



# **SOUTH NEWCASTLE FEDERATION**



**CLAYTON HALL BUSINESS AND LANGUAGE COLLEGE  
and  
NCHS – THE SCIENCE COLLEGE**

## ***POLICY***

**ON**

## **SPECIAL EDUCATION NEEDS**

**DRAFTED BY**

**Head of S.E.N**

**DATE OF APPROVAL BY FULL GOVERNING  
BODY**

**March 2013**

**REVIEW DATE**

**Extended to September  
2013**

**RESPONSIBLE FOR DAY TO DAY  
MANAGEMENT**

**Head of S.E.N**

**RESPONSIBLE FOR REVIEW**

**Head of S.E.N**

<b>1. SCHOOL PROVISION</b>
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**OBJECTIVES FOR SEN PROVISION**

**All staff and governors at the School will do their best to meet the (Special Educational) needs of all pupils at the school. This will be achieved by:**

- Admitting all pupils to the school on the basis of the school's published admissions procedures and welcoming all pupils, including those with SEN.
- Enabling all pupils to be offered access to a broad and balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Identifying as part of its School Improvement Plan resources to implement the identified policy and procedures and evaluate its implementation.
- Enabling teachers to make appropriate provision for all their pupils through the provision of appropriate support, information and advice.
- Developing a partnership between parents, pupils and the school, in which each has an active role to play in the education of special needs pupils.
- Developing a wide community involvement in special educational needs through the multi-agency partnership and other local initiatives to the benefit of pupils

**ARRANGEMENTS FOR ADMISSION**

The school operates its admission procedures in accordance with the policy laid down by the governors and LEA. This policy will not discriminate on grounds of race, religion or ethnic origin. The school will not automatically refuse entry to students on the grounds that they have special, social, educational or behavioural needs.

<b>2. IDENTIFYING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS</b>
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‘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 provided for children of the same age.

‘Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.’

The school uses a variety of methods to identify students with special educational needs. These include:

- Low attainment levels using standardised tests
- Assessment of specific skills through screening or assessment tools
- Progress measures such as objectives identified in National Literacy, Numeracy Strategy
- Liaising with primary schools, including KS2 results and SEN records
- Seeking the support or reports from LEA agencies such as the Service for the Hearing Impaired, Physically Disabled, Visually Impaired and Educational Psychologist
- Expressions of concern by parents that are reflected in learning outcomes
- Liaising with medical agencies
- Evaluation and observation of progress in classroom activities as measured by teachers

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then parents and staff will be informed that the child has special educational needs and appropriate provision will be identified to meet the child’s needs.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by school behavioural policy.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

As a result of meeting with any of the above and further discussions with parents, students and relevant agencies the needs of individual students are determined. Reviews are annual and linked to the school system, excluding students with a statement who have individual reviews involving the appropriate agencies.

### 3. MANAGING SEN PROVISION

#### **ROLE OF THE GOVERNING BODY**

The school governing body has important statutory duties towards pupils with special educational needs.

- The governors, working in partnership with the head teacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- Through the performance management process, governors ensure that objectives for leadership and the school development plan include SEN.
- All governors will have up-to-date knowledge of the school's SEN provision, but Mrs Cynthia Leech is the designated governor to have the specific role for SEN.
- The governing body will report to parents annually on the school's SEN policy.

The governing body at Clayton High School in making provision for students with special educational needs believe that students should have:

- Their needs identified and met
- Access to a broad, balanced and relevant curriculum within the school
- Their views and those of their parents will be sought and taken into account

#### **SEN GOVERNOR**

Mrs Cynthia Leech, the designated governor for special educational needs, is kept up-to-date and knowledgeable about the school's SEN provision. The governing body, through her, monitor the:

- SEN policy
- SEN provision ensuring that it is an integral part of the schools development plan
- Progress of students with special educational needs
- Quality of provision

Termly meetings are arranged between the SEN governor and the SENCO to discuss current issues and monitor the quality of provision.

#### **THE HEAD TEACHER**

The Head Teacher has responsibility for:

- Day to day management of all aspects of the school's work including provision for pupils with SEN
- Informing the governing body regarding SEN provision
- Working closely with the SEN co-ordinator

Meeting take place each half term or more regularly if necessary to discuss current issues and needs relating to the working of the department.

#### **SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR**

Eunice Freakley, the special educational needs coordinator (SENCO) within the school is responsible for the operation of the school's SEN policy, including **efficient** use of resources in making the appropriate provision for pupils with special needs, and co-ordinating all special needs activities within the school, including co-ordination with other subjects and other cross curricular areas.

- To collaborate with the head teacher and governing body to determine the strategic development of the SEN policy and provision within the school to raise achievement of pupils with SEN.
- To support the head teacher and colleagues in seeking to develop effective ways to overcome barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.
- To collaborate with HODs, literacy and numeracy coordinators and pastoral colleagues to ensure that learning for all pupils are given equal priority, and that available resources are used to maximum effect.

Key responsibilities are:

- Overseeing the day-to-day operation of the school's SEN policy
- Liaising with and advising fellow teachers and support staff
- Managing the SEN team of teachers and learning support assistants
- Disseminating SEN information to support and teaching staff
- Coordinating provision for pupils with SEN particularly through school action and school action plus
- Maintaining accurate records of all SEN pupils
- Overseeing the records on all pupils with special educational needs
- Liaising with parents of pupils with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology service, the Connexions advisors, health and social services and voluntary bodies
- Management of SEN provision through the devolved SEN budget
- Liaising with other schools
- Identifying and assessing pupils for special considerations for external examinations in KS3 and 4 and writing appropriate reports

### **TEACHERS**

Have the responsibility for:

- Devising strategies and identifying appropriate methods of access to the curriculum
- Working with the pupil and providing further help on a daily basis
- Planning and delivering an individualized programme

Twice a year the SENCO will distribute to all teaching staff IEP staff review target booklets. These will identify individual targets for all students placed on the SEN register. Within the same document a copy of the current SEN register will be included. At the end of a designated period of time the booklets will be returned to the SENCO, for analysing and recording the individual student data on target achievement. Space is available for subject staff to add further targets specific to their subject or current topic.

Students working at teacher differentiation are identified and subject staff discuss individual targets with students and record them within this booklet.

### **TEACHING ASSISTANTS** (promote, encourage and improve learning)

Teaching assistants play a valuable role in helping to meet the needs of many pupils with SEN and in ensuring they receive their curriculum entitlement.

They support the teaching of learning of individuals and groups of pupils throughout the school, particularly:

- Supporting pupils in achieving targets identified in IEPs and statements
- Differentiating provision for groups of pupils as identified in school support strategies
- Working with individual or small groups of pupils on individual programmes outside the classroom

There are 5 teaching assistants currently employed at the school, some of the time is used to support statemented pupils, as part of the LEA provision attached to the statement. However, they also work in classrooms to support weak pupils identified on the SEN register. The principal of giving support to any student is the same whatever the learning difficulty might be.

Training is given to support their role in the classroom and they are actively encouraged to attend training courses, visit other schools and attend whole school INSET training (see INSET sheets).

Teaching assistants are also given copies of the IEP student target booklet.

Performance management is an integral part of their work

### **MENTORS** (promote, encourage and improve behaviour)

A mentor is assigned to an individual pupil via the HOY. At the onset rules and regulations are explained to the pupil as to the type of support the mentor will give.

- With the agreement of the classroom teacher the opportunity to meet at any time to discuss personal feeling and angers
- To meet regularly to discuss anger management strategies
- Planned individual programmes of need

### **RESOURCES**

Resources are allocated to any student who has been identified as having one or more specific learning needs. Resources vary e.g. a student may be given a piece of equipment to use to support his/her motor skills e.g. a laptop. However, another student may require an individual teaching programme, delivered within a small group or regular classroom support in a particular subject.

The school resources for meeting the needs of SEN students include:

- annual capitation for the SEN dept
- approx. 100 hours per week learning support assistant time across the curriculum
- additional teaching sets in years, 7 to 11 for English
- additional teaching sets in years, 7 to 11 for maths
- support in Year 9 English and maths lessons
- daily homework club

### **STAFF DEVELOPMENT**

The school is committed to developing the expertise of all staff in SEN to enable them to meet the needs of pupils. In-service training for staff is designated by the special educational needs, which affects current or impending students. An arrangement for training is made through the SENCO in line with the school's staff development policy.

Where appropriate:

- Local and/or national courses are attended
- Guest speakers are also invited to talk to staff
- Outside agencies are approached to discuss individual needs of students
- Termly departmental, pastoral and pastoral committee meetings records within their agendas issues relating to SEN these are passed to the SENCO
- SEN teaching staff work as team teachers within other departments inside the classroom to support the learning of SEN pupils
- Teaching assistants are integrated in the Performance Management cycle, meeting with the SENCO to set and review targets including also a classroom observation

#### 4. PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

##### **ACCESS TO THE CURRICULUM**

All students have access to the full National Curriculum. However, some student's needs are more fittingly met with a reduced curriculum. Where this is more apt, parents, students and appropriate teaching staff's views are sought and acted upon.

Any activity offered by a department or cross-linked phase is available to any student regardless of a student having special educational needs.

##### **At Key Stage 3**

- Some departments adopt a setting system within their subject; support from teaching assistants is available to the majority of these lower sets
- Where departments teach in mixed ability classes support by teaching assistants is available to some classes
- During the SATs in year 9, requests are made to the LEA requesting special considerations for some students with special educational needs
- Career interviews are arranged through Connexions for identified individual students
- Interview for students and parents with the SENCO to select KS4 preferences choices
- Withdrawal of small groups of students in maths and English. These classes are taught by members of the SEN dept.

##### **At Key Stage 4**

- Classroom support is available by teaching assistants.
- Special arrangements for GCSE examinations may be requested for individual students, following assessments, discussions with parents and students and consultation with outside agencies where appropriate.
- It is the policy of this school to enter any student for a national qualification where that student has aspired to reach the appropriate standard and completed the necessary coursework.
- Career interviews are arranged through Connexions and post 16 routes are discussed with individual students.

##### **GRADUATED APPROACH**

'Educational provision, which is additional to, or otherwise different from, the educational provision made for other children of the same age.'

This may include:

- Provision of specialist or adapted equipment or learning materials
- Additional regular individual or small group support
- Access to specialist support from other agencies

This additional support will be provided through a graduated response, giving a level and type of support, which will enable the child to achieve progress. This provision will be identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

##### **DIFFERENTIATED SCHOOL SUPPORT**

Prior to identification as having SEN a pupil will have had access to a differentiated programme, which may include:

- Targeted support by a class teacher within the classroom environment
- Access to school support programmes
- Additional home learning opportunities

Where a child fails to make adequate progress despite this then the school will consider further intervention and identify the pupil as having special educational needs.

##### **SCHOOL ACTION**

School action will be initiated where pupils have failed to make adequate progress.

Criteria for placing a pupil at school action:

*General indicator, which must be present:*

- The pupil's general level of attainment is significantly below that of his/her peers.

*Specific indicators, which- must be present:*

- Lack of progress over time despite evidence of differentiated classroom provision
- Individually administered assessments over time by the subject teacher and SENCO indicate that more individualized and differentiated educational programme is necessary
- National curriculum outcomes outside the range expected of most pupils at the end of the key stages, as follows:

<b>End of Foundation Stage</b>	<b>Working at</b>
Key Stage 2 (end)	Level 2c
Key Stage 3 (end)	Level 4

*Additional indicators, which may be present:*

- Measures of the pupil's abilities, where available, show his/her performance to be amongst that of the lowest attaining 10-15% of his/her age group (equivalent to a standardized test score in the low 80s)
- Recorded examples of difficult-to-manage behaviour linked to difficulties with learning, development or social interaction
- Evidence that the pupil's attainments in essential skills (notably speech and language, literacy and numeracy) are beginning to interfere with his/her ability to make expected progress across the curriculum
  - Transfer of information from previous provision
  - A pupil with English as additional language who demonstrates no improvement of his/her English language skills for 12 months or more
  - Evidence of poorly developed social skills
  - A school action plus review decision that the pupil's progress now makes his/her placement within the arrangements for school action appropriate
  - Advice to the school from the LEA on the pupil's admission that his/her possible special educational needs have been previously brought to the LEA's attention by the District Health Authority (under Section 332 of the Education Act 1996)
  - An LEA decision based on the completion of the pupil's statutory assessment, that a Note in Lieu of a statement should be issued and that his/her future placement within the arrangements for school action will be appropriate

The SENCO, after consultation with staff, parents, as well as the pupil and evaluating the school's interventions and assessment of the child, will identify provision from within the school's resources that are designed to meet the pupil's needs.

Such interventions may include one or more of the following:

- Withdrawn for English lessons in years 7 & 8 taught by SEN teacher
- Identified in supported math's lessons in years 7 & 8 & 9 by SEN team member
- Identified in supported English lessons in year 9 by SEN team member
- Group support on a regular basis
- Differentiated learning materials
- ERIC reading aloud supported by individual and named KS4 students monitored by SEN team member
- ERIC reading silently in room 36 monitored by SEN team member
- Placed on SuccessMaker programme reviewed termly
- Allocated lap-top and/or other specialist equipment
- Attend morning sessions during registration and assemblies for individual and targeted programme
- Attend homework club by invitation led by SEN team member
- Attend specific and targeted lunchtime club led by SEN team member
- Placed in individual or small group for specific additional learning programmes
- Placed on monitoring report under the direction of the Head of Year
- Placed on monitoring report under the direction of the SENCO

## SCHOOL ACTION PLUS

Where a pupil fails to make adequate progress, despite additional provision at school action, then the school will initiate school action plus.

Criteria for placing a pupil at school action plus

*General indicators, which must be present:*

- In terms of general levels of attainment, the gap between the pupil's performance and that of his/her peers is widening

*Specific indicators which must be present:*

- Evidence of a differentiated classroom provision for the pupil's education at school action has not resulted in the expected progress despite the schools continuing interventions with effective IEPs
- Evidence of individually administered assessments over time by the subject teacher and/or SENCO, together with discussion at School action reviews, indicate that external advice and/or support is necessary to devise a more highly individualized and differentiated educational programme
- Measures of the pupil's abilities, where available, show his/her performance to be amongst that of the lowest attaining 2% of his/her age group (equivalent to a standardized test score of around 75)
- Recorded examples of increasing frequency and extent of difficult-to manage behaviour linked to difficulties with learning, development or social interaction
- Evidence the pupil's attainments in basic skills (notably speech and language, literacy and numeracy) are measurably interfering with his/her ability to make expected progress across the curriculum

National curriculum outcomes are outside the range expected of most pupils at the end of the key stage:

End of Foundation Stage	Working at
Key Stage 2 (end)	Level 1
Key Stage 3 (end)	Level 2a

Support services will be requested to:

- Provide specialist assessments
- Give advices on teaching strategies or materials
- Provide short-term support or training for staff

Parents and the child will also be involved and as a result of this the IEP will be revised and new strategies put into place.

Should the assessments identify that the pupil requires additional provision on a regular basis for an extended period then the school may apply for additional resources. The application will be evaluated against criteria established by the LEA.

Criteria used for movement to school action plus:

- Deterioration in pupil's health including medical history where relevant
- Low attainment in literacy and/or numeracy with no progress at school action
- Deterioration in pupils behaviour with no progress at school action

Evidence that will be used:

- The school's action through school action and school action plus
- Records of regular reviews and outcomes
- The pupil's health including medical history where relevant
- National Curriculum Levels
- Attainment in literacy and numeracy
- Educational assessments from specialist teachers, ed. Psychologist
- Views of parents and pupil
- Involvement of other professionals
- IEP
- Receives EMF from the LEA

Additional provision, which can be accessed:

- Has a PSP for behaviour
- Working in consultation with the educational psychologist service
- Working in consultation with the behavioural service
- Working in consultation with the autism outreach service
- Working in consultation with the visually impaired service
- Working in consultation with the hearing impaired service
- Working in consultation with the physically disabled service
- Working in consultation with the special educational support service

### **FORMAL ASSESSMENT**

Following school action plus intervention, if a pupil fails to make adequate progress and has demonstrated significant cause for concern, the school may decide to request a formal assessment. This may lead to the pupil being awarded a Statement of Special Educational Needs.

Criteria for making a pupil subject to a statement of special educational needs.

*General indicators, which must be present:*

- the pupil's special educational needs arising from his/her learning difficulties are so significantly below that of their peers as to require the LEA to share formal responsibility with the school for determining the appropriate special educational needs

*Specific indicators*

The advice submitted to the LEA during the assessment confirms that

- the pupil has extremely low general attainment levels
- the gap between the pupil's education performance and that of his/her peers is significantly wider than would normally be expected for pupils of his/her age
- there are very considerable limitations in social skills or self-help skills
- national curriculum norms outside the range expected of most pupils at the end of the key stage

<b>End of Foundation Stage</b>	<b>Working at</b>
Key Stag 2 (end)	Level 1
Key Stage 3 (end)	Level 2

*Additional indicators, which may be present:*

- the pupil has previously been subject to relevant teaching programmes at school action plus, but evidence from reviews shows that they have not enabled him/her to make expected progress
- arrangements previously made for the pupil at school action plus are insufficient to meet the pupil's long-term special educational needs and much more highly individualized and differentiated provision is required
- the advice submitted to the LEA during the assessment process confirms **one** or **both** of the following needs:
  - the pupil is unable to access significant parts of the curriculum
  - the pupil has significant emotional, behavioural and social difficulties specifically associated with his/her learning difficulties

## **5. PLANNING AND REVIEWING**

### **Provision for Individual Pupils**

The targets to improve learning that will be employed for pupils with SEN will be recorded on an Individual Education Plan (IEP), reflecting provision that is additional to, or different from, normal differentiated provision provided by the class teacher.

Contents of the IEP may include:

- Up to 5 short term targets
- Teaching strategies
- Additional provision to be put into place
- Review date
- Outcomes achieved

When pupils in the same group, class or subject lesson have common targets a group-learning plan will be drawn up rather than producing IEPs for each pupil.

Following consultation with the child, parents and appropriate staff, targets will be identified with strategies for achieving them.

The IEP targets will be communicated to all staff that supports the child's learning via the IEP staff review booklet.

IEPs will be continually under review, but will be formally reviewed twice a year. The first will take place at the appropriate Parents Evening where pupils can book appointments in the usual way. Parental views will be taken into account from the meeting.

The second will be at the end of the summer term and will review all the targets set throughout the year.

For those students who have a statement there will be an additional annual review meeting in which appropriate staff, parents and the child will be invited to participate.

Pastoral Support Programme (PSP)

These will be linked to the IEP process and addressed in the same manner.

Pastoral staff and HOY will identify students. The pastoral staff will identify targets and review targets for these students will be shared with them.

## **ANNUAL REVIEW MEETINGS**

All statemented students will have an annual review meeting during the year which will include any outside agencies, Connexions personnel, teaching assistants etc.

Parents will be notified in writing 4 weeks prior to the date, thus allowing an alternative date to be offered if needed.

Documentation will be produced prior to the meeting and information read to all parties. Changes will be noted and recorded later.

Parents will be asked to sign the document before leaving to ensure it can be sent immediately to the LEA.

## **6. PARTNERSHIPS**

### **PARENT PARTNERSHIP**

The school actively seeks to work with parents and values the contribution they make.

We aim to support parental partnership by:

- Ensuring positive attitudes towards parents
- Effective communication
- Acknowledgement of the parents' role as a partner in the education of their child
- Recording parental views as part of any review procedure

The parents of any pupil with SEN or concerns regarding their child's progress are welcome to telephone or visit the school to discuss their concerns with the SENCO or appropriate member of staff.

Parents are informed of changes to their children's education and subsequently are invited to meet with the SENCO to discuss individual teaching programmes and IEPs.

They are encouraged to become involved in the monitoring and reviewing of their children educational needs throughout the year.

Parents are given information on LEA support and the appropriate services available to support their children's needs.

Each student has a diary, which is signed both at home and at school. Parents are encouraged to use this diary as a means of immediate communication where concerns arise.

### **PUPIL'S PARTICIPATION**

The school acknowledges the pupil's role as a partner in the education, developing their participation in the decision making process by:

- Listening to and valuing their views
- Involving pupils in review meetings to discuss progress and future provision
- Involving pupils in target setting and formation of IEPs
- Recording pupils views as apart of any review procedure
- Effective communication

### **PARTNERSHIP WITH OUTSIDE AGENCIES**

The school aims to work with other agencies in order to provide an integrated support, based on the needs of the pupil. Co-operation between the school, LEA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEN.

The outside agencies, which are frequently used to support the learning of individual students, are:

- Educational psychologist
- Special educational needs support service
- Service for the hearing impaired
- Service for the visually impaired
- Service for the physically disabled
- Intercultural service
- Behavioural service
- Connexions and career service
- Social services
- Autism outreach service
- School nurse
- School Counsellor
- CAMHS
- Educational welfare
- Voluntary services

The support offered to the school by these agencies differs according to individual student need and / or the limited access to time the service allocates to the school.

<b>7. MONITORING AND EVALUATING PROVISION</b>
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Evidence from the following will be used to evaluate the progress and achievement of the department.

- High level of attendance
- Few numbers of exclusions
- GCSE entry numbers
- GCSE grades
- GCSE + vocational courses
- SAT entries
- SAT levels
- GOAL results
- Removal of statemented students from the register
- Reduction of students on the register as progress through school
- Good progress of students KS3
  - Reading ages
  - Spelling ages
  - Value added

Structured meetings:

- Curriculum meeting
- Pastoral meeting
- Working party
- Parents evenings

## 8. ARRANGEMENTS FOR CONSIDERING COMPLIMENTS AND COMPLAINTS

We are committed to providing a quality service to all our students and parents.

### **Compliment**

The compliment comment will be passed on to the SENCO. Upon receipt of the compliment a letter will be sent confirming that the communication has been received.

### **Complaint**

If parents wish to make a complaint about the educational provision for a SEN pupil, they are invited to discuss their concerns with the SENCO.

If they are still dissatisfied they should follow the complaints procedure as laid down by the school.

Finally a formal complaint concerning special educational needs may be registered with:

Special Services

Newcastle and Moorlands District Office

20 Sidmouth Avenue

Newcastle

Staffs