

- Have a social or emotional need which hinders or prevents the child from gaining full access to the School's curriculum

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:

Educational provision which is additional to or otherwise different from, the educational provision made generally for children of their age in LEA maintained schools, other than special schools, in the area.

In making provision for students with SEN, the policy objectives are to:

- Identify and assess students with SEN as early as possible
- Ensure that the duties, as set out in the Education Act 1996, SENDA 2001, the Equality Act of 2010 and the Disability Equality Duty in the Disability Discrimination Act of 2005 are fully met to enable students with Special Educational Needs to join in all day to day activities of the School, together with students who do not have special needs.
- Ensure that all students have access to a broad, balanced curriculum and have an equal opportunity to receive an education which is appropriate to their needs.
- Use School resources as efficiently and fairly as possible when assessing and meeting the needs of SEN students
- Develop an effective partnership with parents/carers so that their knowledge, views and experience can help in the assessment of and provision for their child
- Ensure effective collaboration with the Local Authority and other outside agencies to ensure effective action on behalf of students with SEN
- Encourage students to become directly involved in decision making in order to provide more effectively for them
- Encourage students to develop confidence and recognise value in their contributions to their learning in order to promote high self esteem.
- Ensure that all staff are aware of their responsibilities towards students with SEN
- Monitor and record the progress of SEN students.
- Support successful transition from Primary School to Hellesdon High School and from Hellesdon High School to Post 16 education
- Monitor the School's effectiveness in achieving the above objectives.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives the Governors, the Head Teacher and the staff will take all reasonable steps, within the limit of the resources available, to fulfil the requirements outlined in this policy document.

Governors will fulfil their statutory duties towards students with SEN as prescribed in sections 313, 317 and 317A of the Education Act 1996 (see SEN Code of Practice 1:21). In order to do this, they will be fully involved in the development and monitoring of the School's SEN Policy and ensure provision is an integral part of the School Development Plan. All governors will be knowledgeable about the School's SEN provision, including how funding, equipment and

personnel are deployed and will monitor the quality of this. One governor is designated as the SEN link Governor.

The Head Teacher and the Governors have overall responsibility for SEN within the School.

The Special Educational Needs Coordinator (SENCO) is responsible for the day to day operation of the SEN policy and reports to the School Effectiveness Committee twice a year.

All staff should be fully aware of the contents of this policy and appropriate in service training will be made available.

ADMISSIONS

The governing body has agreed with the LEA admissions criteria that no student can be refused admission solely on the grounds that he/she has SEN and the School aims to meet the needs of any student whom the parent/carer wishes to register at the School as long as a place is available. The admissions policy has due regard for the guidance in the Code of Practice. (Sections 1.33 – 1.36)

The School welcomes applications for admission from the parents of students with mobility difficulties, but although a lift is available to the upper floors to one part of the School, it does not have complete wheelchair access to all floors. The governors would however, make every effort to accommodate a student's particular needs and would work with the Local Authority (LA) to improve facilities.

THE SPECIAL EDUCATIONAL NEEDS DEPARTMENT

Hellesdon High School believes that students with SEN are the responsibility of all staff, but the SENCO and the SEN staff are there to provide specialist training where appropriate and, if possible, deal with the considerable organisation and paperwork and to liaise with external agencies. The department comprises of:

- SENCO, who has responsibility for the monitoring of SEN. The SENCO has Middle Management responsibility. Ultimate responsibility rests with the Head Teacher and Governors
- Senior Teaching Assistant working under direction of SENCO
- Teaching Assistants – working with particular groups within the classroom, providing individual help as and when needed, or working with individual students who have additional funding. Teaching assistants also accompany individual Year 10/11 students or groups of students who access College courses.

RESOURCES

The Head Teacher will manage the funds allocated to the School budget for the purpose of meeting SEN and will ensure that the best use is made of these resources. This will be achieved by prioritising needs throughout the stages of assessment and provision outlined below and by ensuring, wherever possible, students are appropriately grouped to optimise the use of staff time and equipment.

STAGES OF ASSESSMENT AND PROVISION

For most students, access to the School's broad and balanced curriculum is achieved by differentiation of class work by subject teachers. When teachers find, despite their planning, that a student is consistently failing to achieve learning objectives, the following procedures will be adopted.

School Action

When a subject teacher, member of the pastoral team or SENCO identifies a student with SEN, interventions which are **ADDITIONAL TO** or **DIFFERENT FROM** those provided as part of the School's usual differentiated curriculum, are put in place.

The triggers for intervention will be concerns about the individual student, who, despite receiving differentiated learning opportunities:

- Makes little or no progress
- Shows signs of difficulty in developing literacy and numeracy skills that result in poor attainment
- Demonstrates persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the School
- Has sensory or physical problems which continue despite the provision of specialist equipment
- Has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum
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The parents/carers of the student will be consulted by appropriate staff (may be Head of Year (HOY), form tutor etc) and the views of the student sought.

When there is agreement with parents that a student may need further support, the SENCO will be consulted.

All information about the student, both from within School and from parents/carers, will be considered. The SENCO will undertake any further assessment necessary and will plan future support for the student. Subject teachers will use their expertise to devise strategies and identify appropriate methods of access to their particular curriculum areas.

School Action Plus

When the School has evidence that a student is making insufficient progress despite the measures put in place through School Action, it will, in consultation with parents/carers, ask for help from external agencies. These specialists provide support and advice. Additional or different strategies to those at School Action are put in place. Triggers for this are:

- Little or no progress made over a long period of time
- Continues working at National Curriculum levels substantially below those expected of students of a similar age
- Continues to have difficulty in developing literacy/numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with their learning, or that of the class

- Has sensory and/or physical needs and requires additional specialist equipment and/or regular advisory visits from an outside agency
- Has ongoing communication or relationship difficulties which impede social development and act as a barrier to learning

School request for Statutory Assessment

If a student has consistently failed to reach targets and has demonstrated significant cause for concern in spite of the School's best endeavours to make appropriate provision from within the resources available, the School will request a statutory assessment from the LA. This decision will be made in consultation with parents/carers and external agencies.

The SENCO will ensure that parents/carers are aware in general terms of formal assessment and will inform them that the LA will be writing to them.

If the LA decides not to issue a Statement of Special Educational Need, the student will remain at School Action Plus.

Statements

The LA considers the need for a Statement of Special Educational Need and if appropriate, will issue a statement for that student. This is a legal document, detailing the student's needs and the extra help they should have. The School is the manager of the statement and holds an Annual Review of this, to which everyone involved, including the student, is invited.

When pupils are due to transfer to another phase – KS3 - 4 or KS4 into Post 16 education - planning for this will be started in the year prior to transfer. This will be achieved via Transition and Learning Support Plans (LDAs) produced in liaison with Guidance Advisors for pupils from Year 9 onwards who are statemented.

Individual Education Plans (IEPs)

An IEP may include strategies for helping with

- Literacy/Numeracy
- Attendance
- Behaviour/Emotional/Social difficulties

Many students who require extra monitoring to achieve higher standards of work or behaviour may need an IEP. IEPs provide ideas and strategies for staff to use within the classroom to help the progress of these students. Teachers should try to incorporate these targets and strategies into their teaching plans so that students with special needs of any kind can be catered for within the classroom. Wherever possible, teaching assistants will be available to help put the strategies into place in the classroom.

Stages of issue of IEPs are as follows:

- SENCO will meet with parents/carers, student + main teaching assistant involved with student twice a year, to discuss progress and write the next IEP
- Parents/carers are issued with a copy of new IEP after each review

- Students will have reference card detailing targets to place in their planner
- SENCO issues IEPs to HOD/HOY who will issue them to relevant teaching/pastoral staff
- Staff should note the student targets and possible strategies
- At end of the review period, teachers will be invited to share successful teaching strategies and comment on the outcome of the targets

INCLUSION

Hellesdon High School is fully committed to the principles of inclusion. This policy will enable students with SEN to be an integral part of the School community. Regardless of their need, the emphasis will be on including all students in the full range of activities which the School has to offer. This will be achieved by considering the needs of each student and modifying activities and/or providing support to help students participate.

Students will only be withdrawn from activities when:

- The student will benefit from some individual work on a particular skill
- It is inappropriate, or medical advice indicates that it is unsafe for the student to participate

INVOLVING PARENTS/CARERS

The views of parents/carers will be sought at all stages of assessment and provision and they will be encouraged to work with the School in helping their child. Parents/carers are regularly kept informed of their child's progress or any concerns by a variety of means:

- personal contact,
- reports,
- parents evenings,
- annual/IEP reviews.

Individual multi-agency meetings are organised as appropriate and parents/carers are informed of any decisions and points of action.

Whenever and wherever possible, the views of the student will be ascertained and the student will be directly involved in the process. Parents/carers are encouraged to ask about the provisions made by the School and to express their concerns.

TRAINING AND DEVELOPMENT OF ALL STAFF

Every year, training is provided for all staff on a particular area of SEN according to current needs as identified in the School Development Plan.

All teaching assistants are given information about available courses and are encouraged to participate.

LINKS WITH FEEDER SCHOOLS

Advanced planning for students in Year 6 is essential to ease transition to High School. The SENCO will liaise with SENCOs of the main feeder primary schools to ensure that effective arrangements are in place to support students and also to ensure effective transfer of information.

The SENCO attends the Annual Reviews of Year 6 statemented students who are transferring to Hellesdon High School and consults with primary schools to discuss the SEN of individual students. Students with Special Educational Needs make extra visits to help smooth transfer. Teaching Assistants from Hellesdon High School visit the primary schools to observe students in class.

Relevant assessment results are transferred prior to entry and aid decisions on how best to support students.

LINKS WITH OTHER AGENCIES AND ORGANISATIONS

External support services play an important part in helping the School identify, assess and make provision for students with SEN. These agencies may include:

- Psychological Service
- Speech and Language Specialists
- Children's Services
- Sensory Support Services
- Health Services
- School Nursing Service
- Occupational Health Service
- CAMHS (Child and Adolescent Mental Health Services)
- Family Support Services

MONITORING AND EVALUATION

The success of the School's SEN Policy will be judged against the aims set out above. The Governing Body will evaluate the success of the policy by monitoring:

- Standards obtained by students with SEN
- Numbers of students at each stage of the Code of Practice
- Resource allocation – pattern and level
- Views of parents/carers expressed in Annual Reviews/IEP reviews
- Involvement of students in their reviews
- Involvement of outside agencies
- Training opportunities

RELATED POLICIES

Equality Policy
Behaviour Policy
Admissions Policy
Curriculum Policy