical difficulties.

- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties, where applicable.
- The Connexions Service Personal Adviser will be invited to attend all Annual Reviews in Year 9 and above in order to contribute to the Transition Plan.
- Specialist teaching support is provided for identified pupils by the Outreach Learning Support Team.
- The Occupational Therapy service is involved in providing specialist support for pupils with medical problems.
- The school nurse provides support and advice for pupils with medical difficulties.
- There is regular liaison with the Child and Family Team, who offer support and advice for identified pupils.

## **Statements**

### Request for Statutory Assessment

The school will make a request for a statutory assessment to the LA when, despite an individualised programme over a period of time, the child remains a significant cause for concern. Requests for statutory assessments may also be made by the parent or by referral by another agency. In order for the Statutory Assessment to be carried out, the school will make available the following information:

- The action followed with respect to School Action and School Action Plus;
- The pupil's previous targets;

- Records of regular reviews undertaken and the outcomes;
- Information on the pupil's health and relevant medical history;
- National Curriculum levels and literacy/numeracy attainments;
- Other relevant assessments from specialists e.g. Support teachers/educational psychologists;
- The views of both parents and child;
- A record of any involvement by other professionals.

A Statement of Special Educational Needs will normally be provided in situations where, after a statutory assessment, the LA considers that the child's needs are such that additional provision is required to that which the school is able to offer. The Statement issued will include details of targets set for the pupils, these will be:

- The long-term objectives and provision, established through parental/pupil consultation;
- Implemented in the classroom setting;
- Delivered by the subject teachers.

If a pupil makes sufficient progress, a statement may be discontinued by the Local Authority.

### Annual Statement Review

The school will review each statement annually and the SENCo will invite to the review meeting:

- The child;
- The child's parent/carer;
- The relevant Head of Learning;
- A representative of the LA;
- Relevant outside agencies.

The aim of the review will be to:

- Assess the pupil's progress in relation to targets;
- Review the provision made for the pupil in the context of life skills, the National Curriculum and levels of attainment in basic literacy/numeracy;
- Consider the appropriateness of the existing statement in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing statement;
- Set new targets for the coming year;

The school will liaise with the Connexions Service and other agencies to arrange Transition Plans for students with Statements; the Year 9 and subsequent reviews will be significant in preparing for the pupil's transition to employment, further education, work-based training, higher education and adult life.

Pupils who make adequate progress over a sustained period of time may be no longer identified as requiring additional SEN support.

Adequate progress is defined as:-

- The pupil is making overall progress given his/her baseline assessments;
- The pupil maintains his/her place in the group;
- The gap between the pupil and his/her peers does not widen.

The decision to remove additional support will be discussed at SEN reviews, to which parents and pupils will be invited.

### Complaints Procedure

The school's Complaint Procedure is available on request, or can be accessed via the school web site ([www.hebburn.s-tyneside.sch.uk](http://www.hebburn.s-tyneside.sch.uk))

Under the SEN and Disability Act 2001, parents may seek advice on resolving disagreements with the school from the LA and/or the Independent Mediation Service. The school will make further information about this process available, on request.

## Roles

### The Governing Body

The school governors have specific responsibility to:

- ensure that the necessary provision is made for any pupil who has special educational needs;
- ensure that, pupils' needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs;

- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical;
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In doing so, Governors need to have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools.

### The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Head Teacher keeps the Governing Body fully informed and works closely with the school's SEN co-ordinator and team.

### The Role of the SENCo

The responsibilities of the SENCo and Assistant SENCo are consistent with TDA National Standards and include:

- Contributing to the strategic development of the SEN Policy and overseeing the day-to-day operation of the SEN policy;
- Co-ordinating provision for pupils with special educational needs;
- Monitoring progress of pupils on the SEN Register;
- Overseeing the records of pupils with SEN;
- Liaising with and advising fellow teachers, making a contribution to staff training;
- Co-ordinating learning support provision and managing designated learning support staff;
- Liaising with parents of pupils with special educational needs;

- Liaising with the Junior/Secondary school SENCOs, educational psychologists, school nurse, speech and language therapists and other health services.