

Special Educational Needs Policy

Alec Hunter Humanities College

1. The objectives of the special educational needs policy

- providing a caring environment within which students can learn and develop to their full potential
- All students should have access to a broad, balanced and differentiated curriculum
- The college recognises and values the contribution and achievements of all and the importance of all students experiencing success and thereby raising self-esteem
- The college strives to maintain high expectations by staff for all students and emphasizes the involvement of staff in responding to the needs of students.
- The college identifies students who may underperform and challenges and supports them to achieve their true potential
- The college has a regular programme of review of its built environment to ensure that its future development meets the needs of all learners

2. The Special Educational Needs Co-ordinator (SENCO)

The Special Educational Needs Co-ordinator is Dianne Coverdale. The Senco is responsible for the day to day operation of the SEN policy.

3. The role and responsibilities of the Senco within the school include:

- managing the deployment of SEN staff within the school
- meeting with students, parents and outside agencies to plan and monitor the progress of students with SEN
- linking with other members of staff, at regular meetings, to plan for and monitor the progress of students with SEN
- working with Heads of Curriculum Areas to track the progress of students with SEN
- linking with curriculum areas through regular Curriculum Area meetings and Management Group Meetings
- both facilitating and providing training for SEN and teaching staff
- overseeing the provision of literacy programmes, language and social skills programmes for groups of students
- linking with outside agencies
- assessing students for Special Examination Arrangements

4. Specialisms and special provision

The Senco has an Advanced Diploma in Teaching Dyslexia and Literacy.

The school runs:

- a literacy programme for students who need extra support with reading and spelling
- small group support for speech and language work
- a social skills programme, of group work, for students who need support with issues such as friendships and anger management
- an anger management programme
- a Handwriting Club
- a Spelling Club.
- a system of peer support
- the Behaviour Support Service offers high quality support to students, parents and teaching staff.
- Leadership Group Mentoring of students to ensure that they achieve their true potential

5. Special facilities

- the school has a lift to facilitate access to the upper floors of the main building

6. Allocation of resources for pupils with SEN

LSA's are deployed across subject areas.

Each Curriculum Area has a Learning Support Assistant linked to the area: this LSA attends all Curriculum Area meetings and has a special interest in the work of the subject area and the progress of SEN students.

Learning Support Assistants support access to the curriculum in a variety of ways. They seek to foster the participation of students in the social and academic life of the school, enable pupils to become more independent learners and help raise the standards of achievement for all students.

Further to their work in the classroom they are trained to:

- assess reading, reading comprehension and spelling using current assessment and diagnostic material
- deliver phonic based and other literacy programmes
- deliver programmes to support the development of speech and language skills
- deliver social skills programmes
- deliver anger management programmes

LSA's support year 10 and 11 students with the organisation and, where appropriate, with the completion of coursework for examinations and they provide Special Examination Arrangements, (reading and writing for students), when the Examination Board considers this appropriate. Learning Support Assistants may also be involved in supporting students when they visit college or work placements and on school trips.

8. Identification and needs determined and reviewed.

- Identification and assessment of the special educational needs of individual students takes place at Primary Transition through meetings, discussions and working with the students and staff concerned in the Primary School. This process begins in year 5 for students with a Statement of Special Educational Needs and for those students on Essex School Action Plus, if appropriate. For all other students on the SEN list this will take place in year 6.
- The Behaviour Support Service works closely with the Primary and Secondary school to ensure a smooth transition for those students identified as having, or likely to experience, emotional or behavioural difficulties on transfer to secondary school.
- The school collects data from the Primary School which includes National Curriculum Levels, an NFER reading score and SATs Key Stage 2 results.
- In the first term assessment tests, (MidYIS), are carried out with all students.
- Further assessment in reading, reading comprehension and spelling will take place in the first term.
- Data is used to track the progress of SEN students across the curriculum by the SEN Department and by Curriculum Areas
- All the data and information collected is used and added to, to evaluate student progress throughout the secondary phase.
- Throughout the time their children are at Alec Hunter Humanities College the Senco is available to discuss any concerns parents might have, relating to SEN, regardless of whether their children are on the SEN list.
- Achievement Co ordinators, Teachers and Learning Support Assistants monitor student progress and refer students to the Senco for further assessment when that seems appropriate.
- Differentiation takes place in a variety of ways including through the use of differentiated materials and strategies used in the classroom and through in class support.
- In years 10 and 11 alternative curriculum arrangements are available for students for whom GCSE would not be appropriate.
- Review meetings are held regularly, to which parents of students who are statemented or on School Action Plus are always invited. We believe that working together is the very best way of ensuring student progress.

- Outside agencies will be invited as appropriate.

Internal Arrangements and review:

- Achievement CO ordinators, Heads of Curriculum Areas and all staff who teach or support a student receive a copy of the current Individual Education Plan, (IEP). IEP/Provision Maps include the targets towards progress agreed with the pupil and parents at the preceding review meeting.
- Progress towards these targets is monitored and evaluated by the teaching staff, using the IEP, and forms the basis for discussion at the next review meeting.
- At Curriculum Area meetings time is set aside for discussion of IEPs and other SEN issues. Teaching Assistants attend these meetings to support the discussion.

Monitoring progress against students' Statements of Special Educational Needs during the year

- An Annual Review Meeting is held once a year for students with a Statement of Special Educational Needs: at this meeting progress towards the long term objectives in the Statement is reviewed.
- Outside agencies are invited to these meetings as appropriate.
- Targets on the IEP reflect the long term targets on the Statement and can be monitored through the IEP review meetings.

10. Students with SEN engage in the activities of the school.

- a. All students have access to the school's extra curricular activities and adjustments will be made, as needed and appropriate, to enable students to participate in activities with which they wish to be involved.

11. Evaluation of SEN Practice.

- The Senco reports half termly to the full governing board.
- The Senco has regular meetings with the line manager for SEN.

12. Complaints procedure. The college has a clear complaints procedure that is available on request

13. Staff training

- Practice in the SEN Department is constantly updated through in service training delivered by the Senco and by outside agencies.
- All Learning Support Assistants are part of the Performance Management system.

14. Other agencies

- The school works routinely with outside agencies such as Psychology and Assessment, the Behaviour Support Service, (BSS), The Integrated Support Service, (ISS), The Child and Family Consultation Service, (CFCS), Social Services and the Specialist Teacher Team to provide a collaborative and integrated approach to supporting student' progress.
- Due to the service constraints of provision of EP service this is normally only available for those statement or in the process of being statemented.
- Outside agencies provide regular in service training for the SEN team and teaching staff.

15. Role played by parents

- Parents are invited to all review meetings where their views and support are considered to be an essential part of target setting, monitoring and evaluating student progress.
- The specialist teacher from the Behaviour Support Service may liaise with parents to work collaboratively towards student progress.
- The Home School Liaison Worker, (HSLW), and the Educational Welfare Officer, (EWO), also work with parents at home and in school.

16. Transition arrangements

At Key Stage 2/3

- The Senco will attend the year 5 and 6 Annual Reviews for students with a Statement of Special Educational Needs.
- The Educational Psychologist will work with the primary school to identify students, in year 5, on Essex School Action Plus, who need extra support to prepare them for transition. The Senco will become part of the team working to prepare the student for transition.
- The majority of students with special education needs will be identified to the Senco in year 6 in preparation for transition.
- The Senco will meet with any parents who would like further discussion of their children's needs prior to transfer.
- Visits to Alec Hunter School are organised prior to transition for all students and extra visits are arranged where this would be helpful.
- Learning Support Assistants from Alec Hunter will visit and work in the Primary School prior to transition.
- All teaching staff receive detailed information about individual student's special educational needs at the beginning of the new term and a review meeting is arranged within the student's first

term at Alec Hunter Humanities College, to write an Individual Education Plan.

When students transfer at times other than the usual transition points, an exchange of information will take place and any further enquiries thought helpful will be made.

A review meeting will be arranged, on admission, with the student and parents, and an Individual Education Plan will be generated. Outside agencies will be involved as appropriate.

The role of Connexions post 14

The Connexions Service is for all young people. It provides a consultation and advice service giving information, advice and support about careers and other aspects of life, not only within school and further education but also out in the community.

All students have access to the Connexions service through a Personal Advisor and school based interviews organised post 14. For some students it is helpful to meet with their Personal Advisor before the post 14 point and for students with complex needs a referral can be made to a Specialist Connexions Advisor.

- For students with a Statement of Special Educational Needs the Connexions advisor will attend the year 9 Annual Review Meeting and play a part in writing the Transition Review.
- The advisor can support students in applying for Work Experience, in choosing courses for further education, in applying for jobs and in preparing for interviews.
- The advisor can continue to support students into further education or work.

Notes:

Help in Schools

Schools are expected to plan their teaching to meet the needs of all children. All pupils have progress targets, and teachers use 'differentiation' to meet the needs of individual children.

This means they match their teaching methods to the pupil's level and his or her way of learning.

If a pupil does not make progress with this help, the school will provide special help at Essex School Action or Essex School Action Plus. As a parent you will be informed about this.

Essex School Action

At Essex School Action, your child will get more help than the school gives through differentiation.

The class teacher will discuss this with you, and will also talk to the SENCO about what action is needed to help your child make progress. The SENCO will collect information about your child from you and other people working with your child.

This information will help you and the school plan support for your child. An individual education plan (IEP) will be written.

Pupils who make good progress may no longer need support at Essex School Action. This will be discussed at a review meeting.

The Individual Education Plan (IEP)

The individual education plan should include details about:

- your child's strengths and difficulties
- what your child needs to learn next and by when
- the support your child will get, including who will give this help and how often
- what materials or equipment might be used
- how you can help at home
- how your child's progress will be checked.

The IEP should be reviewed at least twice a year. You will be able to give your views about how you feel your child is doing. Your child's views should always be considered. Wherever possible, your child should be involved in the review process and in setting targets.

Essex School Action Plus

If there is concern about the progress your child is making with support at Essex School Action, they may need help at Essex School Action Plus. This will be discussed with you at an IEP review.

At Essex School Action Plus, the SENCO will usually ask for advice from other support services. For example, they may ask for help from an educational psychologist, a specialist teacher, a speech and language therapist or other health professionals. Your permission will be asked before the school involves any outside specialists.

An amended IEP will be written for your child, taking into account any new advice. New targets will be set and your child's progress will continue to be monitored and reviewed. At a later review it may be agreed that your child no longer needs this level of support, and that appropriate help can be given at Essex School Action.

What if there is still concern about your child's progress?

Most children will be helped to make progress with the support at Essex School Action Plus. However, for a very small number of pupils with particularly severe and complex needs, the school may ask the LEA to carry out a statutory assessment. This is a more detailed assessment involving all the professionals who know your child. The SENCO will discuss this with you first.

A parent can also request the LEA to carry out a statutory assessment. You can do this by writing to the Special Educational Needs and Psychology Service: the addresses are at the end of this guide. It is always a good idea to talk to the school before doing this.

If the LEA receives a request, information will be collected from you, the school, and others working with your child, to see if a statutory assessment is needed.

This sort of assessment is only carried out if:

- what your child can do is significantly below what other children of the same age can do, and
- there has been a well planned programme in place at Essex School Action Plus over a period of time.

At the end of an assessment, which usually takes 26 weeks, the LEA may draw up a statement of special educational needs. This describes all of a child's needs and all the special help that will be given from the school, LEA and others.