



St Mark's C of E Academy Policy

Policy Title	Special Educational Needs Policy	Version No	1
Rationale	<p>At St Mark's Church of England Academy, all pupils have the opportunity to study the National Curriculum. We regard all pupils as having individual strengths and needs and each pupil will be given every opportunity to achieve their potential, academically, socially and emotionally. It is our aim for every pupil to feel equally valued within the Academy community.</p> <p>It is estimated that approximately 20% of pupils may experience learning difficulties at some point during their education. These difficulties may be short or long term and may involve one or more of the following areas: cognitive; emotional and behavioural; communication and interaction; and sensory and physical.</p> <p>Recognising the issues as outlined in the Disability Act and the new Code of Conduct for Special Educational Needs (2001-2002), our admissions policy reflects the desire to include pupils, wherever possible, irrespective of any disability. We will work closely with parents, medical services and any other external agency necessary to ensure that a child entering the academy is able to have the appropriate facilities and support to meet their specific needs.</p>		

Policy Statement

All staff share responsibility for all pupils in their classes, including those with a significantly greater learning difficulty than the majority of their peers, as well as the more able pupils. Each curriculum area's policy document should include a statement of how pupils with Special Educational Needs (SEN) will be taught within that department, including both the teaching methods used and details of differentiation to ensure equal access for all pupils.

In line with the government policy on "Every Child Matters", regardless of their background or circumstances, each pupil will be offered the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Our Special Educational Needs policy aims to meet these targets and ensure full inclusion by;

- Early identification of pupils with special educational needs;
- Enabling all staff to meet identified pupil needs and keep up with developments in the area of special educational needs;
- Making the curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching styles and support strategies;
- Regular liaison with parents and outside agencies.

Wherever possible, pupils with special educational needs will be taught as part of a mainstream class and Teaching Assistants are deployed to support their teaching and learning. Some pupils, however, may at times require more specialised teaching which can be better provided within a small group situation away from the main classroom.

1. The Academy's Provision for Special Educational Needs

Whilst Special Educational Needs are the responsibility of all staff, this work forms part of the wider Inclusions agenda which is the direct responsibility of Ms. L.Peterkin Vice Principal, Inclusions and on a day to day basis is managed by the SENCO, Ms. E.Sadler, who is supported by Mrs. J.Beasley (Inclusions Administrator) and a team of Teaching Assistants:

L.Oatham, V.Ferrante, J.Steer, D.Blake, J.Garman, J.Shah, W.Skorczewski, I.Swan, A.White, D.Edmeades, K.Taylor, C.Winslet, A.Smith, L.Adams and K.Hughes.

Inclusions/EBD is managed by S.Smith and supported by J. Charsley.

EAL is managed by J.Spenceley and supported by S.Jimale, L.Shelton, P.Skerencak, N.Thavabartna and J.Webb.

A) The SENCO, supported by the Inclusions Administrator, is responsible for:

- preparation and review (for the governing body) of the Special Educational Needs policy;
- overseeing the day-to-day operation of the Special Educational Needs policy and special needs resources;
- identification and assessment of pupils' needs (including screening tests, monitoring and evaluation);
- analysing data from a variety of sources to ensure that all pupils on the SEN register make good progress;
- formulating and maintaining the Special Needs Register; placing pupils at the appropriate stage: School Action, Action Plus, Statement;
- ensuring files, including SEN Diary Log Sheet, are kept up-to-date;
- co-ordinating provision for pupils with special needs;
- receiving and collating reports from staff on pupils with special educational needs from Head of House, Pastoral Manager, Coach, subject teachers, Heads of Department;
- writing Individual Education Plans in liaison with other colleagues;
- monitoring and reviewing all Annual Reviews, Transition Plans, IEP reviews of statemented pupils; monitor and review Individual Education Plans of Action Plus pupils; oversee the monitoring and review of Individual Education Plans of Academy Action pupils;
- organising and attending School Action, School Action Plus and Annual Review meetings;
- liaison with parents, outside agencies and primary/secondary/special schools;
- setting up in-class support and withdrawal programmes;
- arranging and supporting basic skills teaching of selected individuals and/or small groups;
- advising on all aspects of differentiation, teaching and learning styles and resourcing;
- contributing to departmental meetings;
- planning and delivering the SEN in-service training of teaching staff; TA induction programmes; TA specific INSET/CPD programmes;
- liaison with the Academy's Examinations Officer regarding submissions for special arrangements

- financial management and monitoring of all Statemented funding, reporting directly to L.Peterkin and J.Sayers (Finance Manager);
- the daily management and deployment of TA's funded by Statemented money;
- planning and monitoring the support programme for all LAC (CRISP).

The role necessitates regularly:

- working in conjunction with Vice Principal (Inclusions) L.Peterkin;
- working with Vice Principal (Teaching and Learning) – J.Meinke;
- working with Vice Principal (Reporting, Recording and Assessment) – C. Lennon;
- working in conjunction with the academy's Inclusions and Pastoral Teams to develop learning programs, re-integration programs and aid review procedures;
- work in conjunction with the academy Child Protection Officer – G.Howford.

B) To support this work, Heads of Department have the responsibility for:

- monitoring implementation of Special Educational Needs (SEN) policy within their subject area;
- nominating a member of the department to act as a link with the SEN department or act as that link themselves;
- ensuring SEN is a fixed item on the agenda for Department meetings;
- ensuring differentiation in schemes of work;
- working with SENCO to adopt best practice for pupils with SEN within the classroom;
- ensuring effective use of Teaching Assistants in provision of class support;
- ensuring discussion of pupils with SEN at every departmental meeting;
- liaison with the SENCO in relation to parental issues;
- ensuring policy documents define departmental policy for meeting the needs of SEN pupils.

C) All subject teachers have the responsibility to:

- be an integral part of SEN procedures; download and refer to pupil IEPs from the SEN site; read the weekly SEN update information sheet following pupil reviews.
- identify pupils requiring support in their classes and consult SEN staff for advice and/or support;
- differentiate activities for all pupils; take note of pupils' preferred learning styles;
- monitor individual progress;
- raise initial concerns at departmental meetings (especially at Action Stage of the Code);
- contribute to review procedures and target setting for Individual Education Plans;
- use any Teaching Assistant fully within the classroom, ensuring that a good working relationship is maintained.

D) All Coaches have the responsibility for;

- monitoring individual progress through student planners, support staff and teaching staff and record information (e.g. grades, reports);
- liaise with appropriate colleagues to formulate, monitor and review pupil progress;
- help with the liaison between academy, parents and external agencies.

E) The Governing Body's duties in this respect are to:

- ensure that the SEN policy is available to those in receipt of the prospectus and included in the academy policy handbook;
- report annually on the success of the SEN policy;
- do their best to ensure that SEN provision is made, as appropriate, by appointing a Governor with specific responsibility for SEN.

F) The Executive Principal, Peter Evans and The Associate Head, Esther Holland maintain overall responsibility for all special educational needs matters.

2. Implementation and working practices

A) New Admissions and SEN

Wherever possible, pupils with SEN are identified upon admission. Normally, prior to entry, SEN information is requested from the feeder primary schools. The SENCO or SEN Administrator will visit each school to discuss with staff the progress of pupils with SEN. Assessments are made of pupils' difficulties on this or subsequent visits. Pupils' needs are also identified through medical records and through discussion with parents. The SENCO will provide staff with information that will aid the pupils' induction in September. Individual Education Plans will be created and circulated to all staff electronically, in preparation for the forthcoming academic year.

When pupils join us during the academy year, the SENCO works directly with the Admissions Officer (Y.Bull) to ensure that full discussion with parents and any other relevant agencies give us as much information as possible about the specific needs of any new pupil. All SEN information available to us is shared with colleagues within the first two weeks of a pupil joining us.

Visits to the Academy are encouraged by all transferring pupils.

B) SEN Documents

- **The SEN Register** is available to all staff and is updated three times a year.
- **Statements of Special Educational Need** are held in pupil's SEN files in the Individual Learning Office and can be accessed by staff at any time. These files can only be read on the premises.
- The specific difficulties of individual pupils are summarised on their **Individual Education Plans**.

C) Utilisation of Teaching Assistants;

Individual subject teachers will provide the support required for both the more and less able pupil largely by the provision of differentiated material. They are invited to consult the SENCO and Teaching Assistants on methods of adapting the content and delivery of their lessons to meet the needs of pupils with SEN.

Teaching Assistants are timetabled judiciously to support pupils with SEN but pupils with Statements are a priority. Pupils within KS4 receive support flexibly, where most needed; this timetabling is made in conjunction with requests from staff and submitted to SENCO via heads of Department.

In our Academy we try to ensure that all pupils have full access to the National Curriculum by adjusting:

- teaching styles
- presentation of tasks
- the difficulty of the tasks given
- the amount of initial teacher input
- the amount of adult support
- the ways in which our pupils can respond and give evidence for their learning, e.g. use of tape recorder, more structured worksheets, etc.
- the groupings within the classroom

However, certain pupils are taught in highly differentiated settings in order to give them every opportunity to work towards expected national curriculum levels.

Where pupils receive in-class support, Teaching Assistants try to help **all** pupils in the class, whilst still ensuring identified individuals obtain the help necessary to participate fully in the lesson. In this way, pupils do not feel isolated. Similarly, where pupils are given differentiated tasks, all teachers are sensitive to the feelings of those pupils and make absolutely sure that pupils do not suffer embarrassment. All Teaching Assistants aim to work towards reducing the level of support given to pupils by moving them towards increasing independence.

D) Examination Arrangements

Arrangements are made for pupils on the SEN Register to receive appropriate support during any end of unit tests. Additional help with GCSEs and other external examinations, that may include additional time, a reader, help with writing, etc. is also provided for identified pupils. After consulting with the Examination Officer, the SENCO may also apply to examination boards, usually for those pupils who have a statement of SEN, to be considered for special arrangements for external examinations.

E) Assessment within SEN

The Special Needs Department uses the following methods and tests to help in the assessment and monitoring of the Special Educational Needs of our pupils:

- Hodder – Graded Word Spelling Test
- NFER Group Reading Test (C & D)
- Bangor Dyslexia screening and assessment
- Reports from relevant outside agencies.

Pupils who are assessed as needing intensive Literacy or Numeracy support are put through the SuccessMaker programme, which is monitored by the SuccessMaker Manager, J.Garman. Additional Literacy and Numeracy support is also offered within the academy through a number of different programs.

Pupils are encouraged to be involved in discussions about the difficulties they are experiencing and are involved in setting and reviewing their own targets. We have a range of home-academy monitoring strategies including personal organisers, termly effort grades .

3. Continual Professional Development

Within our department we have an on-going commitment to CPD. Staff training is provided to all Teaching Assistants via a variety of formal and informal methods. These include:

- curriculum development work as a planned part of the academy's INSET Plan;
- induction of new staff and newly qualified teachers; an SEN Guidance booklet is available from the SENCO, which answers important questions;
- training of Teaching Assistants;
- performance management program for TAs;
- SEN Department Meetings;

Both teaching and support staff are given opportunities to attend relevant SEN courses provided by the Borough Councils, outside agencies as well as in-house training to update skills and knowledge in Special Educational Needs.

Staff training also happens informally through the day-to-day contacts between staff.

4. Partnerships

To enable continuity of learning for pupils transferring from primary to secondary academy, we maintain close links with our feeder primaries. When a pupil transfers from primary or between secondary schools, the SEN file is passed to the SENCO who disseminates information.

To support pupils with SEN prior to leaving the Academy, we work with Connexions to provide a specific careers programme for pupils with special needs from Year 9 onwards. We also liaise with the local further education colleges and training agencies. Visits and information are exchanged at transition times.

Our Academy regularly utilises the outside support and facilities of the following external agencies:

Educational Psychology Service, Emotional and Behavioural Support Service, Advisers and Advisory Teachers, Sensory Impaired Service, Speech and Language Therapy Service, Social Services, Educational Welfare Service, CAMHS

Parents and carers of students with SEN are consulted regularly. We value parents' comments on:

- how we can help them feel more confident in their contact with us, whether in formal meetings and parental interviews or in informal contact with the staff;
- ways in which we can improve our arrangements for recording and acting on concerns;
- our procedures for involving them when a concern is first expressed in academy;
- our arrangements for incorporating their views in assessment and subsequent reviews.

If a parent has a special need or concern that has not been noted in the academy they should, in the first instance, contact the SENCO. If the concern is not resolved to the satisfaction of the parent or SENCO it will be directed to the Vice Principal (Inclusions). If a concern is not resolved it may be necessary, and parents have the right to ask, for an examination of the complaint by the Governing Body.

Details of whom to contact within the appropriate Borough Councils can be found in the SEN Services Administration Directory.

The SEN Tribunal considers appeals against the decisions of Borough Council about a pupil's Statement of SEN. (SEN Tribunal, 71 Victoria Street, London SW1 - Tel 0171 925 6925)

5. Criteria for Success

In meeting the needs of the children with Special Educational Needs, the policy is effective when:

- pupils are quickly identified and assessed;
- a complete and accurate Register is kept of pupils receiving help;
- pupils are placed at the relevant stage and there is evidence of appropriate movement between the stages;
- well-defined and realistic Individual Education Plans are produced;
- staff are confident in dealing with pupils with special educational needs in their lessons;
- there is evidence of integration and pupils have access to the whole curriculum;
- there is evidence of differentiation within the ordinary classroom;
- there is evidence of improvement of basic skills;
- pupils achieve to the best of their ability;
- support staff are deployed effectively and efficiently;
- outside agencies are contacted as soon as it is deemed necessary;
- the atmosphere is one in which pupils' individual differences are recognised and valued;
- parents are involved early in helping their child overcome difficulties.

Staff Responsible			
School Group Responsible			
Date approved by Government body		Review Date	