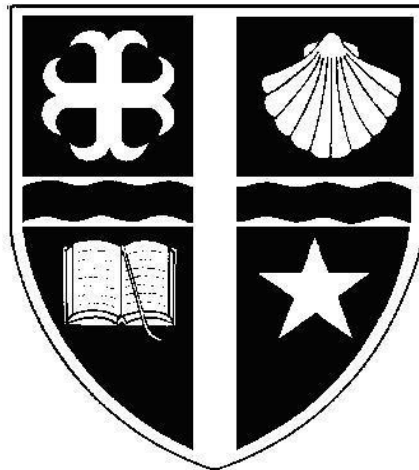


Savio Salesian College



Special Educational Needs and Disability Policy

SENCo: Mrs J. Chandler

Contact: 0151 521 3088

jchandler@saviosalesiancollege.com

Reviewed – December 2015

Savio Salesian College SEND Policy 2015-2016

1. Introduction

We recognise that pupils need to become active participants in their own learning and be encouraged to understand the importance of their efforts and attitudes. Staff in our college promote self-esteem and stimulate interest in many ways through praise, reward and the environment for learning they create. It is intended that, at the later years especially, pupils become responsible for their own work and lines of enquiry. Pupils are seen and valued as individuals in order to foster positive attitudes to their peers and adults. Governors ensure that the principles of equality and fair access are followed in relation to Admissions and other relevant policies and practices.

Statistics show that approximately 20% of pupils experience some kind of special or additional educational need at some stage during their school career i.e. some problem, which will have significantly impacted on their ability to learn and progress.

Bearing this in mind, Savio Salesian College gives as high a priority to SEN pupils as staffing levels and budgetary constraints permit, this being the wish of the Headteacher, Staff and Governors of the school in line with our mission statement.

Legislative Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

Children's and Families Act 2014

Supporting Pupils at school with Medical Conditions 2014

The Equality Act 2010.

The policy is written with reference to the following College policies:

Admissions Policy

Accessibility Plan and Disability Equality Scheme

Equal Opportunities Policy

Safeguarding Policy

2. General Aims for Pupils with Special Educational Needs

Our aims for pupils with Special Educational Needs are the same as for all the pupils attending our college i.e. opportunity to achieve all the following aims in practical terms, having equal access to the full range of activities on offer.

Equal access and participation should not be limited.

Specific Objectives: (for ALL pupils in our care)

- To ensure that every pupil achieves their potential.
- To promote their self-esteem and independence.

- To encourage the development of lively, enquiring minds, the ability to question and argue rationally and to apply initiative.
- To help pupils use language and number effectively.
- To awaken and nurture aesthetic awareness and an appreciation of human achievement.
- To help pupil acquire skills, concepts and knowledge relevant to future life.
- To develop respect for religious and moral values, and a sense of responsibility towards, and tolerance of, other people and their property.
- To create a secure and stimulating environment within our school.
- To develop good home/school links.
- To endeavour to remove barriers to learning.

3. Objectives for SEND Provision

All Staff and Governors will strive to meet the Special Educational Needs of all pupils at the college. This will be achieved by:

- Identifying and providing for pupils who have special educational needs and additional needs
- Admitting all pupils on the basis of the college's published admissions procedures and welcoming all pupils, including those with SEN, on a flexible and an individual basis.
- Enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Assisting teachers to make appropriate provision for all their pupils through the provision of appropriate support, information and advice.
- Developing a partnership between parents, pupils and the college, in which each has an active role to play in the education of special needs pupils.
- Developing a wide community involvement in special educational needs through the multi-agency partnership and other local initiatives to the benefit of pupils.
- The school supporting the local authority in the transition from statements to Education, Health and Care Plans (EHC plans) ensuring that pupils with more complex needs undergo a co-ordinated assessment process and are provided for within the school.

4. IDENTIFICATION OF PUPILS WITH SEND

The Code of Practice identifies four broad areas of special need, under which SEND can be classified:

- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and / or physical needs
- Cognition and learning

Pupils may enter school (at any stage) with special needs. They may have special needs at any one time, several times or throughout their school career for a variety of reasons. The course of an individual pupil's development and the acquisition of certain skills and abilities are not always smooth or predictable, not only because of a particular pupil's characteristics but also because of general conditions to which the pupil might be vulnerable.

Pupils have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. Pupils have learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities provided for pupils of the same age.

The following is not considered a special education need, but a factor which may impact on progress and attainment:

- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Disadvantaged Child Premium
- Being a Looked After Child
- Being a child of Serviceman/woman
- Poor behaviour in itself is not considered a special education need.

All pupils progress at different rates, but where a pupil fails to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the pupil has special educational needs and identify appropriate provision to meet the pupil's needs.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed by teaching staff.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

5. ASSESSMENT PROCEDURES AT SAVIO SALESIAN COLLEGE

Informal assessment

Observation of each pupil's responses and behaviour within the classroom and wider school setting are made by all members of staff and these concerns will be shared with the SENCO, HEAD of YEAR and Form Tutor.

Formal assessment

- Family background (as given by parents)
- Previous schools/pre-school provision
- Yr 7 Numeracy Assessments
- Yr 7-11 Literacy Assessments
- NCT results at Key Stage 2
- Cognitive Ability Tests, taken in Yr 7

- Access Reading Tests
- Lass Test
- Dyscalculia Test
- Single Word Spelling Test
- Salford Reading Test
- Diagnostic Reading Assessment
- Individual personal records containing medical information

If a pupil is found to be experiencing any kind of difficulty, we initially endeavour to identify the specific problem and the reason for it. This may require further consultation with the SENCO and further assessment by the LA Special Needs Advisory Teacher.

6. INTERVENTION

Accurate diagnosis and analysis of difficulties will suggest future action at a level appropriate to the individual pupil and resources available.

It may be, in certain cases that the main problem is failure to master earlier, prerequisite stages. This may necessitate re-teaching at an appropriate level, possibly using a new approach and/or materials or may require the curriculum to be differentiated to a further degree. This may also, in some cases, be achieved by modification to teaching groups, withdrawing individuals or small groups of pupils experiencing similar problems to work with an Advisory Support Teacher or with a Learning Support Assistant and/or the SENCO. This may be a short or long term arrangement depending upon individual needs.

Such interventions may include additional planning or learning programmes delivered by internal staff or external advisory teachers; provision of different learning materials or specialist equipment, additional staff training, and in-class group support on a regular basis. Pupils may spend time in the College's Learning Support Unit, or may be extracted from class for one to one support through the Better Reading Programme, Lexia and/or Wordshark.

If a pupil is experiencing significant, persistent difficulties the pupil's name is entered on SEN Register. Parents / Guardians will be informed when a pupil is placed on the school's SEN Register.

Implementation of the New Code of Practice 2014 at Savio Salesian College

"A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable"

SEND Code of Practice: 0 to 25 years: January 2015

7. GRADUATED APPROACH

Having identified a Special Educational Need we will put into place appropriate support to achieve targeted outcomes. This is described in the new Code of Practice as the Graduated Approach. It has four stages:

- **ASSESS**

We will gather all the information regarding the pupil from all sources available. This will assist us to develop an accurate picture of the pupil's needs, attainment, projected targets, motivators and how the pupil responds to teaching approaches.

- **PLAN**

A support plan will be then put together to outline the methods used in order to achieve specific outcomes. The plan could include any or all of the following:

- Quality First Inclusive Teaching approaches identified to enhance the pupils learning.
- Any focused in class support from a Learning Support Assistant will be directed by the teacher with the ultimate aim to facilitate pupil progress and enable curriculum access. Support should be used to develop pupils' independence.
- Proven interventions will be used to identified and achieve specific targets. The result of these interventions will be monitored and recorded.
- Resources to ensure access to curriculum or environment.
- Parents, Carers and the views of the pupil will assist in the implementation of the plan.
- **DO**

Once the plan is started all data will be recorded and the plan will become a working document. This plan will be updated to show progress towards outcomes and / or adjustments made to determine success.

A variety of practitioners may be accountable for elements of the plan. However a person should also be named to manage the plan and be accountable for the review of outcomes.

- **REVIEW**

A timescale will be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review will take place within this timescale in which interventions can be evaluated, along with the views of the pupil and the parents. An amended plan can then be devised, if required, to enable the pupil to achieve their next steps on learning. It may be decided that the pupil has made enough progress to cease the plan.

8. SEND PUPILS AND THE WIDER LIFE OF THE COLLEGE.

As well as accessing the curriculum, SEND pupils are encouraged to play a full role in College life, for example, being specifically invited to join lunchtime and after

school clubs, such as dance, drama, art and ICT. SEND pupils will be able to access activities to supplement the curriculum, e.g. educational visits and residential trips.

9. FURTHER INFORMATION

Parents or school can apply for an Education Health care assessment if the pupil is still not making progress, despite the school having taken relevant and purposeful action over time. In these circumstances the school has exhausted all resources available to them, as mainstream provision.

The Code of Practice suggests that pupils should only be identified as SEN if they do not make adequate progress once they have had the benefit of good quality first personalised teaching. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Savio Salesian College supports teachers with regular training on quality first teaching. The College regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Below are the approaches that are taken in any of our classrooms which support our inclusive teaching practices. The new Code of Practice has identified four areas of need, and here is how at Savio Salesian College, we meet the needs:

1. Approaches to Support Communication and Interaction:

- Visual timetables and supports
- Outcomes modelled and demonstrated
- Clear classroom organisation and structures
- Opportunities to work independently, without interruption
- Time provided for pupils to process language
- Teacher able to access and employ method of communication appropriate to pupil need
- Clear and simple instructions

2. Approaches to Support Social, Emotional and Mental Health Difficulties:

- Tactile sensory objects to calm pupils
- Adult directed time -out and time away strategies
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made
- Positive regular communication with parents
- Personalised rewards and sanctions-including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Class and college mediation strategies
- Clear and understood behaviour policy
- Solution focused approaches
- Approaches that develop emotional literacy
- Positive peer models
- Consistent use of language and expectations.

3. Approaches to Support Cognition and Learning Needs:

- Differentiated curriculum, pertinent to pupils' level of attainment or development, through presentation and/or outcome
- Reading material accessible to pupils
- Pupils can present knowledge/views in a variety of ways
- Assessment for learning concepts – pupil aware of the next steps in learning and how to achieve them.
- Accessibility to personalise learning aids such as word banks, number lines memory prompts, etc.
- Collaborative working opportunities
- Repetition and re-enforcement of skills
- Visually supported learning environments
- Adjustments to alleviate stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

4. Approaches to Support Sensory and/or Physical needs:

- Environmental adaptations to suit cohort or individual pupils
- Access to equipment to ensure mobility
- Awareness of seating positions to take into account sensory difficulties
- Adaptions to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentations of learning
- Effective use of technology

10. LINKS TO OTHER SCHOOL

We endeavour to make the transition from primary school to secondary school as smooth as possible. The SENCO works closely with the Senior Teacher / Assistant Headteacher with responsibility for transition and the SENCOs in associated feeder primary schools.

11. STAFF DEVELOPMENT

The College is committed to developing the expertise of all staff in SEN to enable them to meet the needs of pupils. The Special Educational Needs Co-ordinator will attend relevant In-Service Training and disseminate information to staff. The SENCO will organise internal Inset when appropriate, either personally or with external agencies. The SENCO will make sure that all members of staff are familiar with the system established in college for implementing the Code of Practice and the outside agencies available for support.

12. ROLES AND RESPONSIBILITIES

THE GOVERNING BODY

The SENCO will keep the College Governors informed about any changes, modifications or requirements with regard to SEND in order for governors to fulfil their responsibilities.

Role of the Governing Body

LINK GOVERNOR

The College Governing Body has important statutory duties towards pupils with special educational needs.

- The Governors, working in partnership with the Headteacher, have responsibility for deciding the School's general policy and approach to meet the needs of SEND pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEND.
- Through the school's self-review procedures governors monitor effectiveness of the College's SEND policy and provision.
- All Governors will have an up-to-date knowledge of the College's SEND provision, but Governors will be designated to have specific roles for SEN.
- The Governing Body will report to parents annually on the school's SEND policy.

THE HEADTEACHER

The Headteacher has responsibility for:

- Day to day management of all aspects of the school's work including provision for pupils with SEN provision.
- Informing the Governing Body
- Working closely with the SEN Co-ordinator.

SENCO

Senior Teacher overseeing Inclusion provision: Mrs. J. Chandler

Special Educational Needs Co-ordinator: Mrs J. Chandler - SENCo National Award July 2015

Special Educational Needs Governor:

The SENCO is responsible for the operation of the school's SEN policy; including efficient use of resources in making the appropriate provision for pupils with special needs, and co-ordinates all special needs activity within the college, including co-ordination with other subject and aspect managers.

TEACHERS

Teachers have responsibility for:

- Devising strategies and identifying appropriate methods of access to the curriculum.
- Working with the pupil and providing further help on a daily basis.

- Planning and delivering an individualised programme.

It is important to note that 'All teachers are teachers of special needs'.

LEARNING SUPPORT ASSISTANTS

Learning Support Assistants support the teaching and learning of individuals and groups of pupils throughout the College, particularly:

- Supporting pupils in achieving targets identified in 'Departmental Response'
- Supporting the differentiated provision for groups of pupils through the in-class support programme.
- Delivering the 'Reading Boost Programme'.
- Delivering spelling interventions.
- Delivering Speech and Language interventions.
- Overseeing and implementing the Wordshark spelling computerised intervention.
- Overseeing and implementing the Lexia computerised intervention.
- Completing Assessments such as the LASS Test, the DRA Test, and SWST to assist in the implementation of personalised interventions.

13. MONITORING AND EVALUATING PROVISION

As part of their evaluation of SEN effectiveness the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEN. Success factors will include:

- Early identification of pupils with SEN.
- Pupil view and opinions are taken into account.
- The college and Parents' work in a partnership.
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection.
- The college works in close co-operation with other agencies and fosters multi-agency working.
- Reports by inspectors or others offering external moderation.
- Review of school development plan.
- Annual review feedback from Parents.
- Individual pupils' attainment of the targets, included in IEP's.
- Annual tests/ assessment.
- Achievement in standardised assessment for all pupils and identified SEN pupils in particular.

14. ARRANGEMENTS FOR CONSIDERING COMPLAINTS

If parents wish to make a complaint about the educational provision for a SEN pupil, they are invited to discuss their concerns with the SENCO. If they are still dissatisfied they should follow the College's Complaints Policy as per the College website.

15. PARTNERSHIP WITH PARENTS

The College actively seeks to work with parents and values the contribution they make. We aim to support parental partnership by:

- Ensuring positive attitudes towards parents.
- Ensuring effective communication.
- Acknowledgement of the parents' role as a partner in the education of their child.
- Recording parental views as part of any Review procedure.

The parents of any pupil with either special educational needs or concerns regarding their child's progress are welcome to telephone or visit the college to discuss their concerns with the appropriate member of staff.

16. PUPIL PARTICIPATION

The College acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making process by:

- Listening to and valuing their views.
- Involving pupils in the Review Meetings to discuss progress and future provision.
- Involving pupils in target setting and formation of IEP's
- Record pupils' views as part of any review procedure.
- Effective communication.

17. PARTNERSHIP WITH OTHER BODIES

The College aims to work with other agencies in order to provide an integrated support based on the needs of the pupil. Co-operation between the School, the Local Authority, the Health services and Social Services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEN.

POLICY REVIEW:

This policy will be reviewed on an annual basis but may be amended in the interim in the light of legislative changes.

Next Review: December 2016