

SANDY UPPER SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

APPENDIX 1

Code of Practice - Definitions and Duties

Special Educational Needs:

A student has special educational needs (SEN) if s/he has a learning difficulty which calls for special educational provision to be made for him or her.

A student has a learning difficulty if s/he has:

- A significantly greater difficulty in learning than the majority of children the same age.
- A disability which prevents or hinders him/her from accessing educational facilities provided for children of the same age in schools within the Local Authority (LA)

Children should not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught (Education Act, 1996, Section 312).

Disability:

'A person has a disability.....if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities' (Section 1 (1), Disability Discrimination Act, 1995)

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not itself mean that a student is disabled. It is the effect on the student's ability to carry out normal day to day activities that has to be considered.

Code of Practice - Graduated Approach to Meeting Students' Needs

School Action

School action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School action concern can be triggered through concern supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
- Demonstrate difficulty in developing literacy and numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a student needs additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be kept informed of the student's progress through the development of an IEP.

Interventions might include:

- Deployment of a teaching assistant to work with the student
- Provision of alternative learning materials/special equipment
- Staff development/training to undertake more effective strategies
- Access to Local Authority support services for advice on strategies, equipment or staff training

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School Action Plus

School Action Plus is characterised by sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level will be made by the SENCo after full consultation with parents. External support services will advise on targets for a new IEP and provide specialist inputs to support the process.

School Action Plus intervention will be triggered through continued concern, supplemented by evidence, that despite receiving differentiated teaching and a sustained level of support a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impedes own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to student records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults.

Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Action Plus, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. To gain a Statutory Assessment the school will have to provide at least 12 months of evidence which includes:

- The action followed with respect to School Action and School Action Plus
- The student's last two IEPs
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- National Curriculum Levels
- Other relevant assessment from specialists such as support teachers and educational psychologists
- Views of parents
- Where possible the views of the student
- Social Care/ Educational Welfare Service reports
- Any other involvement by professionals

This evidence will be submitted to the Bedfordshire County Council Referral Panel for a decision about whether a Statutory Assessment is necessary. A Statement of Special Educational Needs will normally be provided where, after a Statutory Assessment, the LA considers the student

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requires provision beyond what the school can offer. However the school recognises that a request for a Statutory Assessment does not inevitable lead to a Statement.

The timescale for the process of making a Statutory Assessment and the issue of the final copy of a Statement should normally be no more than 26 weeks. In comparison to an 11-18 secondary school, it is unusual for an upper school to request a statutory assessment, because of the timescales involved and the need to gather sufficient evidence.

A Statement will include details of learning objectives for the student. These are used to develop targets that are:

- Matched to longer-term objectives set in the Statement
- Shorter term IEP targets, established through parental/student consultation and implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

Review of Statements

Statements must be reviewed annually. The LA will inform the school at the beginning of each school term of the students requiring reviews. The Assistant Head/SENCo (Diversity and Challenge) will organise these reviews and invite:

- The student's parents/carers
- The student
- The Assistant Head/SENCo (Diversity and Challenge)
- The Learning Support Manager
- The relevant Teaching Assistant
- A representative of the LA
- Other professionals as appropriate
- The Connexions Advisor

The aim of the review will be to:

- Assess the student's progress in relation to IEP targets
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the student's performance during the year, and whether to cease, continue or amend it.
- Set new targets for the coming year.
- Year 9 reviews will be significant in preparing the student's transition plan to employment, Further Education, work-based training, Higher Education and adult life. They will involve the Connexions service
- Year 10 and 11 reviews will review the Transition Plan and will involve the Connexions Service

A report of the review will be sent to the LA with any supporting documentation. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease the Statement of SEN.

The school also recognises that, where a student with a Statement of SEN continues to attend after compulsory education, i.e. in the Sixth Form, the LA may decide to maintain the Statement until the age of 19.