

SANDY UPPER SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY

1. **Rationale**

Sandy Upper School is a comprehensive school and values the abilities and achievements of all its students and is committed to providing, for each student the best possible environment for learning.

This policy:

- Has been developed to meet the needs of our students
- Recognises that all students have individual needs
- Provides a framework for the on-going development of best practice in meeting students' Special Educational Needs (SEN.) Linked to the School Development Plan. It is reviewed annually
- Aims to support staff in the identification and assessment of students' needs, and in the provision and monitoring of appropriate teaching and learning programmes
- Meets the statutory requirements of the 1996 Education Act and is informed by: the Code of Practice (2001); the SEN and Disability Act (2002); the Disability Discrimination Act 2005; 'Every Child Matters' (2004)
- Enables students to engage in all activities

2. **Principles**

This policy is based on key principles which underpin the **Code of Practice (COP):**

- All students have the right to a broad, balanced and relevant education
- The recognition of a continuum of need
- Early intervention
- Responsibility for SEN lies collectively with all staff
- The use of best practice can minimise the impact of SEN
- Student participation in decision-making
- Parents as partners in education
- Integration of all agencies involved with the student

It is also underpinned by the principles embodied in **'Every Child Matters'(ECM):**

Every student with SEN and disability in this inclusive school has an entitlement to succeed. This is achieved by ensuring the wellbeing of all students in relation to:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving social/economic wellbeing

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

A. Education provision

1. The role of the Governing Body

The Governing Body's responsibilities to students with SEN include:

- Ensuring that provision of a high standard is made for SEN students
- Ensuring that a 'responsible person' is identified to inform about the Statement to all those involved with teaching and supporting Statemented students
- Ensuring that SEN students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents on the school's SEN policy including the allocation of resources from the school's delegated budget

The SEN Governor will meet regularly with the Assistant Head/SENCo (Diversity and Challenge) to monitor the school's SEN education provision. The Governing Body will report annually on the success of the policy.

2. Admission arrangements

The Governing Body believes that the admissions' criteria should not discriminate against students with SEN and has due regard for the practice advocated in the Code of Practice, in that "*all schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission*" (CoP 1:33)

3. This policy will build on Sandy Upper School's inclusion policy which recognises the entitlement of all students to equality of opportunity in all aspects of school life. It links to the School's Accessibility Plan to ensure disability equality for all members of the school community and to eliminate discrimination. Facilities include

- Toilets for the disabled
- A lift to all floors
- Magnetic release catches on fire doors to improve access for the visually impaired
- Access to ICT for all students including the use of laptops
- Interactive whiteboards in English, Science, ICT and Modern Language departments

4. The SEN policy also links to the school's Behaviour and Assessment policies.

5. The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by subject teachers, through a differentiated curriculum
- Periods of withdrawal to work with the Learning Support Manager, Assistant Learning Support Manager or Teaching Assistant
- In-class support with a Teaching Assistant

- Attendance at the Education Support Room on a part-time basis
- A reduced curriculum to allow for extra literacy and numeracy lessons in the Learning Support department both at Key Stage 3 and 4
- A personalised curriculum including vocational courses which are delivered in-house or by external providers, as part of the Foundation Learning programme
- Regular liaison between Year Leaders and the Learning Support Manager on individual students' needs

B. Identification, assessment and provision for all students with SEN

1. Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it and in meeting the objectives set out in this policy.

2. Identification and Assessment

At Sandy Upper School we have adopted a whole school approach to SEN policy and practice. Students identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice makes it clear that all teachers are teachers of students with special educational needs.

All teachers are responsible for identifying students with SEN and, in collaboration with the Assistant Head/ SENCo (Diversity and Challenge) will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEN can be identified. Whether or not a student is making progress, is seen as a significant factor in considering the need for SEN provision.

Early identification of students with SEN is a priority. The School will use appropriate screening and assessment tools and ascertain student progress through:

- Evidence provided by teacher assessment or observation
- National Curriculum test results
- External examination results
- NFER Group Reading test (carried out early in Y9 with new admissions and twice a year for those with reading ages of 10 or below)
- Spelling test carried out early in Y9
- Information and records from middle schools
- Information from parents
- Assessments carried out by an external Specialist Teacher, Educational Psychologist or other external service
- Whole school data analysis

This information will be used to inform personalised teaching and learning approaches and the development of Individual Education Plans (IEPs)

3. SEN Provision

Sandy Upper School aims to develop good transition arrangements to ensure early intervention for students identified as having SEN. This is achieved through:

- Meetings, in the summer term prior to transition, between
 - the SENCo's at the feeder middle schools and the Assistant Head/SENCo (Diversity and Challenge)
 - the Year Leaders of Y8 and Y9
- Attendance at Y7 and Y8 Statement Reviews
- Parents' meetings at the 3 main feeder middle schools in the summer term of Y8 with members of the Senior Leadership Team.

A graduated approach to SEN intervention is used as outlined in the Code of Practice (School Action, School Action Plus and Statementing - Appendix 1)

Central Bedfordshire Council guidance and criteria are used to decide where a student is placed on the SEN list and the level of additional support provided either in-class or in a small group withdrawn from the mainstream curriculum

Individual Education Plans

Strategies for student progress will be recorded in an IEP containing information on:

- Short term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria

The IEP will record only that which is different from or additional to the normal differentiated curriculum and will have no more than 4 targets that closely match the student's needs. The IEP will be reviewed twice a year. The School will endeavour to hold reviews in an informal manner and parents'/carers' views on their child will actively be sought as well as the students. Form tutors will play an important part in the review process.

C. Staffing Policy and Partnership with parents and outside agencies

SEN INSET

All staff attend courses that help them to acquire skills needed to work with SEN students. This year 2009/10 staff undertook training in using a radio aid to help support students with hearing impairment. Part of the Assistant Head/SENCo's (Diversity and Challenge) role in school based inset is to develop awareness of resources and practical teaching procedures for use with SEN students. As a routine part of staff development, inset requirements in SEN will be assessed.

The Governing Body will undertake a similar review of training needs. Teaching Assistants' requirements in supporting students' needs, will be considered frequently.

PARTNERSHIP WITH PARENTS

We value the contribution parents/carers make to the education of their children and actively seek to involve them in all aspects of their child's education and to provide access to information about their child's needs and education. We seek to achieve this by:

- A Welcome Parents' Evening for parents/carers of Yr 9 students in their first half-term, which includes a presentation on SEN and an opportunity to meet the SEN team
- Annual review meetings for those with Statements
- Parents' Evenings
- Individual meetings with parents
- Telephone contact
- Communication in student planners

We aim to deal sensitively and effectively with any parental complaints about SEN provision. The school's complaints procedure is available from the school on request.

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN students and works with them as appropriate. (Appendix 2 outlines the key contacts)

This policy will be reviewed annually by the School and Governing Body.

First Implemented May 1994				
Review and Evaluation	Rewritten Revised	Staff Responsible	Governor Sub- committee	Review Cycle
Nov 11	May 08 Nov 10	GC GC GC	CPC Standards Standards	Annual Annual Annual