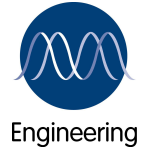




CHELMER VALLEY HIGH SCHOOL

Special Educational Needs Policy



INTRODUCTION

Since the Warnock Report of 1978, it is accepted that one fifth of the general population of pupils in mainstream schools might have special educational needs of some kind during their school lives. It may also be necessary for about two per cent of these children to have statutory statements made of their needs, under the regulations of the 1981 Education Act. In January 2009 2.7% of pupils across all schools in England had statements of SEN.

The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists in this school.

It should be noted that:

1. the aims and objectives of the SEN Department relate directly to those of the School, the Statement of Principles adopted by the Schools, Children and Families Directorate and are also based on the values derived from and are guided by the requirements of the 1981 Education Act and the SEN code of practice 2001;
2. to be consistent with the SEN code of practice 2001 the following terminology has been used.

If a child has significant problems (physical, emotional, psychological, medical, etc.) that hinder/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers (who attend main stream secondary schools within the LEA area) then that child has a **learning difficulty**.

N.B. This definition of **learning difficulty** does not apply to pupils who have learning problems solely because his/her language is different from the language in which he/she will receive his/her education.

If the child needs different or additional educational provision to that generally provided for his/her peers (who attend a main stream secondary school) then that educational provision is deemed "**special educational provision**".

A child who has a **learning difficulty** which requires **special educational provision** is said to have **special educational needs (SEN)**.

N.B. The term "parents" is employed throughout this policy and others to refer to any parent, guardian, or other adult in "loco parentis".

AIMS

1. To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.

2. To educate pupils with SEN, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
4. To enable SEN pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable member of society both now and in the future, e.g. pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
5. To identify and assess pupils with SEN as early and thoroughly as is possible and necessary.
6. To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the child his/her age and powers of understanding must be considered. The support of parents and pupils is crucial if an individual education plan (IEP) is to be effectively implemented.
7. To meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

OBJECTIVES

These objectives relate directly to the seven aims of the SEN Department at Chelmer Valley High School and are intended to show how the structures and systems that are in place actually put the aims into practice.

- 1.a) The Deputy Headteacher and SENCO monitor our annual intake to ensure that pupils with Special Educational Needs (with or without statements) have not been refused admission or discriminated against because of their special needs. This applies equally to pupils who live within or outside of the catchment area.
N.B. for pupils with statements of Special Educational Needs the Schools, Children and Families Directorate determines admission, having regard to parental preference and in consultation with Governing Bodies.
- 1.b) The SEN Department works closely with the Leadership Group to ensure that the school curriculum :
 - is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
 - allows for differentiation according to individual needs;
 - offers equality of opportunity and access to the different curricular and skill areas.
 This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs, both present and future and that it is perceived as such by the children themselves and their parents.
- 2.a) The SEN team offers advice to subject teachers and other departments on employing differentiated teaching methods and resources. We work with subject teachers, parents and

pupils in developing Individual Education Plans (IEP) and approaches to enhancing pupil self esteem.

- 2.b) The SEN team :
- provide expertise in the education of pupils with learning difficulties;
 - provide expertise in the education of pupils with emotional and behavioural difficulties;
 - provide expertise in the education of pupils with dyslexia;
 - provide care and expertise for pupils with physical disabilities.
- 2.c) The SEN team support pupils in mainstream lessons as often as is possible and/or appropriate.
- 2.d) The SEN team ensures that subject staff are fully informed as to the special educational needs of any pupils in their charge.
- 2.e) The SENCO ensures that our pupils' Special Educational Needs are known to other schools or colleges to which they may transfer.
- 2.f) Educational provision is achieved through full integration into the mainstream school. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness with staff of these issues and to support them to deliver the curriculum to maximum effect.
- 3.a) The SENCO offers advice and INSET (training) opportunities to subject teachers and other departments on employing teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, special needs) to have equal access to the curriculum and to experience success and enjoyment in their work.
- 3.b) Lessons are conducted in a secure, supportive and disciplined manner. The pupils and the staff interact in a manner that demonstrates mutual respect. Staff believe that learning takes place most effectively in the context of a caring relationship and that good teacher/pupil relationships foster trust and promote self reliance and initiative.
- 3.c) Staff use the whole school reward system, e.g. direct verbal praise and credits. This encourages pupils to work to their full potential and to experience a sense of achievement.
- 3.d) Pupils have regular homework that has a direct relationship with the class work and a clear purpose.
- 3.e) Safety is always a major concern, particularly when working in the Science and Technology areas.
4. The process of identification and assessment normally starts through liaison with our Primary feeder schools. The SEN team visits our feeder schools to meet prospective SEN pupils and teachers during the school year prior to commencement. At the beginning of the year all teachers are provided with thumbnails on the new SEN students and copies of any advice given to us by outside agencies.

During September, all Year 7 pupils are given a Reading Test and a Spelling Test. The NFER Cognitive Abilities Test (CAT) which comprises of 3 tests (verbal, non-verbal and quantitative) also takes place early in the first term. Identification of pupils needing support will be largely based on the results of these tests. Specific requests for support are also considered from other

sources including parents and teachers. Some pupils may personally request support and the School will assess, identify and intervene as far as is possible within the limits of the resources.

5. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/pupil/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicates that a child has SEN. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations.

Once that identification, assessment and intervention have taken place pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews and the formation and implementation of an IEP. Case conferences are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and pupils are always informed of the "points for action" and any decisions made during the case conference.

6. To implement a model of special educational needs based upon that described in the Code of Practice.

The Department offers specific help to pupils in the area of literacy.

IDENTIFICATION, ASSESSMENT, RECORDING AND REPORTING

PRINCIPLES

Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from many sources, e.g.

- Subject teachers request;
- Pupil self request;
- Parental request;
- Management request;
- GP request;
- Following information from previous school (e.g. primary school);
- Following testing of Year 7 pupils;
- Following diagnostic tests;
- Following individual interviews;
- Following an LSA or outside professionals such as an Educational Psychologist tracking and observing individual pupils in lessons.

The process starts through liaison with our Primary feeder schools. The SEN team visits our feeder schools to meet prospective pupils and teachers during the school year prior to their transfer to the secondary school.

During September all Year 7 pupils are given a Reading Test and a Spelling Test and the NFER Cognitive Abilities Test (CAT). Identification of pupils needing support will be largely based on the results of these tests which are culturally neutral and useful for a range of ethnic groups. Specific requests for support are also considered from various sources including parents and teachers. Some pupils may personally request support and the School will assess, identify and intervene as far as possible within the limits of the resources.

Some pupils will receive support in the classroom and a small number will be withdrawn for more individual help.

We ensure that our pupils' Special Educational Needs are known to other schools and colleges to which they may transfer.

THE PROCESS OF IDENTIFICATION, ASSESSMENT AND PROVISION

The School's core curriculum is inclusive and differentiated and thereby allows most pupils to achieve their potential without additional support, i.e. the curriculum is based on the principles of:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning.

However, there are sometimes circumstances in which some additional/different action is needed, if pupils with special educational needs are to make adequate progress. In all cases, there are decisions to make about what resources, targets and actions are most appropriate to the needs of the child. The School and Schools, Children and Families Directorate must ensure that the resources that they have at their disposal are being used effectively and efficiently to meet the needs of *all* pupils.

A process for identification, assessment and provision in accordance with the Code of Practice has been established. This process recognises that there is a continuum of Special Educational Needs and that the needs of the majority of SEN pupils lie at the *School Action* stage.

Stage 1 School Action

When the required action in support of SEN pupils is possible from within the resources and expertise that are already available in the mainstream school then these actions are described in the SEN Code of Practice as *School Action*. After consultation with the Special Educational Needs Co-ordinator (SENCO), information is collected and initial action is taken to address the identified special educational needs. There is discussion with parents during this stage. The SENCO takes responsibility for monitoring and managing the pupil's SEN provision. The SENCO liaises closely with the pupil's teachers and parents/guardians.

1. At *School Action* if any additional support is deemed necessary then individual education plans (IEP) are drawn up for each pupil and progress is reviewed at least once a year. Parents', pupils' and subject teacher's views are invited and highly valued as a contribution to the review process. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.
2. For children of an ethnic minority group, (including those whose first language is not English), lack of competence in English does not conform to the definition of SEN. The child's home, language, culture and community, should all be considered to ascertain if interpreters or bilingual support staff are required. The SEN Department will make good use of any source of relevant and accurate ethnic advice.
3. During *School Action*, the School will, as necessary, call upon the help of external specialists perhaps for one off help in identification or assessment.

Stage 2 School Action Plus

When the School requires ongoing or regular support in monitoring and delivering the SEN provision for an individual child from outside agencies and other specialists the process has then moved to *School Action Plus*. Subject specialist teachers and parents/guardians should be made well aware (by the

SENCO) or the agencies and outside specialists who are involved. *At School Action Plus* if any additional support is deemed necessary then individual education plans (IEP) are drawn up for each pupil and progress is reviewed at least twice a year.

Stage 3 Statement of Special Educational Needs

In a few cases, the correct provision depends upon resources that can only be accessed via a statement of special educational needs. In such a case the school will make a referral to the Schools, Children and Families Directorate. After referral the Schools, Children and Families Directorate considers the need for a statutory assessment and may make an interdisciplinary assessment if this is deemed appropriate. If the Schools, Children and Families Directorate makes a statement it will then arrange, monitor and review the provision. In addition to the Annual Review, two additional reviews will take place within the year.

In most cases any movement through the support procedure is defined in terms of thresholds. However in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a rapid move through the process will take place promptly.

INVOLVING THE CHILD AND PARENTS

Parents are always contacted if assessment or referral indicates that a child has SEN. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations. The dialogue with the parents and pupils:

- Contains an explanation of the purpose of any assessment arrangements;
- Contains a reference to the possibility of regular pupil reports;
- Occur within a system that:
 - i. has a structure that encourages and records the child's comments;
 - ii. has a structure that facilitates systematic feedback to the child.

Once that identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual review and the formation and implementation of IEP. Case conferences are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and pupils are always informed of the "points for action" and any decisions made during the case conference.

TESTING

All pupils will have completed tests on reading comprehension and spelling and also a Cognitive Abilities Test (CAT). Very low scores in each of these areas will indicate where extra help is needed or that further investigation is required. Discrepancies between non-verbal, verbal and spelling ages also highlight specific areas for focus. Pupils with more severe difficulties will complete diagnostic tests to indicate more specific areas of difficulty and guide the SEN team in planning and implementing an appropriate programme.

ASSESSMENT

The SEN Department supports the philosophy and principles in the whole School Assessment Policy.

MONITORING AND EVALUATING THE SEN POLICY STATEMENT

A nominated Governor for Special Education Needs links the SEN Department with the Governing Body. Effective monitoring/evaluation of the SEN provision is dependent upon the maintenance of accurate and

up to date records. The criteria by which the monitoring and evaluation of the SEN provision is undertaken are described below:

PARENTS

1. the number of parents who attend "Review meetings" (expressed as % attendance)
2. the number of parents of SEN pupils who request that their child be educated at this school;
3. the level of involvement and consultation of the pupils and parents during annual reviews and transition plans;
4. any pertinent feedback from pupils and parents;

PUPILS

5. the number of IEPs in operation for pupils
6. pupil's achievement, e.g. increase in Reading and Spelling ages over time or awards/recognition for community based projects/sporting achievement, etc.
7. numbers of SEN pupils who pursue education after the age of 16.

BUDGET

8. the amounts of the budget allocated to pupils a) with, and b) without statement of Special Educational Needs;
9. any appropriate adjustments in budget allocation to reflect changing needs;

PLANNING

10. the inclusion of Special Education Needs issues in development planning;

STAFF/INSET

11. involvement by all staff in INSET courses relating to SEN issues;
12. Leadership Group involvement in SEN issues;

INDEPENDENT REPORTS

13. analysis and publication of OFSTED/HMI/LEA reports.

Through the SEN SEF and regular reporting to the Governors throughout the year the effectiveness of provision and any amendments made or proposed are reported. Parents are encouraged to offer their views on Special Educational Needs provision during the year at SEN Review Meetings, Parent Consultation Evenings or directly to the SENCO. The SEN Policy will be reviewed every two years.

LIAISING/WORKING WITH OTHER DEPARTMENTS

The SEN staff work closely with the subject based departments and the Leadership Group in designing and managing the curriculum in order that SEN pupils:

- have full entitlement/access to high quality education within a broad, balanced and relevant inclusive curriculum (including access to the National Curriculum). The curriculum should be constructed and delivered on the principles of:
 - i. suitable learning challenges being set for the pupils;
 - ii. the school should respond to pupils' diverse learning needs;
 - iii. overcoming potential barriers to learning.

- iv. the SEN Team show good practise through INSET, presentations at Innovations Meetings and work with individual teachers and subject areas.
- are educated, wherever possible, alongside their peers within the normal curriculum of the school after giving due consideration to the appropriate wishes of parents and the necessity to meet individual needs. Whenever possible we seek to support pupils with SEN in the classroom. This ensures that the pupil has full access to the National Curriculum and that he/she will gain from all the benefits of integration within mainstream education.

CO-ORDINATING IEPs ACROSS THE CURRICULUM

Although the co-ordinating and planning of a pupil's IEP, especially setting appropriate targets, is the responsibility of SENCO, the Code of practice 2001 makes it quite clear that the devising of strategies and the identification of appropriate methods of access to the curriculum should lie within the area of expertise and responsibility of individual subject teachers. All teaching staff should therefore be involved in providing further help to pupils through *School Action*. The IEP includes information about:

- the short-term targets set for the pupil;
- the actions (includes teaching strategies and provision) to be employed;
- the outcomes of the action taken.

The IEP only records that which is additional to or different from mainstream differentiated curriculum provision. The IEP is brief but informative and focuses on three or four individual targets relating to a pupil's individual needs.

SUPPORTING CHILDREN WITHIN THE CURRICULUM

The decisions concerning to whom, when and where to provide support are influenced by a number of factors including:-

1. The extent and number of pupils with SEN in a group. (N.B. Pupils with statements have a legal entitlement to support).
2. A specific request for classroom support from a teacher, Head of Department, or member of the Leadership Group, would receive consideration as would requests from parents or an individual pupil.
3. the priority given to the core subjects within the National Curriculum. We ensure that this is reflected in the allocation of support to English, Maths and Science.
4. Pupils for whom English is a Second Language may also experience special educational needs and a flexible support programme.

LIAISON AND INVOLVEMENT WITH OUTSIDE AGENCIES

INTRODUCTION

The Department supports a multi-disciplinary approach to maximise the educational provision for SEN pupils. Many agencies and support services are able to help identify, assess and provide support for SEN pupils. Such agencies and support services include specialist teachers and other professionals. The School has a named school nurse from the Mid Essex Primary Care Trust to whom referrals are made in accordance with the Staged Procedure for Assessment. In addition, we have a named Connexions Service Personal Adviser.

The SEN Department works with the following services

Educational Psychology Service;
Behaviour Support Service;
Child & Adolescent Mental Health Service (CAMHS)
SEN and Children with Additional Needs (SENCAN);
Connexions;
Physiotherapy;
Occupational Therapy;
Educational Welfare Service;
TASCC Team Chelmsford North
YMCA
Sycamore Counselling
Catch 22;
Local Delivery Group Chelmsford North (LDG)
Essex Young Peoples Drug and Alcohol Service (EYPDAS)
SENCAN Specialist Team – staff specialising in supporting pupils with:

- hearing impairment
- visual impairment
- complex learning difficulties
- general learning difficulties
- specific learning difficulties

The School may procure the aid of the above specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources.

Co-operation between the School, the Schools, Children & Families Directorate, the Mid Essex Primary Care Trust and Essex Social Care ensures that we secure the most effective assessment, intervention and deployment of resources for pupils with SEN. The Children Act 1989 and the Education Act 1993 place statutory duties on these agencies to co-operate with the School's and Schools, Children & Families Directorate's requests, unless they consider that the request is not reasonable (with respect to available resources) or that the required help is not necessary for the Schools, Children & Families Directorate to discharge its functions.

EDUCATION WELFARE SERVICE AND ESSEX SOCIAL CARE

Contact is made with Essex Social Care and the Education Welfare Service as appropriate. Such contact and liaison is maintained by the SENCO and named individuals at the respective services. Both the Education Welfare Service and Essex Social Care work with other agencies in order to produce workable action plans. Both services encourage parental involvement in the resolution of any problems or difficulties.

The School's SENCO or designated adult where possible attends a child's care plan review which is co-ordinated by Essex Social Care.

The named Child Protection Officer is responsible for contacting Essex Social Care to register concern about a child's welfare and implementing procedures relating to child protection.

PARENT LIAISON AND INVOLVEMENT

Parents are informed in order that they can fully understand the measures the school is taking – this is particularly important during assessment and subsequent reviews. This is particularly relevant when an individual education plan (IEP) is drawn up for each pupil and progress is reviewed regularly. Parents' and pupils' views are invited and highly valued as a contribution to the review process. Parents are always asked to give their consent to consultation with relevant professionals and other agencies.

Parents are encouraged to discuss any problems or concerns with the school. Problems or concerns raised by parents should initially be raised with the pupil's Tutor. After following this line of referral parents can, if still not satisfied, contact the Governors and if they are still not satisfied, may take their concern to the Schools, Children & Families Directorate.

Through the SEN SEF and regular reporting to the Governors throughout the year the effectiveness of provision and any amendments made or proposed are reported. The SEN Policy will be reviewed every 2 years. Parents are encouraged to offer their views on Special Educational Needs provision during the year at SEN Review Meetings, Parent Consultation Evenings or directly to the SENCO.

The School's SEN Policy is available on the School's website.

INSET

INSET provision is the attendance at courses, conferences and meetings concerned with:

- the SEN Code of Practice or other initiatives:
- Professional Development.

INSET provision typically classified as "discretionary", includes:

- attendance at the regional or national conferences and meetings that are of interest and relevance but not to the point where they are deemed to be "essential".
- working with subject specialists on the introduction of new courses into the School's Curriculum
- SEN-mentor training.
- participation in courses leading to the award of a higher degree or other qualification that is of relevance

As a general rule, following their attendance at any INSET activity, SEN staff are required to disseminate any relevant information to their colleagues at a subsequent team-meeting, or by other means. In addition to the range of INSET provision that is external to the School, we provide our own School INSET.