

## Policy Statement for Special Educational Needs

This policy statement presents a true and accurate reflection of current practice in the area to which it relates. Its review forms part of our continuing process of school improvement taking the school forward and is informed by local and national needs and developments.

### 1. Policy Statement

KECHG School believes that all children with special educational needs must have their needs addressed and they should have the greatest possible access to a broad and balanced education including the National Curriculum. It is felt that most children with special educational needs, including those with statements, should be educated in mainstream schools alongside their peers. KECHEG School believes that it is important to consider the views of children and that their opinions will be taken into account. Furthermore, KECHEG School understands the vital role that parents have in supporting their children's education and actively seeks to foster good home-school liaison.

### 2. Objectives

To ensure that pupils with special educational needs receive a broad and balanced curriculum.

To provide an inclusive school environment for all pupils whatever their learning needs.

To monitor the SEN data base ensuring an effective match to school SEN provision/resources across the whole school and to use this information to inform INSET needs of staff.

To use the Graduated Approach from the Code of Practice to meet a pupil's special educational needs.

To have an efficient referral and diagnostic system.

To involve parents/guardians in the provision of the best possible learning opportunities.

To ensure that liaison with parents/guardians is of the highest standard and that parents are fully informed and involved in decisions concerning their daughter.

To have good working links with other professional agencies.

To involve subject teachers, parents and pupils in developing their own Individual Education Plans.

To monitor and review pupil's progress and ensure a continuum of provision.

To ensure that pupils with SEN enjoy the same resources as other pupils, in addition to specialised resources and equipment, including IT to meet their specific needs.

### 3. Management of Special Educational Needs

The school has a designated governor, Mr F. Kinkhabwala with responsibility for special needs.

The school has a designated Deputy Head Teacher, Mrs L. Johnson with management responsibility for special needs.

The school has a Special Needs Co-ordinator (Senco), Mr J. Marcetic; he is responsible, under the management of Mrs Johnson for:

- a) The day to day implementation of the school's SEN policy
- b) Co-ordinating provision for pupils with special needs
- c) Maintaining a SEN register and overseeing the records of identified pupils
- d) Liaising with and advising staff
- e) Contributing to the in-service training of staff
- f) Liaising with and advising parents/guardians including the reviews of registered pupils
- g) Liaising with and advising external agencies
- h) Liaising with the school's Learning Support Officer

The Senco will liaise with Heads of School to ensure that pupils with emotional, behavioural or medical difficulties are appropriately placed on the SEN data base and supported accordingly. Agreed documentation will be used.

#### 4. Whole School Response to SEN

Departmental schemes of work and assessment will reflect agreed aims and objectives, particularly those concerned with differentiation, equality of opportunity and progression.

#### 5. SEN Staged Procedures

The school will follow agreed guidelines as indicated by the following:

- a) Initial information - gathered by staff from interview, primary records and any assessments
- b) School Action - pupils supported either in class, in extra sessions or on a withdrawal basis as far as resources allow and according to LEA guidelines
- c) School Action Plus - outside agencies consulted. Criteria for special provision (CRISP) completed where necessary. Pupils supported either in class, in extra sessions or on a withdrawal basis as far as resources allow and according to LEA guidelines
- d) Production of High Focus Individual Education Plans and Proposed Provision Plans
- e) Statutory Assessment - pupils carrying a statement will be supported in the remit of the statement

These are working criteria and will be reviewed regularly to ensure appropriate intervention and support within the limits of available resources, the priorities established by the Senco and the requirements/guidelines provided by the LEA. The work and progress of all registered pupils will be reviewed twice yearly.

The school will support the LEA's annual SEN audit and CRISP records will be returned to the LEA.

Statemented pupils will be supported as is appropriate to their needs.

Parent/guardian involvement and partnership in the process of teaching and learning is essential. Consultation and review are the mechanisms whereby

parents/guardians will participate in the work of the school. The Code of Practice is seen as empowering staff, pupils and parents/guardians to work closely together to achieve the objectives outlined above.

#### 6. Admissions Arrangements

Admission is by selection test. No pupil is refused admission on the grounds of race or SEN having gained a place after sitting the entrance examination. The school adheres to the Disability Discrimination Act.

#### 7. Allocation of Resources

The commitment to addressing the needs of all our pupils can be seen by the investment made in terms of time, staffing and resources. The school is committed to the provision of resources for pupils with special educational needs with the budget set by the *Governors*.

#### 8. Identification and Assessment

Parents, teachers and outside agencies can identify a pupil with special educational needs. It is important to get a complete picture of the pupil and prioritise her needs. These difficulties may be general, specific, emotional and behavioural, physical, visual, speech and language or medical. Students whose overall attainments or attainments in specific subjects fall significantly outside the expected levels for the majority of their peers against the National Curriculum descriptors may have special educational needs. Subject teachers should set smart targets and implement strategies for improvement.

#### School Action

School Action arises from the teacher's or others' concerns underpinned by evidence about a student who makes little or no progress despite targeted teaching approaches or provision of specialist equipment. It could be that a student presents persistent emotional and behavioural difficulties, which are not alleviated by the behaviour management techniques employed in the school. When a pupil is identified as having special educational needs, the school will provide interventions that are additional to or different from those provided by the usual differentiated curriculum.

Information is collected from teachers, Senco, parents and any other professionals working with the pupil in health or social services with the parent/ guardian's agreement.

School Action might include:

- Different learning materials
- Special equipment
- Individual or group support
- Staff training in more effective strategies
- Advice from LEA support teams
- Adult time to plan interventions and/or monitor progress

An Individual Education Plan (IEP) is drawn up and reviewed at least twice a year and will involve the Senco, parents and pupil. Teaching staff will be made aware of the targets in the IEP.

School Action Plus

A new IEP is drawn up if no progress is made after two terms. The Senco will consult the area team and determine whether Action Plus is appropriate or recommend further strategies with regard to differentiation and resources. School Action Plus will involve advice and intervention from outside agencies. The strategies specified within the IEP will be the joint responsibility of the Senco and subject teachers. The IEP is reviewed twice a year.

If there continues to be no improvement in the pupil's learning the school will, after consultation with parent/guardian and outside agencies, request a statutory assessment.

Criteria for Special Provision (CRISP) profile is then completed.

Statutory Assessment

During the assessment period the LEA seeks parental, educational, medical, psychological and social services advice. High Focus IEPs may be put in place supported by Visiting Teacher Service, Pupils School Support and the Educational Psychologist as appropriate. If the LEA considers that the educational provision necessary to meet the pupil's needs cannot reasonably be provided within the resources normally available to mainstream schools, it will draw up a proposed provision plan with appropriate funding. Pupils with

statements of special educational need will have their statements reviewed annually and will also have another review in the year to discuss High Focus IEPs.

When a pupil with a statement reaches transition points reviews will take place to include Connexions where possible.

Records of all reviews and IEPs are kept in the pupil's file and by the Senco. Current IEPs are given to the pupil, parent, subject teachers and Head of School via the Senco. These are discrete documents and are used as such.

## 9. Integration Arrangements

The school aims to provide equality of opportunity and access to the national curriculum in a caring and secure environment. The school recognises that pupils have a rich and diverse range of strengths and needs. All pupils are included in all school activities and access the full range of educational and social opportunities available to their peers.

## 10. Success Criteria

The policy will be reviewed in 12 months. Copies are available via the Senco and on the school website. The success criteria for this policy and procedures are:

- Fully operational and informed data base
- Pupils working to their full potential with relevant support
- Pupils and parents enjoy a consistent approach to SEN provision in school
- Increased awareness and understanding of the school's roles and responsibilities including all staff

## 11. Parental Involvement

Good communication is vital between home and school. Parent/guardians are consulted at every stage in the code and are encouraged to approach school if they have concerns. Letters informing parents of review days are sent home and dates are arranged at mutual convenience. Parent/guardians are invited to discuss their daughter's targets on the IEP. Parent/guardians are encouraged to support and reinforce the agreed targets and the school's standards of work and behaviour.

## 12. Complaints Procedures

Should there be any occasion(s) when parent/guardians feel the need to express concern for any reason the procedure is as follows:

- In the first instance please contact Mr J. Marcetic, Senco to discuss concerns. He will do his best to resolve any difficulties that may arise.
- If it is not possible to resolve concerns at this level then please put your concerns in writing to Mrs. D. James, Head Teacher with a copy to the link Governor Mr. Kinkhabwala. This can be addressed to the School.
- If there is failure to reach a solution at this level, parent/guardians may wish to voice their concerns, in writing to the Chair of Governors via the School.
- In the unlikely event of difficulties not being resolved at this point, then the LEA can be contacted.

## 13. Inclusion Support

The School aims to foster positive working relationships with external support groups including the Health Service, Social Services and LEA supporting bodies.

Linda Johnson  
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