

BOLDON SCHOOL

S.E.N. Policy

1. Basic information about the school's Special Educational provision

The SEN Co-ordinator

The school SEN Co-ordinator (SENCO) and Head of Learning Support is

Mrs L.Beattie.

Definition of Special educational Needs

A child has *special educational needs* if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

A child has 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 the child 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

A child will not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.

Special educational provision means:

For a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.

(Education Act 1996, Section 312)

Aims of the school's S.E.N. policy

Children identified as having special educational needs will, like all children at Boldon School, be encouraged to take advantage of the opportunities offered by the school to attain their full potential in all areas of school life - the academic, the social and the personal - so that they are ready to play a productive part in a democratic society and move forward to the next stage of education, training or career with confidence, as young people of responsibility and judgement.

Pupils come to the school with a wide range of abilities, aptitudes and interests. Our aim is for those whose academic, physical, social or emotional development is giving cause for concern to have appropriate support so that they can maximise their success.

The arrangements for co-ordinating educational provision for pupils with S.E.N.

The Code of Practice 1994 set out a 5 staged approach to SEN identification and assessment. This Code has recently been revised and under the revised Code we will be implementing a graduated approach of action and intervention. This approach recognises that there is a continuum of SEN. Where necessary, increasing specialist expertise will be brought to bear on the difficulties that a child may be experiencing.

The graduated response starts once it is decided that a child may have SEN and as soon as provision is made.

Within this graduated approach we will refer to the varying responses as *School Action*, *School Action Plus* or *Statements*.

School Action (SA)

This is when a class teacher, subject teacher, pastoral teacher, SENCO, or other professional, identifies a child with SEN and provides interventions that are additional to or different from those provided as part of the usual differentiated curriculum offer and strategies.

The subject and pastoral teachers remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme – an IEP (Individual Education Plan) will usually be devised.

The SENCO may take the lead in –

- planning future interventions for the pupil in discussion with colleagues
- monitoring and reviewing the action taken

School Action Plus (SA+)

This is when the SENCO and subject or pastoral staff, in consultation with parents, ask for help from external services.

Teachers and the SENCO are provided with advice or support from outside specialists. Additional or different strategies to those at *School Action* are put in place- a new IEP will usually be devised

The SENCO will take the lead in –

- any further assessment of the child
- planning future interventions for the child in discussion with colleagues
- monitoring and reviewing the action taken

Statements

The needs of the great majority of children who have special educational needs should be met effectively under the school-based stages, without the statutory involvement of the local education authority. However, for a small number of pupils it may be necessary to have a Statement of their Special Educational Needs. When a pupil has an educational statement the LEA determine the special educational provision that the child's learning calls for. The LEA will also monitor and review the educational provision that is set out in a Statement.

The SENCO is responsible for the day- to- day operation of the school S.E.N. policy and for co-ordinating the support provision for pupils with SEN, particularly through *School Action* and *School Action Plus*.

All staff are responsible for meeting the individual needs of pupils in their teaching groups. Every teacher is a teacher of SEN.

Heads of Department will advise teachers within their department on ways of using differentiation in lessons to help meet the needs of pupils. The SENCO will assist staff in devising IEPs (Individual Education Plans), where appropriate, for pupils on *School Action*.

Each curriculum department has access to an SEN link teacher who will act as liaison between the department and the SENCO for information on SEN issues. They will also maintain copies of the department SEN register to be reviewed termly. The SENCO will maintain the whole school SEN register.

Parents of pupils with special educational needs will be informed as soon as the school feels that *School Action* is needed to support their child's learning. They will be consulted to review their child's progress and may also wish to become involved in helping to develop an IEP for their child. Parents will be given a copy of their child's current IEP. Parents of pupils at *School Action* and *School Action Plus* will have the opportunity to meet with the Special Needs Co-ordinator and/ or their child's learning support teacher at parents meetings and IEP review meetings.

Parents of children with Statements of SEN will also be invited to an Annual Review meeting. This meeting is to review the progress of their child and the effectiveness of the provision in the Statement.

Admission arrangements

Pupils with SEN are included in all transfer arrangements. In the term before transfer, the SENCO contacts each feeder primary school to discuss any pupils who may have special educational needs. Their needs are then reviewed at meetings which may involve their primary school teachers, primary SENCOs and Head Teachers, the child, the child's parents, the Head of Year 7, the SENCO and, in some cases, other agencies. These meetings are held in the term before transfer to Boldon School. On invitation from primary schools, the SENCO also attends all Year 6 Annual Review meetings for Children with Statements who are due to transfer to Boldon School.

All incoming Year 7 pupils have an opportunity to spend a day at Boldon School at the end of the Summer Term in Year 6. This gives them the chance to meet their future

form members, form tutors, Head of Year and Deputy Head of Year. If primary schools feel that individual SEN pupils need an additional transition programme then a series of visits and meetings are arranged to make sure that the child and their parents feel secure and confident about the transfer to secondary school.

The school operates an open access policy for pupils with special needs although there are limited facilities for pupils with physical disabilities

S.E.N. Specialisms and Special Units

There are no S.E.N. specialisms or special units at Boldon School.

Special facilities which increase or assist access to the school by pupils with S.E.N.

There is limited access for wheelchairs in the school. Ramps exist for wheelchair access to the main block, the administration block and the humanities block. There is one toilet for the disabled.

2. Information about the school's policies for identification, assessment and provision for all pupils with S.E.N.

The allocation of resources to and amongst pupils with S.E.N.

The Learning Support dept. is given a separate annual budget allowance. In addition, a percentage of each curriculum department's budget is specified for SEN resources. This percentage is calculated based on the number of pupils on the SEN register as a percentage of the whole school population. Allocation of these resources is decided on by the Heads of Dept. who then inform the SENCO and the Deputy Head with responsibility for finance, Mr M. Richardson.

Pupils with an educational statement of special need are prioritised within school in terms of receiving support, although resources are allocated to pupils with SEN both with and without a statement of special need.

Learning support takes one, or more, of the following forms:

- Peer tutoring as part of the Year 7 'Paired reading' scheme,
- ICT support as part of the Year 8 'Techno reading' scheme,
- Withdrawal tuition as an individual or part of a small group,
- Placement in a smaller banded teaching group for all subjects
- Additional in-class support from a learning support assistant or a learning support teacher
- Behavioural support from the school's Education Support Centre
- Counselling or in-class monitoring by a Learning Mentor

Some children receive withdrawal or in-class support lessons with one of the external support agencies such as the E.A.L. (English as an Additional Language) Support Service, the Sensory Impaired Support Services, Schools Psychological Service or the Inclusion Support Team.

The present level of staffing for learning support consists of two full-time teachers, one full-time learning support assistant for SEN and one full-time learning support assistant who has a dual role of supporting SEN pupils and underachieving Year 11 pupils as part of the Neighbourhood Renewal Scheme (NRF).

The funding that the school receives for non-statutory special needs is partially used within school to reduce the class sizes of special needs teaching groups. Some of the funding is used to pay for staff in-service training in the area of special needs and for consumable items, stationery, photocopying and printing, semi-permanent equipment and equipment replacement on a rolling programme.

The distribution of funding for special needs within school is based on a budget agreed by the governing body. Each subject department submits reviews of the previous years work and plans for future work. Within the context of the school development plan, the governing body take a whole-school approach to decide on the allocation of the budget.

Identification and assessment arrangements; and review procedures

The identification and assessment arrangements for SEN include: -

1. Information from Primary schools and other agencies before entry.
2. Subject based assessment, including National Curriculum tests, in primary schools.
3. Standardised cognitive ability tests (CATS) given to all pupils shortly after entry to Boldon School to assess vocabulary, numeracy and perceptual development. These tests are supplemented by department tests in Maths.
4. NFER Standardised screening test for all Year 7 pupils for reading.
5. Base line testing for all Year 7 pupils for spelling.
6. Class teacher, or Head of Year, concerns about the development of an individual pupil.
7. The Learning Support department works with other teachers in offering some diagnostic assessment of the pupil's special needs.

The review procedures for pupils with special needs involve SEN link teachers working in curriculum departments. Each department holds a termly meeting to review the progress of individual SEN pupils within that department and to discuss whether or not they are making appropriate progress. The SEN link teachers then liaise with the SENCO and, if a pupil is felt to be making insufficient progress towards their targets, then additional *School Action*, or the external support of *School Action Plus*, may be considered.

Individual Education Plans (IEPs) are reviewed half yearly by class teachers. SEN link teachers co-ordinate the review of IEPs within their department and then pass them on to the SENCO for future target setting, in consultation with learning support teachers, subject teachers, Heads of Year and the Education Support Centre Manager. IEP targets are discussed with pupils and copies are given to all parents. Parents are welcome to assist in the target setting process for their child and to help develop their Individual Education Plan.

Arrangements for providing access for pupils with SEN to a balanced and broadly based curriculum, including the National Curriculum

We aim to give pupils of all abilities access to a balanced and broadly based curriculum, including the National Curriculum. The arrangements for this educational provision are a shared responsibility. Senior management take this into account when reviewing and planning the curriculum, allocating resources and arranging the timetable. Heads of Department and Heads of Year consider curriculum access for pupils with SEN when devising schemes of work and organising teaching / tutorial groups, subject teachers when planning lessons and the Learning Support Department when allocating support teaching in the school.

How children with Special Educational Needs are integrated within the school as a whole

All pupils, whatever their abilities, are first and foremost pupils of Boldon School.

The school aims for the social integration of SEN pupils in its tutorial arrangements.

In curriculum areas, pupils throughout the school are split into two bands – X Band and Y Band. These are roughly parallel groups to allow for some flexibility in setting pupils depending on their relative strengths in English and Maths.

Each Head of Year, in consultation with the Senior Management Team, responds to the particular profile of their year group by arranging the combination of banding that is felt to be most appropriate to the development of their pupils. Staff, parents and pupils are kept informed about the organisational groupings of each year group. Pupils with SEN who are in lower ability banded classes have the opportunity to mix with the rest of the year group in P.E. and Pastoral lessons.

Criteria for evaluating the success of the school's SEN policy

The criteria that will be used to evaluate the success of the school's SEN policy includes progress in any of the following areas:

- positive changes in pupil's behaviour
- improvements in reading
- improvements in spelling
- improvements in mathematics
- improvements in attendance
- increased motivation to learn
- increased self esteem

Arrangements for considering complaints about special educational provision within the school

Any parents wishing to complain about special educational provision in the school should follow the general school complaints procedure. Complaints should initially be taken up with the Head Teacher. If parents are not satisfied that the complaint has been dealt with adequately, the matter can then be referred to the Chairman of Governors. There is a formal complaints procedure dealing with various aspects of a school (see Appendix III in 'Education in South Tyneside').

3. **Information about the school's staffing policies and partnership with bodies beyond the schools**

The school's arrangements for SEN in-service training

Plans for the SEN in-service training and professional development of staff are co-ordinated by a member of the senior management team based on departmental / pastoral annual reviews and reviews of the school development plan.

SEN in-service training is then arranged, by the SENCO, on a whole school or departmental basis as appropriate. Training may take the form of working with outside agencies or guest speakers or may be 'in house' with the SENCO working with other departments for the training of fellow teachers.

Each year the SENCO runs an in-service training session on SEN for all newly qualified teachers (NQTs) as part of the school induction programme. Additional training sessions are run each year by the SENCO for all PGCE students on both diagnostic and final teaching practices.

The training needs of the SENCO and learning support staff are met through a combination of local L.E.A. in-service, short courses at higher education institutions, attending national courses run by recognised service providers and through membership of N.A.S.E.N. (National Association of Special Educational Needs).

Use made of teachers and facilities from outside the school, including support services

If pupils' progress continues to give cause for concern, the school may call upon the services of external agencies. Support services that may be called upon include the Schools Psychological Service, Educational Services for Hearing Impaired Children, Educational Services for Visually Impaired Children, Speech and Language Services, the English as an Additional Language Support Service, the Alternative Education Support Service and the Inclusion Support Team. The school would normally contact these agencies through the SENCO or through the Head of Year, once parental permission has been given for referral.

In some cases it will be sufficient to discuss the pupil's difficulties with the appropriate outside agency and to implement the strategies suggested. In other cases it will be necessary to involve an outside agency directly in assessment and action, in consultation with parents.

In cases where it is agreed that a pupil's needs require detailed assessment or special provision, formal assessment may be set in progress following procedures laid down by the 1996 Education Act.

Arrangements for partnership with parents

It is school policy to work as partners with parents and to involve parents in their child's education as much as possible. We recognise the importance of parental contributions in the assessment and decision making surrounding special needs children and seek to have an open dialogue with them regarding the progress of their child. Contact from the school may be in the form of letters, reports, notes in the school diary, contact by telephone, parents' evenings, review meetings and the annual review meetings of all pupils with educational statements. Copies of IEPs are given to all parents. At a review of IEPs parents will have the opportunity to meet with the SENCO or their child's learning support teacher. Parental views on the progress of their child form a valuable part of the review procedure.

Links with other mainstream schools and special schools, including arrangements when pupils change schools or leave school

When pupils with special needs change schools, it is important that information about their needs is passed on to the new school. When a pupil moves to Boldon School, the Head of Year contacts the previous school for any relevant information and records and passes SEN information on to the SENCO. When a pupil is moving from Boldon School then the Head of Year, in collaboration with the SENCO, arranges for the transfer of relevant records to their new school.

Pupils with special needs, who complete their secondary school education at Boldon, will be introduced to appropriate Post-16 education or careers by the School Careers Co-ordinator or their Connexions Personal Advisor. They will help pupils to devise an individual career action plan, including work experience.

Links with health and social services, educational welfare services and any voluntary organisations

The school also aims to work in partnership with the health and social services and the educational welfare services. The SENCO or Head of Year makes a referral to these agencies when there is felt to be cause for concern. Information received from these agencies is dealt with by the pupil's Head of Year.

There is also a member of staff who is designated as the Child Protection Officer. This staff member is the point of contact in school for all issues relating to child protection.

There are a number of local and national voluntary organisations offering support for children, and the parents of children, with a wide range of special needs. Information

on some of these organisations is available on request from the Special Needs Co-ordinator.

This policy has been approved by the governors of Boldon School and will be reviewed at the first full governors' meeting each year.