

<b>SPECIAL EDUCATIONAL NEEDS POLICY</b>				
<b>Review Frequency</b>	3 yearly		<b>Review date</b>	October 2012
<b>Governing Committee Responsible</b>	PWD	Approved(date) October 2009	<b>Next Due</b>	
<b>Governor Approval (date)</b>			<b>Website</b>	YES
<b>Staff Responsible</b>	AJB			

The highly selective nature of the intake at Camp Hill makes it unlikely that severe learning difficulties will exist amongst its pupils. However, it is recognised that, **in comparison to the year group as a whole**, some pupils may encounter specific learning difficulties in some areas eg literacy, numeracy, AFL), or may have social, emotional or behavioural difficulties or medical conditions which affect their progress. Visual, hearing or physical disabilities may also manifest themselves.

### AIMS

- to ensure a consistent, whole school, approach to pupils with Special Educational Needs (**SEN**)
- to create an environment that meets the special needs of each student
- to ensure all pupils have equal access to a broad, balanced and differentiated curriculum
- to identify pupils with special educational needs as early as possible and ensure the necessary support is provided through early intervention, whenever possible
- to encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning
- to encourage pupils to be fully involved in their learning and in monitoring their progress
- to encourage pupils to express their views and ideas for provision
- to make clear the expectations of all partners in the process and provision of special needs
- to ensure parents are kept fully informed and are involved in meeting the needs of their child
- to continually evaluate, plan and review children's progress
- ensure all staff – teaching and non teaching - receive appropriate information and guidance to meet the needs of the children
- to engage outside services when required and obtain specialist advice.

### DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- 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 Authority (**LA**). A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. (*Section 17 (11), Children Act 1989*). A person has a disability for the purposes of this Act if he has a

physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. (*Section 1(1), Disability Discrimination Act 1995*)

- are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them
- but, children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (See English as a foreign language policy: **EAL**)

### **ADMISSIONS TO THE SCHOOL**

- It is the policy of the Governing Body that, if a pupil with SEN reaches the required standard in the Entrance Examination, all reasonable efforts will be made, within the resources available, to make provision for admitting that pupil.
- Applications will be considered on the basis of the published admissions criteria and they will not be refused on the grounds that a student has special needs but does not have a statement.
- All pupils will be treated fairly and equally.

### **IDENTIFICATION AND ASSESSMENT PROCEDURES**

- some students will enter the school with a statement, having been identified in primary school as having special educational needs
- prior to entry, Y7 HOY, SENCO or LSM (depending upon circumstances) will meet with parents or student (or both) and make an initial assessment of need
- for those pupils who are not statemented, concerns about the need for learning support, from parents, pupils or individual staff should be addressed to the pupil's subject and/or form teacher in the first instance
- information will be collected by the form teacher. A decision will then be made by the Senco, LSM and HOY about the level of support required.

### **PROCEDURES FOR PROVISION FOR SPECIAL EDUCATIONAL NEEDS**

#### **In outline:**

- Procedures will follow the three stage model suggested in the DFES guidelines of 2002.
- Within the framework of the above model, there are clearly defined roles for individual members of staff, the Learning Support Mentor (**LSM**), Heads of Year, Special Educational Needs Coordinator (**SENCO**), the Headmaster and Governors.
- Special educational provision will be appropriately differentiated to meet the individual pupil's needs to give him access to the whole of the curriculum. This may involve the provision of extra resources and the involvement of external agencies.
- Detailed assessment and record keeping, regular monitoring and periodic review will be undertaken. Suitable performance indicators will be chosen to facilitate regular evaluation.
- Parents will be kept fully informed about the operation of the policy. They will be involved on an individual basis when special educational provision is required.
- A Learning Support Register will be kept and regularly updated. The progress of all pupils on the register will be subject to regular monitoring and periodic review.
- An SEN Governor will be responsible for monitoring SEN within the school.

## In detail:

### SCHOOL ACTION

- At this stage, support is provided entirely within school.
- Initial responsibility lies within the department. Subject teachers identify the need for learning support, consult the pupil's form teacher and, in conjunction with the Head of Department (**HOD**) and the LSM, establish initial strategies for action.
- At this stage, the subject teacher will consult informally with the relevant Head of Year (**HOY**) and alert parents (through the School Planner, a phone call or letter).
- If departmental strategies do not succeed, the subject teacher/ relevant HOD will then notify the HOY. In consultation with the SENCO, and working with the LSM, the HOY registers the pupil's learning support needs (ie the pupil is placed on the Learning Support Register) and takes lead responsibility for gathering information.
- The HOY and LSM will then work with the pupil's teachers to ensure suitable provision: SENCO will be kept informed at HOY meetings.
- An IEP may be written at this stage in consultation with parents and pupil.
- Parents will be kept informed at each point: they may well be asked to come into school to discuss their son's progress.

### SCHOOL ACTION PLUS

- If in-school support does not result in an improvement in pupil progress within a designated period, then the pupil will be moved up to School Action Plus.
- At this stage, school is supported by external agencies.
- These include the educational psychologist (**EP**), Behaviour Support Service (**BSS**), Pupil Support Service (**PSS**), Specialist Support Service (**SSS**) and Parent Support Service (**PSA**).
- HOY, in conjunction with the LSM and SENCO, will draw up an Individual Education Plan (**IEP**) in which parents and pupils will agree specific and measurable targets. (It is possible that an IEP could be drawn up as part of School Action.)
- If the review of the IEP suggests that the pupil is not meeting targets, then this could trigger the creation of a high-focus IEP.

### STATEMENTED PROVISION or PROVISION PLAN

- A pupil will be eligible for statemented provision if he enters the school (either at Y7 or Y12) with a statement issued by the appropriate LA.
- The LA could consider the need for a statutory assessment or Provision Plan if the targets on the high-focus IEP are not achieved. This would be proposed by the SENCO, after appropriate discussion with the LSM and external agencies.
- Special educational provision will be appropriately differentiated to meet the individual pupil's needs to give him access to the whole of the curriculum. This may involve the provision of extra resources and the involvement of external agencies. Individual pupils and their parents will be consulted on this provision and their views will be taken into account.
- There will be an annual review of the operation of the SEN policy and its findings will be used to inform the School Development Plan.
- The SEN policy will be made available to any parent who requests a copy. A copy of the policy will be published on the school website.
- Parental concerns or complaints should be addressed through the Curriculum Complaints Procedure, in the first instance by writing to the Headmaster.

- Where there is a disagreement between the school and the parent about provision for a child with SEN, parents will be advised on the formal procedure for resolving such a disagreement and the support services that are available to them.

## **THE IEP**

- The IEP is a common way to record school actions that are additional or different: SEN provision is about “additional or different” intervention
- All pupils on the Learning Support Register will have an IEP to help them achieve the most from their education
- Code of Practice guidelines state that pupils should be involved in both the writing and assessment process.
- It will include targets, provision and outcomes
- It should have 3 or 4 short term targets, designed to enable the pupil to progress. These will be related to the pupil’s particular difficulty and should be SMART (specific, measurable, attainable, realistic and time-related).
- It should focus on the strategies and provision put in place to realise the targets: the support received could include help such as from a specialist teacher, mentoring, working in a small group or from external agencies, for instance.
- It should be reviewed and rewritten on a termly basis and refer to the criteria used to assess its success. It ought to incorporate a section showing the pupil’s progress against his previous targets.

## **ROLES AND RESPONSIBILITIES**

Within the framework of the SEN policy, there are clearly defined duties, as follows:

### **Governing Body**

- in co-operation with the Headmaster, it determines the school’s general policy and approach to Special Educational Needs
- it establishes appropriate staffing and funding arrangements
- it appoints an individual governor to monitor the school’s work on behalf of the Governing Body
- it reports annually to parents on the school’s SEN policy.

### **Headmaster**

- The Headmaster will advise the Governing Body on the development of the general policy and approach to provision. He will establish appropriate staffing and funding arrangements.
- He will oversee all aspects of the operation of the policy, particularly the work of the SENCO.

### **Senco**

- will act as the lead professional in determining the school’s approach to the support of pupils with special needs
- will liaise with the nominated SEN Governor
- will be responsible for overseeing the day to day operation of the school’s policy and for co-ordinating provision for pupils with SEN
- will oversee arrangements for statemented pupils and will liaise with HOYS and LSM over SEN returns for LA and other bodies
- will oversee the training requirements of staff

- will coordinate provision for pupils with special educational needs and will monitor the effectiveness of intervention
- will organise, in conjunction with the LSM, formal review meetings
- will meet with the Headmaster to review operation and strategic development of the policy on an annual basis
- will work with the Examinations Officer to arrange appropriate examination arrangements for those pupils entitled to receive them

### **LSM**

- will work closely with the SENCO, HOYS, form tutors, HODS, subject staff and external agencies, as appropriate, to provide support for identified pupils
- will maintain the Learning Support Register, liaise with HOYS and SENCO over weekly support and provide feedback to teaching staff
- will keep Learning Support Records, including those belonging to pupils with named conditions and those with Individual Education Plans and Individual Behaviour Plans (**IBP**)
- will produce IEPs and IBPs in cooperation with the SENCO, HOYS and relevant staff
- will underpin much of the work done to support statemented or other SEN pupils such as maintaining contact with parents, liaising with and advising teaching staff and liaising with external agencies and professionals involved in the statement.

### **Heads of Year**

- to work closely with the SENCO and LSM by advising on priorities for learning support
- to work with teaching staff in gathering evidence to inform support strategies for pupils
- to liaise with the SENCO and LSM on feedback to staff
- to participate in the review process for statemented pupils

### **All teaching and non-teaching staff**

- will be aware of the school policy on identifying, assessing and making provision for SEN pupils and will keep up to date with SEN requirements for which appropriate training will be provided
- will work with the SENCO, or relevant Head of Year, to support the policy
- will put into practice and contribute to IEPs and IBPs of the pupils they teach

### **ALLOCATION OF RESOURCES**

- the allocation of resources will follow CRISP guidelines
- it is recognised that the demands for learning support will vary in any given year, depending upon the number of pupils that have been identified as requiring support. Identification procedures will include the need to set priorities for support at any given stage and the SENCO, in discussion with the LSM and HOYS, will allocate on this basis
- resources made available for learning support will include: additional capitation allowances to departments, or HOYS, who bid through the school development planning process; extra or specialist staffing; further staff training
- a description and evaluation of this expenditure will be provided in the Governors Annual Report to Parents

## **SPECIAL RESOURCES AND USE OF OUTSIDE AGENCIES**

- Camp Hill currently employs an LSM (Stella Morris). Her principal focus, currently, is in Key Stage 3, where she works with the students in class. In particular, she has developed close contact with, and works alongside, specialist support services such as PSS, SSS, EP and Visual and Hearing Impairment Service (VI/HI), as well as parents.
- we have an annual contract with the Behaviour Support Service: they are called in when appropriate
- in 2008, in conjunction with other Foundation schools, the school employed the services of John Waggott as an EAL adviser. He works in school every Friday, extracting students from class (See EAL policy)
- the school also makes use of the Birmingham Educational Psychology Service and the Educational Welfare Service (EWS)

## **ASSESSMENT, RECORDING AND REPORTING**

- Assessment, recording and reporting will be supervised by the SENCO, though it may be delegated to the Head of Year, form or subject teacher, where this is more appropriate. All records will remain confidential and will be stored by the SENCO in the LSM office.
- The three stage model for provision includes the necessity for regular review of each case. This allows for movement to another stage in the process. Conducting and recording the review will be the responsibility of the SENCO.
- Pupils for whom special educational provision is made will have their names placed on a Learning Support Register. This enables the school to detail the procedures it has followed in the event of an application being made to the appropriate LA for a Statutory Assessment.
- The success of the policy for learning support will be evaluated by the SENCO, on an annual basis. Pupil and parental views will also be taken into consideration.
- The SENCO will be responsible for transfer of information regarding special educational needs for pupils who move to other schools.

## **PARTNERSHIP WITH PARENTS**

The School works closely with parents throughout their children's education.

Outside the normal opportunities (Parents' Evenings, Review Meetings), parents are always welcome to contact relevant members of staff about issues relating to their children: these will always be answered.

Parental concerns about learning difficulties can be addressed to the subject or form teacher or HOY who will arrange for them to be fully involved in the process of assessing the level of provision of learning support

- The SENCO will arrange for a written report to be sent after each statutory review. Parents will have access, on request, to information on services provided by the school, LA, local and national voluntary services
- At all stages of the SEN process, the school keeps parents fully informed and involved. We are more than happy to take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education. It is, indeed, a partnership.

**AJB**

**October 2009**