

# **SWANMORE COLLEGE OF TECHNOLOGY**

## **SEN (Special Educational Needs) Policy**

In accordance with the 2002 Special Educational Needs Code of practice this policy outlines the implementation of special educational needs provision within the College. The policy should be read alongside other policies dealing with for example behaviour, assessment, child protection, equal opportunities, bullying etc.

Swanmore College of Technology values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. Our policy is based on the belief that all pupils should be valued equally, regardless of their abilities and behaviours; that all pupils entering the college, whatever their needs, should be able to participate fully in both the requirements of the college curriculum and the general life of the college, and that all pupils should have every opportunity to develop to their potential.

We believe that this happens best when our response to meeting the needs of pupils with SEN is an inclusive, whole college response with everyone involved. At Swanmore all teachers teach pupils with SEN.

### **The SEN Aims of the College**

- To ensure that all pupils have access to a broad and balanced curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their college career.
- To ensure that SEN pupils take as full a part as possible in all college 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
- To ensure a smooth transition to further education or employment.

We recognise that many pupils will have special needs at some time during their college 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**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

#### **A child has learning difficulties if he or she:**

- Has a significantly greater difficulty in learning than the majority of children of the same age

- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA.
- Is under compulsory school age, or would be if special educational provision was not made for the child

#### **Special education provision means:**

- 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. (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Swanmore College of Technology 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.

#### **Staffing**

The Learning Support team within the college comprises of:

The SEN Coordinator (SENCO) is Ms Mandie Miller who is responsible for coordinating the day to day provision for pupils with SEN in the college. The Headteacher and Governors have ultimate responsibility for SEN. There is a named SEN Governor.

The rest of the department comprises of a team of Teaching Assistants, including three posts with specific responsibilities within the areas of curriculum support, behaviour management and administration.

#### **Admissions**

The Governing Body believes 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)

#### **Inclusion**

This policy builds on our college's inclusive practice which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN 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.

Close liaison with our feeder schools prior to admission is maintained to ensure maximum information is obtained, enabling the Learning Support Department to have in place specific strategies to meet individual needs, if necessary. (Please refer to Hampshire County Council's statement "The Disability Act in Schools"- Appendix 1)

#### **Evaluating the Success of our SEN 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 COLLEGE' at the beginning of this policy.

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

- Teachers
- Parents
- Pupils
- External professionals

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 Annual Review meetings as well as IEP review meetings

### **Allocation of Resources**

The college budget undertakes to commit income for SEN from:

- Stepped funding through Hampshire's SEN audit
- The College's own delegated budget
- Funding allocated to pupils who have low incident statements
- The Standards training fund
- The Standards Fund grants for SEN and LSAs.

### **Identification, Assessment and Provision**

At Swanmore College Of Technology we have adopted a whole- college approach to SEN policy and practice. Pupils identified as having 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 college

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 college will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Liaison with feeder schools
- Pyramid links, particularly in the transition from primary to secondary
- Liaison with parents and outside agencies

- Liaison with departments through the college network of department learning support reps, year heads and tutors.
- Evidence obtained by 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.

All Year 7 pupils are screened on admission to the college using spelling and reading comprehension tests.

In addition the Learning support department use a variety of individual and group diagnostic assessments to identify more specific areas of difficulty with learning in greater detail. the college can refer pupils to an appropriate specialist for more detailed assessment and diagnosis (e.g. The Educational psychologist, Clinical psychologist, specialist teacher adviser).

### **SEN Provision**

On entry to the college 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, 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 college are:

- Full-time education in classes, with additional help and support by subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher or Teaching Assistant.
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme
- Intensive, structured "catch up" programmes e.g. Accelerated/Accelerwrite, Phonological Awareness Training, Successmaker etc.
- Individualised home/college support packages.
- Flexible study skills support. (Mainly for key stage 4 pupils.)
- Prefect reading support groups for Year 7 pupils.

The college has no specialism or special units.

### **Facilities which Increase or Assist Access to the College by Pupils who are Disabled**

The college buildings are only partially accessible for wheelchair access. The college works closely with outside agencies to assess individual needs and to ensure that appropriate support and resources are made available in order to provide the best educational opportunities for all pupils. The college is mindful of the SEN and Disability Act of 2001 (see [www.hmso.gov.uk/acts](http://www.hmso.gov.uk/acts)) and the college duties in relation to the Disability Discrimination Act of 1995 ensuring that pupils with a disability are not discriminated against.

### **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 is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the college 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 college also recognises that parents have a right to request a Statutory Assessment.

### **Record-Keeping**

The college 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 college 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

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the college 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 college 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**

SENCO time is used to monitor the delivery of individual or small group intervention programmes, offer teachers advice about a pupil's needs, differentiation etc, carry out more in depth diagnostic assessments, to monitor delivery of individual programmes/study skills, to set up and monitor home/college support programmes as well as observing and monitoring pupil progress.

SEN LSA provision is used mainly to support SEN pupils within the curriculum. Individual LSAs have received training to deliver individual or small group support programmes. These programmes include behaviour management, social use of language, speech and language support and a range of literacy and numeracy catch up programmes. Currently two LSAs have received training in the modification of materials and support of pupils with a visual impairment.

LSAs have subject specialisms and to a degree pupils receiving in class support will be supported by a number of LSAs across the curriculum.

LSAs also play an invaluable role in the departments on going programme of observation and monitoring of progress, particularly in relation to IEPs. In addition three LSAs hold scale posts for specific responsibilities within the department in the areas of curriculum, behaviour and administration.

## **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 LEA 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

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

## **Reviewing IEPs**

IEPs will be reviewed at least twice yearly, one of them coinciding with college mentoring days or IEP days. The college will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Pupils will be actively involved in setting, monitoring and reviewing their targets. Pupils will carry a copy of their IEP targets in their planners so that they are accessible to parents and subject teachers. Each SEN pupil's profile, detailing their specific needs, strengths, concerns, and specific advice on teaching strategies is available to all members of teaching staff.

## **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 college may well request direct intervention/support from a specialist/teacher.

### **Request for Statutory Assessment**

The college will request a Statutory Assessment from the LEA 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 college 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 LEA considers the child requires provision beyond what the college can offer. However, the college 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 subject teacher with appropriate additional support where specified

### **Reviews of Statements**

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

- The child's parent
- The child if appropriate
- The relevant teacher
- A representative of the LEA
- Any other person the LEA 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 college recognises that the responsibility for such Transition Plans lies with these specialist services and the Headteacher.

With due regard for the time limits set out in the Code, the Headteacher will send a report of the annual review meeting along with any supporting documentation, to the LEA. The college recognises the responsibility of the LEA 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 college'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, LEA support services, Health and Social Services, Connexions PA/Careers Service, and voluntary bodies.

### **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 college 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 College's SEN Policy including the allocation of resources from the college'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 College'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
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP including setting subject specific targets
- Developing constructive relationships with parents
- Being involved in the development of the college's SEN policy

### **The Role of the Headteacher**

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the college including the SEN provision
- Keeping the Governing Body well informed about SEN within the college
- Working closely with the SENCO/ Learning support team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the College 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 College Development Plan. The college provides a comprehensive package of in service training, which ranges from whole staff training days, twighlights and the provision of funding for individual staff to attend relevant courses or purchase tailor made courses from HIAS.

All new members of staff within the Learning support Department follow an initial induction programme, which includes a period of work shadowing. Newly qualified teachers and teachers in training are provided with training and information about pupils with SEN and the role of the Learning Support Department.

All LSAs are encouraged to complete a Nationally recognised qualification in Learning support and/or the LEA approved induction for new LSAs and furthermore to attend specialised courses to enhance their support role in the college.

### **Partnership with Parents**

The college 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 college 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 college considers parents of SEN pupils as valued partners in the process. SEN pupils will also be encouraged to participate in the decision-making processes affecting them.

The college will make available, to all parents of pupils with SEN, details of the parent partnership service available through the LEA. 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 College's complaints procedure is outlined in the college prospectus. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

### **Links with External Agencies/Organisations**

The college 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
- Education other than at school
- Occupational therapy
- Outreach from special schools
- Child guidance
- Adolescent Mental Health service
- Advisory service for Traveller Education

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

- The Connexions Service
- The LEA
- Specialist services
- The business community
- Education Welfare Officer
- Social Services
- Friends of the College/PTA
- The parent partnership service

### **SEN Policy Review**

The college considers the SEN 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 College Development Plan.

**Policy Date: September 2010**

**Review Date: September 2011**