



WEOBLEY HIGH SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY

Definitions and Fundamental Principles

The Code of Practice states:

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:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) 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
- (c) 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.

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.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

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

Fundamental Principles

The Code States:

- a child with special educational needs should have their needs met
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum

Aims and Objectives

Weobley High School believes that all pupils have the right to a broad and balanced curriculum including pupils with special educational needs (SEN) and disabilities. We accept that all teachers are teachers of pupils with special educational needs. In addition, the Additional Resource Centre (ARC) and the LInC (Learning Inclusion Centre) provides an enhanced resource for pupils with Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) and Behavioural, Emotional & Social Difficulties (BESD) Under the direction of the SENCo and/or Assistant Deputy Head there is a facility for additional support through learning mentoring intervention programmes, 1:1 tuition and/or small group work in the ARC or LInC. Pupils with a statement of special educational needs are taught in mainstream classes where appropriate and when available with in-class support.

Our aims are:

To ensure full entitlement and access for SEN pupils, including Gifted and Talented students, to a broad, balanced and relevant curriculum, including the national curriculum, so that they can reach their full potential.

To provide a caring environment and a variety of worthwhile experiences which will promote 'The Every Child Matters' agenda.

To identify and assess pupils with SEN as early as possible.

To meet the needs of all pupils having SEN by offering appropriate forms of education provision.

To promote the highest possible standards of achievement for pupils with SEN.

To involve parents/guardians, pupils and feeder primary schools in the identification, assessment and delivery of SEN provision.

To continue to work closely with other agencies to provide a multi-disciplinary approach to meet the range and complexity of needs within the school.

Governors' roles and responsibilities

The Governors recognise their statutory duties towards pupils with SEN as stated in the Code of Practice.

The Central tasks for Governing bodies:

- To make policy on special educational needs
- To decide how success will be gauged - Success will be tracked and monitored, retrospectively over a period of 3 years, against the cohort in the following categories:
 - Pupil questionnaire
 - Participation in extra-curricular activities

- Attainment against FFT
- Exclusions (fixed term and permanent)
- Admissions and transfers
- To implement the policy
- To monitor policy implementation
- To set in place arrangements for reviewing the policy

The School Governing body has important statutory responsibilities towards pupils with special educational needs. The Governing body must:

- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the local education authority has informed the head teacher or the appropriate governor that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.
- Ensure teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Draw up and report annually to parents on their policy for pupils with special educational needs.
- Ensure that the pupil joins in the activities of the school, together with pupils who do not have special educational needs, so far as this is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children and the efficient use of resources.

The named Governor is: Mrs Jo Morgan

Special Educational Needs Co-ordinator (SENCo) – Role and responsibilities

SEN Co-ordinator is Mrs R Day

As stated in the Code of Practice the SENCo is responsible for:

- The day to day operation of the school's SEN policy
- Liaising with and advising fellow teachers
- Co-ordinating provision for children with SEN
- Maintaining the school's SEN Register of Concerns and overseeing the records of all pupils with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies

In addition the SENCo:

- Maintains regular contact with pupils with statements and special educational needs in mainstream and with those who support them.
- Liaises with support staff and teachers, parents, and outside agencies in the preparation of Provision Maps, which include IEPs.
- Co-ordinates information on pupils with SEN Records of Concern and works with Learning Co-ordinators, to ensure that their needs, as identified by both the school and external agencies, are met

- Contributes to Pastoral Support Plans (PSPs) for pupils at risk of exclusion, exchanging information on both pastoral and SEN issues
- Carries out assessment, chairs and co-ordinates meetings for the Common Assessment Framework (CAF), following the Child Concern Model.
- Has designated responsibility for Child Protection (CP), pupils with medical needs and Looked After Children (LAC).
- Identifies those pupils recognised as Gifted and Talented.
- Liaises with the Assistant Head Teachers responsible for Teaching & Learning and Student Support.
- Leads the team of Teaching Assistants; by allocating support, organising timetables; identifying and maintains professional development through appropriate training and regular staff appraisals.
- Develops links with primary school and attends any relevant meetings regarding individual pupils prior to transition. Organises an additional induction morning for students with SEN.
- Organises and records SEN reviews including all annual reviews of statemented pupils
- Liaises with the school's examination officer to provide access arrangements for identified pupils
- Attends and contributes to CAFMAGs, core group meetings, strategy meetings and CP conferences
- Identifies pupils' barriers to learning and plans appropriate provision.

Admission procedures

All pupils with recognised special educational needs will receive the same consideration under the school's admission policy as any other child, and where applicable, in accordance with the Disability Discrimination Act (DDA).

Access for the disabled

The responsibility and implementation of the Disability Discrimination Act (DDA) 2006, including an Accessibility Plan, lies with the Governing Body.

In accordance with the DDA the school holds a Disability Equality Scheme and plan.

Complaints and concerns

Weobley High School parents and guardians are always encouraged to contact the school whenever they have a concern about their child. If the concern or complaint is specific to the special needs of a child, discussion will generally involve the SENCo and/or the Deputy Head and, if appropriate, other members of staff. Parents also have the right to contact the Children and Young People's Directorate (CYPD) with any complaints concerning the education of their child. This is in conjunction with Schedule 1:12 (Code of Practice). Parents/guardians can also contact the SEN Governor whose number is in the school prospectus or can ask the SEN Governor to make contact with them by leaving a contact number or address at reception.

Identification and assessment

Pupils who are thought to have special needs are identified and assessed as early as possible using the following procedures:

- Primary school liaison meetings.
- SATs scores – Key Stage 2
- Cognitive Ability Tests
- Kirklees reading test

- Vernon spelling test

All the above data and information are available to staff through SIMS

The school follows the school action and school action plus stages of referral.

At school action a subject teacher/teaching assistant can register a child's concern, which is monitored and after consulting the school's SENCo, identified as SEN with appropriate action. The following process triggers provision at this stage:

- Pupil alert
- Special arrangements (literacy and numeracy or a short period of behaviour management intervention.)
- Placed on Records of Concern and monitored.

The SENCO collates further information through

- In class observation by SENCo and Teaching Assistants.
- Trawl sheets/record of referrals
- Grade reviews
- A range of assessments, including:
 - British Picture Vocabulary Scale
 - DST dyslexia screening test
 - Vernon spelling test
 - Edinburgh reading test
 - WRAT
 - NFER Non Verbal Reasoning Tests
 - Kirkless Reading Test

The Record of Concern is a working document and is regularly updated throughout the term and school year in accordance with the Code of Practice. Pupils are moved stage on or removed from the RoC in response to the effect of planned intervention or as a result of measured and monitored progress. During this time pupils may be included on the RoC in response to a newly identified need, usually at monitoring in the first instance. Pupils are also named on the record as a means of raising awareness of a medical need and for students when they identified as having English as an Additional Language for an initial period.

At School Action Plus the SENCo consults with external agencies, including CYPD services. These include:

- Hereford Psychological Services
- Behaviour Support Team
- English as an Additional Language Team
- Learning Support Team

- Sensory Impairment Team
- Physical Disability Team
- Hospital & Home Teaching Team
- CDC Teachers (Children Development Centre)
- Educational Welfare Officer
- CLD Counselling Trust
- Connexions
- Family Matters
- CAF support team/CAF MAG
- The Linden Child & Family Centre (CAMHS)

School support systems

Differentiation of resources and examination routes (see school prospectus) provide an appropriate curriculum for all abilities and for the pupils with additional needs. The main strategies for providing a differentiated curriculum at Weobley High School can be seen as:

- Personalised Learning programmes
- IEPs/PSPs/Provision Maps
- Buddy reading system
- Booster Literacy classes
- Springboard Maths
- Teaching Assistants/Learning Mentors
- Staff development/training including TAs
- Alternative curriculum/outreach programmes

Staff record arrangements for special educational needs on provision maps.

In support of pupils' social & emotional needs, students have access through their Learning Co-ordinators to the LInC and anonymously for any personal issues they may be experiencing through the 'Pupil Voice' link, via the school intranet.

Success criteria

Performance & progress for students identified with SEN will be monitored against their 3 level progress in accordance with the DfE 'Progression Guidance' on SEN.

The secondary census data, January 2012 identifies SEN students as an individual category and is used to monitor academic progress, attendance, as well as exclusion figures (see App 1 – SEP) against those SEN students within the local authority.

Transition arrangements

In accordance with the Code of Practice, the SENCo organises 14+ transition reviews. A representative from Connexions is invited to attend along with the parents and any other relevant agencies in order to ensure that the careers and vocational guidance given to pupils with SEN is of the highest quality. In addition the SENCo attends all Y6 transition reviews as held by our feeder primary schools.

Reviewed On: **Wednesday 20th June 2012**

By: **Rachel Day, SENCo**

Adopted by Governing Body: **Wednesday 20th June 2012**

To be reviewed: **June 2014**