

Canons High School Special Educational Needs and Disability Act Policy

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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

Pupils have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age,
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

A *disabled person* is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. This effect must be:

- Substantial (that is more than minor or trivial); and
- Long term (that is, has lasted or is likely to last for at least a year or for the rest of the life of the person affected); and
- Adverse.

Disabled pupils may also have special educational needs. The definition of children with learning difficulties includes children with a disability where any special educational provision needs to be made. It means that children with a disability have special educational needs if they have any difficulty in accessing education and they need any special educational provision to be made for them, that is, *additional to or different from* what is normally available in schools in the area.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1993 Education Act, section 156)

Pupils 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.

Canons High School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

The Learning Development Department has a mission statement drawn from the school's aims, which contains the guiding principles of the SEN policy:

We are committed to ensuring that all students have access to a broad, balanced and relevant curriculum. We acknowledge students' strengths as well as their difficulties. We aim to provide the support necessary to empower students to take responsibility for independent learning, thereby enabling them to experience success at Canons and beyond.

THE SEN AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum (see note under the range of provision) appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

The SENDA Policy

The policy was developed by:

- The Learning Development Department
- The staff of the school
- The Governing Body.

The SEN policy upholds and supports all other policies in school e.g. the Positive Behaviour Policy, Equal Opportunities Policy. The staff is committed to the policy as it reflects our school ethos and way of working. The School Improvement Plan has specific SEN objectives both in the whole school and department/team sections.

STAFFING

The SEN team of the school is shown on the diagram on the next page. The Special Education Needs Co-ordinator (SENCO) is Jill Aitken. The Special Needs Governor is Audrey Brightwell.

ADMISSIONS

The Governing Body has resolved that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that *'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (CoP 1:33)

The Governing Body has resolved that the admissions criteria should not discriminate against pupils with a disability and has due regard for the practice advocated in the Code of Practice from the Disability Rights Commission in response to the Disability Discrimination Act 1995: Part 4.

INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SENDA policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN, including pupils with disabilities.

EVALUATING THE SUCCESS OF OUR SENDA POLICY

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives, which are given under 'THE SEN AIMS OF THE SCHOOL' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting IEP targets
- Use of standardised tests
- Evidence generated from IEP review meetings
- The link governor at the regular meetings with the SENCO. The governor will report annually to the Governors. In the first instance, the report will be made to the Curriculum Committee.

ALLOCATION OF RESOURCES

The school budget allocation for SEN for the year 2007 to 2008 is £421920. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. Additional funds delegated/devolved in the same year to meet the needs of pupils with Statements of Special Educational Need amounted to £44657.

IDENTIFICATION, ASSESSMENT, AND PROVISION

At Canons High School we have adopted a whole- school approach to SEN policy and practice. Pupils identified as having a disability and/or SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice 2002 makes it clear that

All teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by LSA/teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools, such as Cognitive Abilities Tests (CATs), standardised reading tests.
- Records from feeder schools.
- KS2 SATS results
- Information from parents obtained at the 1:1 interview

SEN provision

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For pupils with identified SEN the Headteacher, SENCO, LSAs, literacy and numeracy co-ordinators, and pastoral colleagues will:

- Use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum. A

differentiated curriculum is one which aims to make the national curriculum accessible to the members of a mixed ability group. Examples are to require spoken rather than written answers, a series of drawings/mind maps instead of prose. The work provided may be a cloze (fill in the gaps) exercise or working with other students in mixed ability groups.

- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance
- Attendance at a specialised unit within the school, full- or part-time
- Support from specialists within class or as part of a withdrawal programme
- Small group or 1:1 intensive literacy support.

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training, or employment

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support were needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment.

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies such as Connexions Service

GENERAL LEARNING DIFFICULTIES

The SEN Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on a par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to pupil and parents
- Is likely to result in accreditation in F.E., training, and/or employment
- Is likely to result in usable levels of skills

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene through School Action and School Action Plus as described below.

SCHOOL ACTION

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

USE OF SUPPORT STAFF WITHIN SCHOOL ACTION

SEN teachers: work in mainstream classes, withdraw small groups and work individually with students.

SEN LSA: work in class and with small groups

NATURE OF INTERVENTION

The SENCO in collaboration with the subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

INDIVIDUAL EDUCATION PLANS

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review

- Success and/or exit criteria
- The outcomes recorded at review

We are currently reviewing the format of the IEP we use.

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

REVIEWING IEPs

IEPs will be reviewed twice yearly, one of them coinciding with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

SCHOOL ACTION PLUS

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with parents at an IEP review undertaken within School Action. External support services will advise on targets for a new IEP and provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by

the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Action and School Action Plus
- The pupil's IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher/subject teacher with appropriate additional support where specified

REVIEWS OF STATEMENTS

Statements must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The Headteacher will organise these reviews and invite:

- The child's parent

- The child if appropriate
- The relevant teacher
- The SENCO
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 9 reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the Connexions Service. The school recognises that the responsibility for such Transition Plans lies with these specialist services/the Headteacher.

With due regard for the time limits set out in the Code, the Headteacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN.

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services, Connexions PA, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed

- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

THE ROLE OF THE SUBJECT TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop IEPs for SEN pupils,
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO/SEN team
 - Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

SEN INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. LSAs' requirements in supporting pupils' needs will be considered frequently. The School's INSET needs will be included in the School Development Plan

PARTNERSHIP WITH PARENTS

Canons High School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The school considers parents of SEN pupils as valued partners in the process. Depending on age and appropriateness, SEN pupils will also be encouraged to participate in the decision-making processes affecting them.

The school will make available, to all parents of pupils with SEN, details of the parent partnership service available through the LA. The SEN Code of Practice outlines that

'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus. If a parent is unhappy about the application of this policy to their child's education provision they should, in the first instance, talk to the Head of Learning Development to try to resolve the matter.

In the unlikely event that the parent is still dissatisfied, they should seek an interview with the Headteacher. Any final appeal within the school would be heard by a panel of three governors, chaired by the SEN link governor.

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The Connexions Service
- The LA
- Specialist services
- The business community
- Education Welfare Officers
- Social Care
- Friends of Canons High

SENDA POLICY REVIEW

The school considers the SENDA Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

The information in this policy is taken from Special Educational Needs Code of Practice. DfEE 581/2001 November 2001 available from DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottinghamshire, NG15 0DJ 0845 60 222 60.

Glossary of abbreviations

AD/HD	Attention Deficit / Hyperactivity Disorder
ADD	Attention Deficit Disorder
AR	Annual Review
AFASIC	Association for all Speech Impaired Children
AT	Attainment targets
CDT	Craft, Design and Technology
EBD	Emotional and Behavioural Difficulties
Ed Psych / EP	Educational Psychologist
EAL	English as an Additional Language
EWO / ESW	Education Welfare Officer / Education Social Worker
GCSE	General Certificate of Secondary Education
HI	Hearing Impairment
HOLD	Head of Learning Development
HoY	Head of Year
IEP	Individual Education Plan
ICT	Information and Communication Technology
INSET	In-Service Training
LA	Local Authority
LMS	Local Management of Schools
LSA / LA	Learning Support Assistant
MFL	Modern Foreign Languages
MLD	Moderate Learning Difficulties
OFSTED	Office for Standards in Education
PSHCE	Personal, Social, Health and Citizenship Education
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SENDA	Special Educational Needs and Disability Act
SENCO	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team
SA and SAP	School Action School Action Plus are stages of the Code of Practice. SA is school based, SAP is the use of external professionals, and then there is a statement.

**SpELD
Statement**

Specific Learning Difficulties
A statement of special educational need.