

**Stoke Park
School and
Community
Technology
College**



Special Educational Needs Policy

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Special Educational Needs Policy Statement

Introduction : background information about the school and its provision for students with Special Educational Needs (SEN)

- The school admits 180 children into each year group.
- We have a sixth form of approximately 175 students.
- The school is located on the northern side of the city and serves a relatively disadvantaged neighbourhood.
- The school's percentage of students eligible for free school meals is higher than the national average.
- The school is proud to reflect the diversity of the City's population; 38% of the school's intake is from minority ethnic communities.
- Approximately 17% of students have special educational needs or disabilities.
- The students on the school's SEN register have a range of difficulties, including social and communication difficulties (including autism), speech and language disorders, sensory impairment, behavioural, emotional and social difficulties, dyslexia and moderate learning difficulties.
- Miss C Kirk Newbury (Deputy Head) is the senior member of staff responsible for SEN and inclusion. The day to day provision for SEN is delegated to the Head of Student Support.
- The Student Support Department is led by Mrs D. Mountford.
- Members of the Student Support Team are highly skilled and qualified in supporting students with autism, speech and language difficulties, dyslexia and behaviour support.

Objectives of the school's SEN Policy

The objectives of our policy are to:

- organise all our activities to ensure that all children are included in the life of the school
- work closely with parents, sharing information on their child's progress and individual needs
- continuously develop our ways of working to provide the highest quality provision for all our children within the resources available
- meet the requirements of the Education Act (1996), the SEN Code of Practice (2014), and the Special Educational Needs and Disability Act (2001)
- encompass the LA Statement of Policy for Children with SEN
- facilitate a student's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, and taking account of the SEN Code of Practice (2014)
- respond flexibly to particular students according to the nature of their difficulties
- support students' learning without making them feel different or inferior to their peers
- enable each student to become an independent and confident student.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

The school's SENCO is Miss C Kirk (Deputy Head)

The Governor responsible for SEN is
Mrs R Kelly

Arrangements for co-ordinating educational provision for students with SEN

The SENCO will delegate the day to day operation to the Head of Student Support who will:

- manage the day to day operation of this policy
- ensure that SEN provision for students is arranged
- manage the timetables of teachers and other staff assigned to the SEN department
- report on the effectiveness of provision to the Senior Leadership Team (SLT) and through them to governors
- keep up to date with new initiatives to support students with SEN and share good practice with all teachers
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEN

The Head Teacher and SENCO will:

- manage the work of the Head of Student Support
- identify resources for SEN
- plan with the Head of Student Support how resources are used to support students in the most efficient, effective and equitable way
- set the overall school policy for Inclusion
- decide whether to put forward students for statutory assessment, in consultation with parents/carers

Class Teachers will:

- identify students experiencing difficulties
- discuss students with SEN with the Head of Student Support and parents/carers
- contribute to planning and provision to meet identified needs
- contribute to monitoring and review procedures
- seek to meet SEN within the overall framework of inclusion in the school

Heads of Department will:

- monitor progress made by students
- ensure IEPs are distributed to relevant teaching staff
- ensure curriculum plans detail strategies for differentiation
- use departmental resources to build the teaching resources available for SEN
- monitor teachers' plans to ensure they include appropriate differentiation for students with SEN

- ensure assessment procedures are appropriate for students with SEN

Governors will:

- identify one governor (or several) with a special interest in SEN
- report on the effectiveness of the SEN policy
- use their best endeavours to ensure that students' special educational needs are identified and provided for
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for students

Admission arrangements

Before new students arrive at the school, we will:

- visit our feeder schools (Year Head, Pastoral Manager, Head of Student Support or a member of the Student Support team), note students who have already been identified as having SEN, and collect information about their educational history
- undertake follow up visits to discuss individual students in more detail as necessary
- collect information about the student's educational history from the last school attended by the student, any educational support services who may have been involved with the student, and from the parents/carers

Once students arrive in school, we will:

- undertake a range of assessments to identify students with SEN and establish their strengths and areas of difficulty
- make sure that information about students' SEN is passed on to appropriate school staff

When students leave the school we will:

- pass on information about the student's educational history to any receiving school
- complete other transfer documentation as required

Special Units

The school has a unit catering for

- students with a Hearing Impairment

We also have recent experience of working with children with the following disabilities:

- Dyslexia, Autism, Dyspraxia, Visual & Hearing Impairments, Speech & Language Disorders, Attention Deficit Disorder with Hyperactivity, Attention Deficit Disorder, Specific Learning Difficulties, General Learning Difficulties, Social Communication Difficulties, Children who need Nurture, Social Difficulties, Deprivation, School Absentees.

We have staff who have undertaken specialist training in:

- Learning Difficulties, Dyslexia, Autism, Speech & Language, Behaviour Difficulties, General Learning Difficulties.

Building adaptations and special facilities

We have the following adaptations and special facilities:

- wheelchair access to all teaching areas
- a toilet for students with disabilities including wheelchair access, changing facilities and a shower unit.
- steps and PE equipment are marked with yellow tape for safety and visual awareness
- classroom numbers displayed in a manner appropriate for the visually impaired

We are continuously extending these facilities in line with the requirement to make reasonable adaptations to meet the needs of students with disabilities, and to facilitate access for adults with disabilities.

Information about the school's policy for identification, assessment and provision for all students with SEN

The allocation of resources to and amongst students with SEN

The Governing Body of the school sets the overall budget available to meet SEN taking account of:

- statutory requirements
- other budgetary pressures in the school
- the resources identified (but not earmarked) for SEN within the Individual School's Budget
- the availability of additional grants to the school
- priorities identified in the School Development and Improvement Plan

The Head of Student Support works with the SENCO to:

- identify the pattern of need across the school
- establish the most cost effective means of meeting these needs
- allocate support to groups of students and individual students, including those with statements of SEN
- ensure that support is allocated to students on a fair and equitable basis
- monitor the progress made by students with SEN
- evaluate the effectiveness of provision for SEN
- ensure that support staff, including TAs and Associated Teachers work within the framework of school policy and practice

Identification, assessment, monitoring and review procedures

We use the definition of Special Educational Needs in the SEN Code of Practice (2014): "Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them." Difficulties arising

from a difference of language between home and school are dealt with through other school policies and procedures.

Special Needs provision will be provided wherever possible alongside other children taking account of:

- the wishes of parents/carers
- the student's needs
- the resources available to the school
- the efficient education of other students in the school

We believe that all teachers are teachers of students with special educational needs.

Our procedures are designed to offer a graduated response to special needs in line with the SEN Code of Practice (2014):

Assessment

The Head of Student Support will refer students with SEN to the school's educational psychologist, or other relevant external agencies. Such referrals will always be first agreed with parents/carers.

Students are entitled to forms of assessment which are appropriate and recognise their achievement.

Heads of Department will ensure access for students with poor literacy skills, when written formal assessment is required for NC purposes.

Reporting of a student's attainment will be made in the context of the School's Assessment Recording and Reporting Policy.

Student Participation

Staff will seek to involve students (in an appropriate way) in discussions about their individual programmes.

Monitoring

The Head of Student Support will meet year heads and pastoral managers to monitor student progress termly.

Heads of Department will monitor student progress and report any concerns to the Head of Student Support

Review

The Head of Student Support will update the school's SEN register termly.

The Head of Student Support will work with the SENCO to review the overall pattern of SEN support on an annual basis.

Governors will review information on the success of the SEN Policy over the year, and any changes made to the policy, as required by the SEN Code of Practice (2014).

Arrangements for providing access to the curriculum for students with SEN

We support access through differentiation, IEPs, GEPs, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify

any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The Student Support department and Pastoral Managers meet regularly to discuss caseload of students to ensure that a holistic approach is taken to meet both the educational and welfare needs of students.

How students with SEN are integrated into the school as a whole

We seek to be an inclusive school by:

- using the SEN review procedures to identify any barriers to learning and plan appropriate and reasonable action
- ensuring that all students have appropriately challenging learning targets
- valuing the diversity of our students
- ensuring that our reading stock includes stories with positive images of students with SEN
- looking for opportunities within the curriculum to raise SEN issues
- seeking to make provision for SEN within routine class arrangements wherever possible
- seeking opportunities for students with SEN to work with other students
- encouraging students with SEN to socialise with other students
- developing links with special schools to extend students' experience of diversity

Criteria for evaluating the success of the SEN Policy

The following criteria will be used:

- the amount of identified teaching time available to support SEN students
- the number of students with SEN attaining specified levels in National Curriculum assessments
- the number of planned programmes of intervention and support
- the amount allocated to SEN by governors
- the proportion of teachers' records which include information on the SEN of students in their classes
- the proportion of schemes of work which show evidence of differentiation for students with SEN
- INSET time allocated to staff development with reference to SEN
- the proportion of parents attending or contributing to reviews and consultations
- staff fulfil the expectation of the school in carrying out procedures for SEN and produce the necessary paperwork e.g. IEPs, Reviews, Reports, Class Organisation for Special Needs, sheets etc.
- recommendations by external agencies are acted upon and incorporated into the curriculum
- children are confident and well-motivated and are making measurable progress
- movement between stages and the number of students on the register

Arrangements for considering complaints about SEN provision within the school

In the first instance, complaints should be taken up with school staff directly concerned. If the complaint is not resolved, then the matter should be raised with the Headteacher, who may:

- arrange a joint meeting with the complainant
- undertake further investigations
- seek the involvement of external agencies, such as the Parent Partnership Service or the Midlands Mediation Service
- take action to address the complaint
- decide that the complaint does not warrant any action, and advise complainants of further action they can take

Information about the school's staffing policies and partnership with bodies beyond the school

The school's arrangements for SEN in-service training

- all staff receive In-Service training or information about the SEN Code of Practice (2014), and issues relating to Disability
- all staff have the opportunity to receive In-Service training on SEN Procedures in school
- all staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care
- all staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- the Head of Student Support/Head Teacher will identify areas for In-Service training which will be written into the school's development plan.

The use made of teachers and facilities from outside the school including support services

- external agencies will be used to provide advice and in-service training for staff, especially specific needs as they arise within school
- external agencies will be used to identify specific targets for students in line with the school's procedures
- planning meetings will be held at the beginning of each term to agree a programme of work with the school's educational psychologist
- regular liaison takes place with area health professionals to access the following services: Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service and Social Services

Arrangements for partnership with parents

The concept of parents as partners is central to the SEN Code of Practice (2014). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for students.

We seek to work in partnership through:

- regular consultation and review procedure for the sharing of information
- sharing of assessment and planning information through IEPs and GEPs
- discussing with parents/carers, options when students leave school
- meeting the parents/carers of prospective new students to the school to discuss SEN support

Links with other mainstream and special schools, including arrangements when students change or leave school

We have the following links:

- All feeder primary schools but in particular Stoke Primary

Arrangements for students changing or leaving school :

Parents/carers seeking places at other schools outside the usual leaving times can discuss this with the Education Service in the Council House.

At the usual leaving times, the school:

- can arrange to discuss options with parents/carers
- ensures students have access to careers advice
- helps students to prepare for their new school/college

Links with Health, Social Services and relevant voluntary organisations

We liaise with:

- Social Care
- Child Health Service (school nursing service)
- National Society for the Prevention of Cruelty to Children
- Community Education
- Child and Adolescent Mental Health Service
- Integrated primary mental health team
- Family First team

Contact Details

For further information about provision for students with SEN, please contact ...

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References

Our policy is based on legal requirements. The framework for SEN Policies is set out in The Education (Special Educational Needs) (Information) (England) Regulations, 1999 (Statutory Instruments Number 2506)

The Special Educational Needs Code of Practice was published by the Department for Education and Skills in 2014, reference number: DFE-00205-2013. Copies can be obtained from DfE Publications: Tel 0845 60 222 60, e-mail dfes@prolog.com.uk quoting the reference number when ordering.

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