

## Special Educational Needs Policy

Approved by Governors	May 2011
Approved by:	Curriculum Committee
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Children have special educational needs if they have **learning difficulty** that 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 that 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.

This SEN policy details how Westbourne Sports College will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them. The college will seek to ensure that teachers are able to identify and provide for those students who have special educational needs. Students with special educational needs should join in the activities of the college together with students who do not have special educational needs, so far as is reasonably practical.

### **Aims**

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities and where appropriate full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

### **Objectives**

The objectives of our policy are:

- 1) To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- 2) To plan an effective curriculum to meet the needs of children with special educational needs
- 3) To work in close partnership with, and involve, parents/carers of children who have special educational needs;
- 4) To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- 5) To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

The college takes regard of the **Special Educational Needs Code of Practice** when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the college that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. Westbourne Sports College recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and also views about what sort of help they require, making the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, including the review and transition processes.

## **Roles and Responsibilities**

Provision for children with special educational needs is a matter for the college as a whole. *All teachers are teachers of children with special educational needs.* Teaching SEN students is therefore a whole college responsibility. Beyond that certain individuals have specific key roles to ensure the aims and objectives of this policy are met.

## **The Governing Body and the Headteacher**

### **Responsibilities**

- Ensure that this policy is kept under review and updated at least every two years
- Ensure that practice within the college complies with the Special Educational Needs Code of Practice and any other relevant legislation including equality of opportunity and disability discrimination.
- Monitor the effectiveness of this policy by reviewing the achievement and progress of students with SEN alongside the achievement and progress of all students.

### **How these are achieved**

The policy is reviewed by the Governor Curriculum committee at least biannually who also invite the SENCO to report to them annually on progress and developments.

The named link Governor to SEN visits the college and meets with the SENCO at least twice yearly to review practice.

The Headteacher reviews progress and attainment of students with SEN as part of the review of the performance of all students, and reports this to the Governors Curriculum Committee.

## **Team Leader Learning Support (SENCO)**

**The college employs one Special Educational Needs Coordinator (SENCO) who is responsible to the Headteacher and Governors for the deployment of resources to meet the SENs of the students in the college**

### **Responsibilities**

- To assess each student with identified SEN levels of attainment on entry in order to provide starting points for the development of an appropriate curriculum.
- To ensure all staff involved with those students education are aware of their needs and appropriate strategies to meet them.
- To review the progress and attainment of students with SEN.
- To ensure that the specific provision set out in Statements of SEN are met.
- To plan and coordinate the provision for students with SEN.
- To identify and plan for the provision for new needs that develop throughout a students career at Westbourne.
- To identify and recommend appropriate professional development to meet the needs of students with SEN
- To report on the progress of students with SEN to the headteacher and Governors.
- To review progress of students with SEN with parents and carers

## **Specialist Teachers of SEN**

The college employs 4 Specialist teachers of SEN (who are paid SEN allowances). Each is linked to one of four main curriculum areas - English, Maths, Science and Humanities. The allocation of each teacher to a curriculum area is reviewed annually. They deliver to classes made up wholly or mainly of students with SEN in these areas and, where appropriate, teach mainstream classes within the area.

## Responsibilities

- To plan and deliver high quality learning to the groups of students they are responsible for taking account of student's individual needs.
- To support advise and produce supplementary teaching resources for colleagues in the mainstream curriculum in their teaching of students with SEN and behavioural or social needs and share best practice in addressing the needs of students with SEN.
- To contribute to raising standards of student attainment across the school through the development of practice to support students with SEN and Behavioural or Social Needs.
- To communicate effectively these student's special needs to other staff involved with them.
- To Liaise with Team Leaders and staff members in the areas of the curriculum with which they are linked, to ensure that staff are aware of the IEPs of students with SEN.
- To, with the Team Leaders, monitor the quality of student work and the overall progress of students being supported by the SEN team.
- To keep up to date with national developments in SEN and Behavioural and Social Needs and relevant teaching practice and methodology.
- To liaise with the Team Leader (SENCO) to share and communicate the needs of Year 6 students transferring to Westbourne so that subjects can make appropriate provision.

## Learning Support Assistants

The college employs a large number of Teaching Assistants to support students with SEN in classes and to deliver small withdrawal groups for intensive support or programmes

## Responsibilities

- To draw on knowledge of various forms of special needs, to develop an understanding of the specific needs involved of individual pupils being supported.
- Take into account the special needs of individual pupils to aid them in learning as effectively as possible in both group situations and on their own.
- To clarify and explain instructions and ensuring the student is able to access equipment and materials provided
- To assist the subject teacher (and other professionals as appropriate), in the implementation of a suitable programme of support for pupils with special needs.
- To provide regular feedback about the child to the subject teacher and the Team Leader, Learning Support.
- To, when appropriate, prepare differentiated material suitable to the specific needs of the individual pupil.
- To liaise, advise and consult with other members of the team supporting the student(s) with special needs.
- To contribute to reviews of the pupil's progress.

## Assessment of Need

In line with the Code of Practice students needs are assessed and their needs are categorised into three main groups.

- Students needing **School Action**
- Students needing **School Action plus**
- Students with **Statements of SEN**

Needs are assessed and identified in number of ways. For students arriving in year 7 assessment begins in the Summer term of Year 6, through our primary liaison programme. The data collected will include **10+ Reading Scores** and any other standardised tests that the school uses. All students are tested using the **Hodder Group Reading Test**. The information, together with the Year 6 teacher assessments and IEPs, gives a detailed picture of the students needs. In the first few weeks of year 7 those students who have been identified as having low reading scores are given a standardised reading and spelling test. The **Dyslexia Screening Test** and the **British Picture Vocabulary Scale** are used in specific cases as diagnostic tools. Reading age is also measured through the **Accelerated Reader programme**.

In Year 8 the students are given the Suffolk Reading Test to obtain their **12+ reading scores**.

For students already with a Statement of Educational need records of annual reviews and any other assessments are carefully scrutinised for further insight into the individuals needs.

Throughout each student's school career their progress in each subject is assessed by their teacher and recorded on the central data base. The SENCO and Specialist SEN teacher extract and analyse this data to assess progress.

Students who arrive mid year are assessed by the SEN team to identify any Special Educational Need.

### **Communicating Need**

- A register of SEN is maintained and distributed to all staff. This outlines the SEN of each student on the register
- For all students who are assessed at School, Action Plus or Statemented an Individual Education Plan (IEP) is produced and distributed to all teaching staff. These are stored electronically in a central secure area for easy access to staff.
- More specialised information, such as annual reviews of Statement, Psychologists Reports and Medical Assessments are kept within the SEN area and information shared as appropriate.
- The Schools Informational Management System (SIMS) holds electronic copies of all key documents, to allow staff to access them easily.
- The SIMs assessment system identifies within each assessment grid the SEN code, prior achievement and reading score of each student.

**Individual Education Plans** Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The longer term objectives and the short-term targets that are set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs. The IEP will be reviewed annually.

### **Provision to meet Need**

In line with the college's commitment to inclusion we strive to meet the needs of students with SEN within mainstream classes wherever possible. To achieve this teaching staff are expected to differentiate materials and use approaches to learning that allow all students to succeed. Staff are guided by and take account of the strategies set out in the students IEP.

Approaches may include;

- Individualised learning resources or special equipment
- Use of a teaching assistant to support students
- Grouping of students within classes or across a block of classes
- Tasks with appropriately stepped outcomes

Some students require help beyond that which can be delivered in mainstream classes. A range of additional and alternative provision exists to provide this.

**1. Key Stage 3 Study Plus**

In Key Stage 3 students who require additional time and resource to progress in the key areas of literacy and numeracy operate within **Study Plus** classes instead of studying a modern Foreign Language. These classes are taught by our Special Educational Needs Teachers and follow programmes to boost and accelerate progress and confidence in these key areas.

**2. Key Stage 4 Princes Trust Programme**

Students in Key Stage who are identified as unlikely to succeed through the conventional curriculum follow a dedicated programme involving Applied Learning off site, the Princes Trust programme, alongside programmes in the core curriculum aimed at getting them the best range of qualifications and a successful pathway into employment, education or training.

**3. Withdrawal**

Students who have difficulty in acquiring literacy and/or numeracy skills are offered a one to one session with a Teaching Assistant for one hour per week. They follow an individual programme that addresses their specific needs. For other students who experience difficulties with social skills and communication, sessions are offered either on a one to one basis or a group basis. Every effort is made to organise these sessions with minimal effect on lessons and keeping regular communication with subject teachers.

**4. Literacy programmes**

In the one to one sessions and in the Enrichment Club (a p.m. registration literacy activity run by Teaching Assistants), we use a variety of programmes and resources. We have computer based programmes such as Lexia and Write Online, together with book based programmes like My Spelling, Stile Dyslexia, Jelly Bean and Big Cats. We also have a number of literacy and numeracy based board games and a variety of reading books that are high interest/low ability.

**5. English as an Additional Language**

For students entering the college for whom English is an additional language a dedicated unit provides support in language skills and social integration. Students who are new to the country are provided with a programme that includes a two week introduction where a part timetable is followed. The students are taught within the unit and then integrated into practical subjects during the second week. They are also mentored during social times by volunteer students from their prospective tutor groups. After two weeks they follow a full timetable with support in lessons and withdrawal to the unit during English lessons for further language work.

**6. Student Support Units**

The Key Stage 3 unit was opened in September 2010 to provide a nurture and learning environment for students who are having difficulty accessing the mainstream curriculum. Staffed by a co-ordinator and a Teaching Assistant, the unit has worked to ensure the continued inclusion of some of our more vulnerable students in Year 9. The success of this intervention has led to the decision that a similar provision needs to exist in Key Stage 4. An appointment has been made and a second instructor will be in post from Easter 2011. The Summer term will see the new instructor becoming familiar with the College and the students, the development of the criteria for the second unit and the evaluation of the already existing unit.

**7. Individualised work for certain students**

The complexity of need that a very small number of students have will sometimes call for individual provision. The team will endeavour to meet the needs of these students in collaboration with the Pastoral team.

## **Monitoring and evaluation of success**

The progress and achievement of all students at Westbourne is carefully monitored through analysis of the data collected three times each year. Within the DAD (Data Analysis Document) SEN students and EAL students are listed separately for clearer identification.

For those students with IEPs the IEP is updated in line with the outcomes of this data, and strategies adapted as needed.

Overall success of the SEN policy is evaluated through careful analysis of final outcomes as shown in Raise on Line and FFT data, with particular focus on progress on key vulnerable groups;

- Students with statements and Schools Action+
- Students starting at below level 4 in English & maths,
- Looked after children,
- Ethnic minority students.

The progress of all students with statements and those with IEPs are reviewed at least annually. Statements are reviewed with parents, the student; the LA, the school and professionals involved. Consideration of any amendments to the statement is made at this stage. Dialogue with parents is maintained through parents' evenings, and the annual review of the Statement.

All students with statements of special educational needs have short-term targets set for them that have been established after consultation with parents and the student. These include targets already identified in the statement of educational need. These targets are set out in the IEP.

## **The staffing structure of SEN**

The SEN team consists of

- Team Leader SEN (SENCO) TLR 1B
- Coordinator of Study Plus TLR 2A
- Specialist SEN teachers SEN allowance. Currently there are 4 Specialist Teachers paid SEN allowances, but it is anticipated this will reduce to 3 through retirement in September 2011
- Coordinator of EAL TLR 2A
- Prince Trust Co-ordinators (2)
- Student Support Co-ordinators (2)
- Higher Level Teaching Assistant Mathematics
- Higher Level Teaching Assistant English (Currently Vacant)
- Teaching Assistants. As at April 2011 we have 23 Teaching assistants providing 653 hours of support.