

| |
|---|
| Laurence Jackson School Special Educational Needs Policy |
|---|

Revised November 2007

**Section 1 BASIC INFORMATION ABOUT THE SCHOOL'S SPECIAL
EDUCATIONAL PROVISION**

The aims of Laurence Jackson are :

- to identify the needs and develop the individual talent of each student
- to nurture the different talents of students across a wide range of ability, through a broad, yet balanced curriculum
- to equip students with the skills needed to meet the demands of a highly competitive, increasingly complex and technically orientated society
- to provide each student with personal care and guidance and to encourage the development of self esteem and the values and qualities which will help students to become caring, considerate members of society

Definition of Special Educational Needs

Any student requiring educational provision that is additional to, or different from, the one provided for the majority of students.

Students with Special Educational Need may be those who:

- have been variously statemented by the Local Authority
- have general mild learning difficulties caused by intellectual immaturity
- have specific learning difficulties. These students have literary skills which are substantially below the standards which their abilities in other spheres would lead one to expect
- have specific disabilities e.g. visual, hearing, physical or motor impairment
- have difficulties with behaviour, emotional state, attendance, concentration span or motivation which affect their learning ability
- have linguistic difficulties because English is not their first language
- have exceptional ability

The Role of the Governing Body

The governing body must :

- do its best to ensure that the necessary provision is made for any student who has special educational needs
- ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the Local Authority that a student has special educational needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs

- consult the Local Authority and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources
- report to parents on the implementation of the school's policy for students with special educational needs

See Section 317, Education Act 1996

- have regard to this Code of Practice when carrying out its duties toward all students with special educational needs

See Section 313, Education Act 1996

- ensure that parents are notified of a decision by the school that SEN provision is being made for their child

See Section 317A, Education Act 1996

SEN Code of Practice 2002 paragraph 1:21

Staffing

Provision for students with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCo, the SEN team and all other members of staff have important responsibilities.

SEN Code of Practice 2002 1:31

- Although SEN provision is a shared responsibility for all staff the SENCo is responsible for coordinating this provision and ensuring the needs of all students with SEN are met effectively.
- the SENCo leads the large SEN team which consists of :-
- SEN teachers
- SEN Teaching and Learning Coordinator
- ASD teacher
- LSA Manager
- SEN Learning Mentor
- Senior LSAs
- ASD LSAs
- LSAs
- LSA/Carers
- SEN Administrator
- the SEN team are part of the Student Support Service and liaise with all other members of this team.
- Each department has a nominated SEN Link teacher as an aid to close liaison and communication between departments and the SEN team.

- there is a nominated governor with responsibility for SEN.

Particular Responsibilities

| | |
|--|---|
| SENCo | SEN Register and Provision Mapping Students with Statements of SEN Students with Specific Learning Difficulties Year 7 Reading Programme SEN Intervention programmes Special access arrangements for examinations SEN Primary Liaison Liaison with Student Support Liaison with Outside Agencies SEN Index ASD Unit SEN Literacy |
| SEN Teaching and Learning Coordinator | SEN Teaching and Learning SEN Learning Mentor Co-ordinator NQT/ PGCE / GTP mentoring and talks SEN Numeracy |

Admission arrangements for students with SEN

(in addition to usual school admission procedures)

Year 6 Primary Students

- SENCo liaises closely with all feeder Primary Schools.
- All Primary Schools complete a form detailing which students are at School Action, School Action Plus and Statemented – with relevant information attached and indicating if a visit from one of the SEN team is deemed necessary.
- Additional visits – either to the Primary School or by the student to Laurence Jackson School are arranged as necessary.
- all SEN files and information are forwarded to this school during the last week of Summer term.
- SENCo produces a SEN information document detailing students with SEN in each individual form group. This is distributed to Year 7 Leader, Year 7 Form Tutors and department SEN Link teachers (also on school intranet).
- SENCo liaises closely with Year 7 Leader re suitability of forms, friendship groups, LSA support etc.

Older students

- informal discussion with SENCo
- further examples of work submitted
- reading and spelling tests

Unit for students with Statements of SEN for Moderate Learning Difficulties

Laurence Jackson School *“aims to be a fully inclusive school, welcoming all students, including those with special educational needs. In accordance with the LEA Admissions*

Policy and the Education Act (Section 316), if a parent wishes to have their child with a statement educated in the mainstream sector the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility”.

Inclusive School Children with Special Educational Needs
November 2001

- SENCo in charge of Unit
- all MLD (Moderate Learning Difficulties) students integrated into mainstream classes
- have access to support base in Room B6
- attend daily Intensive Reading Programme in Year 7, which is supported by a range of volunteer mentors drawn from the local community
- in class LSA support available if deemed necessary
- closely supported, monitored and reviewed regularly

Arrangements for complaints about SEN provision within the school

- It is hoped that parents would raise any concern they might have about such matters with the SENCo and/or Head Teacher in the first instance.
- If parents wish to make a formal complaint details of procedures are available from either the Head Teacher or the Local Authority.
- The Parent Partnership Service (as outlined in the revised 2002 SEN Code of Practice) will provide advice and support for parents or students. Redcar and Cleveland Borough Council have published a booklet for parents outlining the support available including complaints procedures. Copies available from school Reception and SENCo.

Section 2 IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of Resources for SEN

The school receives funding for students with SEN in 4 main ways :

- the base budget which is used to cover teacher and curriculum costs, including the costs of the SENCo
- a delegated SEN budget which contributes to the additional support required by students with SEN
- specific resources which are allocated in relation to students with Statements of SEN
- SEN Index

On occasions additional funding becomes available for specific SEN initiatives from other sources, eg Excellence in Cities.

Details of how resources are allocated to and amongst students with SEN are included in the Governors Annual Report to Parents.

Summary of resources allocation

(i) Staffing

- 1 SENCo Head of Inclusion

- 1 SEN Teaching and Learning Coordinator
- 1 ASD teacher
- 1 SEN teacher
- 1 LSA Manager
- 6 Senior LSAs
- 2 ASD LSAs
- 7 LSAs
- 1 LSA/Carer

(ii) Resources

- Rooms
 - B6a
 - B6b
 - G5a
 - B19
 - Reading Centre
 - B6 office
 - SENCo office
- Capitation
 - * negotiated annually
 - * individual departments spend a proportion of their capitation on provision for SEN students
 - * Some ICT equipment acquired from central funding

Identification of SEN students

Students with SEN are identified in a number of ways :

- Information from feeder Primary Schools
- on Primary SEN Register
- referred by SEN Primary Liaison teacher
- results of KS2 tests
- Information from Special Support Services, eg.
- LSS, EPS, BSS, EWO, Medical Agencies
- results of Y7 screening in September
- referrals from subject staff
- referrals from pastoral staff
- referrals by LSAs
- referrals from parents
- student self-referral

The Local Authority SEN Index produced annually is used to confirm the identification of SEN students in school.

Assessment, provision and review procedures

In line with the revised 2002 SEN Code of Practice a graduated response, triggered by students not making “adequate progress” is adopted for assessment and review purposes. “Adequate progress” is defined thus

- *closes the attainment gap between the student and the student's peers*
- *prevents the attainment gap growing wider*
- *is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers*
- *matches or betters the student's previous rate of progress*
- *ensures access to the full curriculum*
- *demonstrates improvements in the student's behaviour*
- *is likely to lead to appropriate accreditation*
- *is likely to lead to participation in further education, training and/or employment*

6:49 SEN Code of Practice 2002

Graduated response for assessment and review purposes

As outlined in the revised 2002 SEN Code of Practice the graduated response of "School Action", "School Action Plus", "Statutory Assessment" and "Statements of SEN" has been adopted.

Summary of response

School Action

- Student placed on school SEN register by SENCo.
- Parents informed and additional information sought from them
- Year Leader, Form Tutor and relevant subject staff (via SEN Link Teachers) informed and given copies of Student Support Plan (via school Intranet).
- SENCo and takes responsibility for monitoring student's progress
- Copies of Student Support Plan to
 - Student SEN file
 - Student school file
 - Student
 - Parent
 - School Intranet (for subject staff use)

Review

- Bi-annual review takes place in September and February
- SENCo, LSAs, Form Tutor, Year Leader, relevant subject staff, student and parents involved.

If further intervention deemed necessary then –

School Action Plus

- SENCo requests help from relevant external support service. This help can be in the form of :
 - information
 - consultation
 - advice
 - assessment
 - intervention
 - review of progress
- In addition to the Local Authority external support services, ie.

The Psychological Service (EPS)
Learning Support Service (LSS)
Behaviour Support Service (BSS)
Hearing Impaired Service (HIS)
Visually Impaired Service (VIS)
Education Welfare Officer (EWO)

advice and help is also sought from other relevant services or organisations eg,

Dyslexia Association
ICT specialists

- Parents invited to all assessments, meetings and reviews, and kept fully informed regarding any outcomes. Copies of all reports sent to parents immediately.
- Student encouraged to view involvement of external support services in a positive light. All assessments, meetings, observations and reviews to be kept as informal as possible
- Student Support Plans reflects involvement of external support services
- Year Leader, Form Tutor, relevant subject staff and LSAs kept fully informed regarding external support services recommendations, intervention and advice.
- SENCo up-dates student's records with regard to external support services involvement.

School request for a statutory assessment

For a very few students the extra help given through "School Action Plus" may be insufficient to enable the student to make "adequate progress". It will then be necessary, in consultation with the student, parents and external support services, to ask the LEA to initiate a statutory assessment.

The school, via the SENCo, has to provide written evidence of :-

- the school's action through "School Action" and "School Action Plus"
- all recent Student Support Plans
- records of recent reviews and their outcomes
- attainments in literacy and mathematics
- National Curriculum levels
- assessments and reports from external support services
- parents views

Students with Statements of SEN

- SENCo responsible for all students with Statements of SEN
- All students with Statements of SEN are integrated into mainstream classes and expected to follow the school timetable. However, the following modifications are made, if deemed necessary, based on individual student's requirements :-
- withdrawn for intensive reading practice daily (Year 7 only)
- disapplied from Modern Foreign Language in order to concentrate on acquisition of Basic Skills
- placed in very small SEN groups for English, Maths and/or Science – and taught by SEN specialist teacher whenever possible
- In-class support is provided by a team of Learning Support Assistants
- Students and parents wishes are respected at all times
- Annual and Transition Reviews are carried out by the SENCo in line with Local Authority policy

Curriculum Entitlement

Laurence Jackson School endorse the view stated in the National Curriculum Council's document "A Curriculum for All".

" All students share the right to a broad and balanced curriculum, including the National Curriculum. The right extends to every registered student of compulsory school age, whether or not he or she has a 'Statement of Education Needs' "

The needs of most students can be met by effective differentiation in the classroom. The importance of differentiation in aspects of curriculum provision and implementation to meet the identified need of students is recognised.

The SEN team provide a support service for staff by :

- giving advice on differentiation in all its forms
- providing differentiated materials et. Worksheets, flash cards, vocabulary lists

In addition, the following support strategies are in place :

- Years 8-11, small SEN groups (usually less than 12 students) in English, Maths, Science. English and Maths groups taught by SEN staff. Other subjects taught by subject specialist with guidance from SEN staff.
- In-class support – usually by SEN Learning Support Assistants. LSA support is allocated at the discretion of the SENCo using the following criteria :-
 - (i) needs of statemented students
 - (ii) departmental bids – allocating support firstly to areas which do not have small group provision eg. Humanities, Technology
- Individual support for students with special need eg. Year 7 Intensive Daily Reading Programme for students with a reading age of less than 8.6 years on entry
- Individual or small group support for students disapplied from M.F.L.
- Withdrawal of individual students on a temporary basis to work on Basic Skills programmes in B6. This special facility has proved necessary occasionally when students have proved unable to "cope" in some situations eg. PE, Drama
- Short-term workshop sessions (usually one hour per week for 6 weeks). These are held by LSS for the Specific Learning Difficulty students and cover such topics as the use of Individual Technology, Ace dictionaries and other coping strategies

How children with SEN are integrated within the school as a whole

1. Mixed ability form groups
2. Mixed ability teaching groups in Year 7
3. Some subjects are always taught in mixed ability groups eg. PE, RE, Music, Drama and Technology
4. Sensitive support work; SEN Learning Support Assistants work with other students as well as SEN students
5. Prefects, form monitors, form prizes chosen from across the ability range

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

The following activities and information provide a range of indicators to measure the success of the SEN policy :-

- analysing students' progress from Student Support Plans and test/examination results
- value-added data available for students on SEN list
- monitoring of provision by SEN governor
- School Improvement plan success criteria
- target setting for identified cohorts of SEN students
- Local Authority SEN Index moderation process
- School Records of Achievement
- parents views
- students progressing from School Action Plus to School Action to removal from SEN list
- students self-assessment
- attendance figures
- exclusion figures

Section 3

INFORMATION ABOUT THE SCHOOLS STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

SEN In-Service Training

The needs of students with SEN are the shared responsibility of the whole staff and we aim to ensure that all staff are aware of, and responsive to, this challenge and the need to acquire skills and develop teaching strategies and materials relevant to the needs of all children. It is our policy to raise awareness to the variety of needs of the children.

This is achieved by:

- Input at Staff, Curriculum, Pastoral and Year Meetings
- SEN Teaching and Learning Booklet distributed to all departments and is available on School Intranet.
- Each Department has a nominated SEN Link Teacher
- Dissemination of information on all SEN students and their needs to staff
- Weekly SEN up-date in 'Headlines' bulletin
- Minutes of SEN Meetings
- Inset – at National/local/in-school level
- Parents meetings
- Students records
- Inset gained through collaborative teaching
- Attendance at Departmental meetings
- Contribution of department "setting" meetings
- SEN Teaching and Learning Booklet provided for NQTs, Supply Teachers, Students and Volunteer Mentors – outlining SEN policy in school
- LSA training programme in school

Use made of Special Support Services

Close liaison between school and the relevant Special Support Services is vital if the needs of our students are to be adequately met.

To facilitate this liaison the SENCO and representatives from LSS, BSS and the EWO aim to meet together one morning per week.

The main purpose of this meeting is to :

- provide advice and support
- formulate Student Support Plans
- hold School Action Plus Case Conferences

In addition the Special Support Services will continue to:

- assess and support students
- provide written reports on the needs of students, eg. for Special Access Arrangements in Examinations
- provide advice and guidance for staff on how to meet the student's needs
- provide staff INSET

When necessary, advice will also be sought from :

- RACIT
- Dyslexia Association
- Occupational Therapy and other medical agencies
- Service for Hearing Impaired Students
- Service for Visually Impaired Students

Arrangements for Partnership with Parents

It is recognised that a partnership between parent, child and school is an essential feature of the Code of Practice – and one that we have always encouraged. Parents are informed as soon as any concerns are raised over their child's progress and regular contact with the SEN department is subsequently maintained. Parents are encouraged to take active part in their child's learning and we can provide advice and support as to how this can be achieved eg. advise on paired reading.

Contact is through :

- telephone conversations
- letters home
- information sheets on a variety of topics eg. "Specific Learning Difficulties"
"Paired Reading"
"Helping your child to spell"
- LJS website on Internet
- student planner – point of contact between parents and school. Parents sign it weekly.
- appointments with SENCo or any member of SEN staff
- invitations to :
 - SEN meetings
 - Case conferences
 - EPS appointments

- formal Parent's Evenings
- informal visits to SEN classes, in particular the Reading Centre
- Open Days
- Academic Review Days

In addition, the SENCo and members of the SEN team are active members of the local "Parents Support Dyslexia" group.

Links with other mainstream schools and special schools

Primary Liaison

- Regular contact between LJS SENCo and feeder Primary SENCos
- SENCO visits Y6 students with Statements of SEN in their Primary schools
- SENCO attends Y6 Review of students with Statements of SEN
- parents are invited to visit school during Summer Term of Y6. This is in addition to the Induction Day in July which all Y6 students are involved in
- Transfer of SEN records to us

Secondary Liaison

- regular contact with neighbouring schools
- SEN files to receiving schools when students transfer school
- telephone conversations with SEN or Pastoral staff if a verbal report is required
- founder members of local Secondary Schools Support Group. Attend meetings regularly.

In addition

- SENCo and members of SEN team attend a wide range of Local Authority INSET so come into contact with other SEN colleagues on a regular basis.

Post 16 Liaison

- regular contact with local colleges and Special school post 16 units – including visits, talks and the transfer of records (if students give permission)
- regular contact and liaison with Connexions
- SENCO and SEN team act as Transition Mentors for SEN students

Volunteer Mentors in school

- well established team of Volunteer Mentors work in school
- managed by SEN Learning Mentor
- provide support for Y7 and Y8 SEN students (eg. listen to them read)
- act as Readers and/or Scribes for SEN students in GCSE exams
- receive "Welcome Pack" from SEN department
- INSET courses available – including workshops run by LSS