



SEN POLICY
2019

Responsibility:	
Review:	

Whitmore High School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

THE SEN AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the needs and ability of the individual
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of the progress and attainment of their child
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision
- Pupils' thoughts taken into account.

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

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

(1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their home language, or form of the home language, is different from that in which they are taught.

Whitmore High School will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with special educational needs. The School will ensure that parents are notified when SEN provision is being made for their child.

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils 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)

INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

EVALUATING THE SUCCESS OF OUR SEN POLICY

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'THE SEN AIMS OF THE SCHOOL' at the beginning of this policy. They will take into account the views of staff, pupils and parents.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of the success in meeting IDP (Individual Development Plan) targets for each pupil
- Use of standardised tests

IDENTIFICATION, ASSESSMENT AND PROVISION

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

The SEN Code of Practice 2002 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the ALNCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. A significant factor in considering the need for SEN provision is whether or not a pupil is seen as making progress.

Early Identification

The school can use the following methods of identification:

- Transition information received by the school from our feeder Primary schools.
- Data provided by FFT
- Evidence obtained by teacher observation/ assessment.
- N.C. performance judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- National literacy, numerical reasoning and procedural tests
- Screening /diagnostic tests
- Information from parents
- External exam results

SEN provision

On entry to the school, each child's ability will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For pupils with identified SEN, the headteacher, ALNCO, literacy and numeracy co-ordinators, and student support colleagues will:

- Use information from the Primary school to shape the pupil's curriculum and support in the first few months
- Identify the pupil's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Involve pupils in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

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 class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work on an intervention
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training, or employment

Where teachers decide that a pupil's learning is unsatisfactory, the ALNCO is the first to be consulted. The ALNCO and teacher will review the approaches adopted. Where support, additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment.

RECORD-KEEPING

The school will record the steps taken to meet pupil's individual needs. Records will be maintained and will be available to be accessed by appropriate staff. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies Social Services/Careers Wales

GENERAL LEARNING DIFFICULTIES

The SEN Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on a par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to pupil and parents
- Is likely to result in accreditation in F.E., training, and/or employment
- Is likely to result in usable levels of skills

Teaching SEN pupils is a whole-school responsibility. The core of the work of teachers involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in abilities, aptitudes, and interests of pupils. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene through School Action and School Action Plus as described below.

SCHOOL ACTION

School Action is characterised by interventions that are different from, or additional to, the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the ALNCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes.

USE OF SUPPORT STAFF WITHIN SCHOOL ACTION

ALNCO: Outline provision e.g. withdrawal time, area of expertise

LSA: Time and provision

NATURE OF INTERVENTION

The ALNCO in collaboration with the subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

SCHOOL ACTION PLUS

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the ALNCO after full consultation with parents. External support services will advise on targets for an IEP and provide specialist inputs to the support process.

INDIVIDUAL DEVELOPMENT PLANS

Strategies for pupils' progress will be recorded in an IDP (Individual Development Plan) containing information on

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

The IDP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on two or three individual targets that closely match the pupil's needs. The IDPs will be discussed with the pupil and the parent. IDP's will be reviewed appropriately.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required.

REQUEST FOR STATUTORY ASSESSMENT

The school may request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Action and School Action Plus
- The pupil's IDP
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- FFT predications & teacher assessments
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision in addition to the extensive support already provided by the school. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in a pupil centred plan
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

REVIEWS OF STATEMENTS

Statements must be reviewed annually. The LEA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher/ALNCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The ALNCO
- A representative of the LEA
- Any other person the LEA considers appropriate
- Any other person the headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 9 reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve Careers Wales. The school recognises that the responsibility for such Transition Plans lies with the Headteacher/ALNCO.

With due regard for the time limits set out in the Code, the headteacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of SEN.

THE ROLE OF THE ALNCO

The ALNCO plays a crucial role in the school's SEN provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, Careers Wales, and voluntary bodies.

THE ROLE OF THE SUBJECT TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the ALNCO to decide the action required to assist the pupil to progress
- Working with the ALNCO to collect all available information on the pupil
- In collaboration with the ALNCO, develop IIPs for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IIP
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

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 pupils.

SEN POLICY REVIEW

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Other policies that are related: Discipline, Equal Opportunities, Curriculum, Teaching and Learning