

Castle School



SPECIAL EDUCATIONAL NEEDS POLICY

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THE CASTLE SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY



Date: February 2012

Person responsible: Assistant Headteacher

1. Introduction

1.1 School Context

The Castle School is a larger than average 11-18 community comprehensive with 1780 students on roll including a Post-16 centre of 390. Over 250 students are on the Special Educational Needs Register. 52 have statutory statements of Special Educational Needs. The Faculty of Learning Support is housed in specialist accommodation comprising three classrooms and a number of smaller spaces for 1:1 and small group work. There are four teachers, 39 LSAs and a leadership team of 7. The school is a Visual Arts College and a SSAT SEN (Cognition and Learning) specialist school. It holds BSQM 4 and is a centre of excellence for ASDAN CoPE.

1.2 The school is committed fully to policy and practice which enables the inclusion of all students irrespective of their Special Educational Needs and Disabilities (SEND).

2. Immediately related policies

Equal Opportunities

3. Governors' Policy Statement

3.1 We endeavour to achieve the inclusion of all students, whilst meeting their individual needs. Teachers are expected to provide differentiated learning opportunities for all students and provide materials and activities appropriate to their interests and abilities. This ensures that all students have a full access to the school curriculum.

3.2 We make a clear distinction between underachievement; often caused by a poor early experience of learning, and Special Educational Needs. Some students in our school may be underachieving but will not necessarily have a Special Educational Need. It is the school's responsibility to ensure that appropriate interventions are put in place to help students catch up. Other students will have genuine Special Educational Needs and although they may lead to lower attainment, they should not lead to underachievement. It is the school's responsibility to ensure that students with Special Educational Needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes which address the root causes of any learning difficulty, are essential ingredients of success for these students.

4. The aims of this policy are:

- a. To provide curriculum access for all
- b. To promote high levels of achievement for all
- c. To meet individual needs through a wide range of high quality provision
- d. To plan provision carefully and accurately for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to outstanding learning outcomes.
- e. To ensure a high level of staff expertise to meet students' needs, through well targeted continuing professional development.
- f. To work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a high quality integrated approach to meeting the needs of all vulnerable learners.
- g. To work effectively with all other agencies supporting students and their parents.
- h. To give parents and carers opportunities to play an active and valued role in their child's education.

5. Involvement of Students

We aim to involve fully all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- (for some students with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

6. Leadership and Management

The Headteacher and the governing body delegate the responsibility for the implementation of this Policy to the Special Educational Needs Coordinator (SENCo). The SENCo is responsible for reporting regularly to the headteacher and governor with responsibility for SEND, on the effectiveness of this policy and the achievement and progress of students with SEND.

All staff in school have a responsibility for maximising the achievement of vulnerable learners. The school supports fully the key principle of the Special Educational Needs Code of Practice that; **All teachers are teachers of special educational needs**. Staff are expected to be aware of their responsibilities towards all vulnerable learners and show a positive and sensitive attitude towards all students at all times.

6.1 Responsibilities of the Headteacher

- a. the Headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn
- b. the Head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCo) who is assisted by the Head of Learning Support.
- c. the Headteacher and School Leadership Team will be informed of the progress of vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners
 - progress meetings with individual teachers
 - regular meetings with the SENCo/Head of Learning Support
 - discussions with students and parents

6.2 Responsibilities of the Special Educational Needs Coordinator (SENCo)/Head of Learning Support

In line with the recommendations in the revised Code of Practice 2001, the SENCo/Head of Learning Support will oversee the operation of this policy through:

- a. maintenance and analysis of whole-school provision map for vulnerable learners
- b. maintenance of a Register of students with SEND
- c. coordinating provision for students with SEND
- d. liaising with and advising teachers
- e. managing other LSAs involved in supporting vulnerable learners
- f. overseeing the records of all students with SEND
- g. leading the in-service training of staff
- h. implementing a programme of Annual Reviews for all students with a Statement of Special Educational Needs.
- i. carrying out referral procedures to the Local Authority
- j. overseeing the smooth running of transition arrangements and transfer of information for Year 6 students on the vulnerable learners' provision map.
- k. evaluating regularly the impact and effectiveness of all additional interventions for vulnerable learners (including those with SEND).
- l. liaising with parents/carers and families of students on the SEN register.
- m. liaising closely with a range of outside agencies to support vulnerable learners, such as EP, CAMHS, CYPS and SEN section.

7. Admission Arrangements

No student can be refused admission to the school on the basis of his or her Special Educational Needs. In line with the Equalities Act 2010, the school will not discriminate against disabled students and we will take all reasonable steps to provide effective educational provision.

8. Complaints

If there are any complaints relating to the provision for students with SEND these will be dealt with in the first instance by the student's teacher, form tutor or Leader of Student Progress. Then if unresolved, they will be dealt with by the SENCo/Head of Learning Support. In the case of a continuing unresolved complaint, the issue should be referred to the Headteacher and if necessary to the Governing Body, following the school's Complaints Procedure.

9. Provision

It is expected that all students will experience well-differentiated, *Quality First* teaching. Vulnerable learners will in most instances be included on the SEND provision map. Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with SEND. The school provides a wide range of interventions for students at this stage as well as Wave 3 interventions for students with Statements.

10. SEN Register

Only the school's SENCo has the authority to place a student on or remove a student from the SEN Register. This is statutory authority independent of the Headteacher or the Governing Body

- Students will be placed on the school's SEN register when it is clear that their needs require intervention which is **"ADDITIONAL TO OR DIFFERENT FROM"** the differentiated curriculum offer for all students in the school. This is the most crucial area of the legislation.
- Under-achieving students and students with EAL who do not have SEN will not be placed on the SEN register.
- In keeping with all vulnerable learners, intervention for students on the SEN register will be identified and tracked using the provision map.

11. Statements of Special Educational Needs

- Students with a Statement of SEN will have access to all arrangements for students on the SEN register (above) and, in addition to this, will have an Annual Review of their statement.
- Our Annual Review procedures comply fully with those recommended in Chapter 9 of the Special Educational Needs Code of Practice and with LA policy and guidance - particularly with regard to the timescales set out within the process.

12. Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO/Head of Learning Support
- assessment of progress made by vulnerable groups
- work sampling
- scrutiny of planning.
- teacher interviews with the SENCo
- feedback from all staff
- student interviews
- meetings about students' progress between the SENCo/Head of Learning Support and the Head teacher
- Headteacher's report to parents and governors.