

ST BARTHOLOMEW'S SCHOOL

SPECIAL NEEDS POLICY

Approved by the Teaching and Learning Committee, Spring 2010

Approved by Full Governing Body, Spring 2010

To be reviewed Autumn 2010

AIMS AND PURPOSE:

The Special Needs Policy reflects the School Aims:-to value every individual equally, providing opportunities for all students to:

- fulfil their potential
- develop confidence and self esteem
- enjoy and value learning
- develop personal responsibility and respect

The fundamental objective of the school's SEN policy is to provide the supportive framework within which pupils requiring assistance are

- identified
- assessed
- assisted
- monitored

Special Needs encompass

- learning difficulties
- medical problems
- behavioural and emotional difficulties

We aim to identify and meet these special educational needs, which can be mild to severe, short or long term

GUIDELINES:

The Head of Faculty: Personalised Learning leads the implementation of the Special Needs policy.

The Graduated Approach in the Secondary Sector

School Action

When staff identify that a pupil has SEN – Subject teachers, in consultation with the SENCO, devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer:

- subject and pastoral teachers remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme – an IEP will usually be devised
- SENCO could take the lead in –
 - planning future interventions for the pupil in discussion with colleagues
 - monitoring and reviewing the action taken

School Action Plus

- SENCO and subject/pastoral staff, in consultation with parents, ask for help from external services
- Teachers and SENCO are provided with advice or support from outside specialists
- additional or different strategies to those at School Action are put in place – an IEP will usually be devised
- SENCO should take the lead in –
 - any further assessment of the child
 - planning future interventions for the child in discussion with colleagues
 - monitoring and reviewing the action taken.

The role of the Personalised Learning Faculty is to:

- identify pupils with special needs including both the less able and the more able
- assess pupils identified by the Learning Support Department and by other departments
- support identified students in class via Teaching Assistants, or in small withdrawal groups
- work with classroom teachers to develop further their classroom methods of differentiation to ensure that students are suitably supported, extended and challenged
- provide training for staff on aspects of special needs
- provide advice on appropriate strategies to meet students' needs
- set up structures to monitor and report on the progress and development of individual students

The Learning Support Committee

This committee is comprised of faculty representatives and members of the Learning Support Department. It has a key role in developing best practice across the school in terms of differentiation and developing strategies which meet special needs.

Working with Parents and Pupils

The SENCO, pastoral and all other staff have an important role in developing positive and constructive relationships with parents. The school would be involved in the LEA's Parent Partnership service with respect to pupils with SEN.

The SENCO would also take in the views and wishes of the pupil.

It is also recognised that all pupils with SEN should be offered a broad, balanced and relevant education, including the appropriate part of the National Curriculum.

IMPLEMENTATION

Identification of Special Needs

Information is gathered from

- KS2 SATs / KS2 transfer information
- Year 7 screening tests and CATs
- Subject staff, tutors and House Heads

This information is used

- to identify students on the Special Needs Register
- to produce Individual Education Plans (IEPs) and inform Pastoral Support Programmes (PSPs) and Personal Education Plan for looked after pupils in LEA care (PEPs) which are published to staff.
- to inform teachers in their planning of appropriate teaching and learning strategies
- to provide information for the co-ordinator for Gifted and Talented

SEN Register

The Special Needs Register, giving details of intervention, is maintained by the SENCO.

Statemented pupils have a formal Annual Review meeting chaired by the Headteacher or his / her representative, involving the parents, SENCO, Tutor, Teaching Assistant and other professionals, as appropriate.

Education Plans

The development of students with Special Needs at School Action Plus or above is fostered through carefully structured education plans which are regularly reviewed. Students are involved in both the target setting, and review process. Use is made of ICT.

Access to the National Curriculum:

All subjects deliver the National Curriculum to pupils of all abilities, including pupils with Special Educational Needs. At KS4, a small number of pupils follow a work related programme.

Class size

One aspect of the school's policy of maintaining tutor groups of 25 is to support Special Educational Need students.

Integration

Students with special needs are integrated, through the House and tutor system, and in curriculum areas where mixed ability grouping is appropriate.

Assessment Support

Students with special educational needs have access to support, as appropriate, for Assessment at each Key Stage.

Complaints Procedure

Complaints regarding Special Educational Needs pupils will follow the same procedure as with all other pupils and will involve the SENCO, Tutor, House Head, and Assistant Head and Deputy. The Special Educational Needs Governor may also be involved in these procedures.

EVALUATION

The effectiveness of the school's SEN policy is reviewed through the annual Special Needs Report to Governors. Criteria for evaluating the success of the policy will include reporting

- on the increase in individuals' literacy and numeracy skills by regular testing
- on progress reports from Successmaker
- on whole school results in areas such as whole school unauthorised absence, and results of successful social inclusion and parental attendance at Annual Review meetings
- on whole school examination results, at KS3 and KS4.

These inclusive figures will reflect the success of the Special Needs Policy at St Bartholomew's.

Policy Review

This Special Needs Policy is reviewed by the Governors' Teaching and Learning Committee, and approved by the Full Governing Body annually.

THE SEN POLICY IN PRACTICE

Staffing

- Two full time teachers, one of whom is designated SENCO and one Head of Faculty. Teaching Assistants who report to either the SENCO or a nominated Head of Faculty.

The Head of Faculty reports to the Deputy Head: Teaching and Learning.

Meetings

The Head of Faculty attends the half termly Academic Board meetings and the SENCO chairs the Learning Support Committee, which has representatives from the faculties.

Responsibilities

- Teaching Assistants and the SENCO report to the Head of Faculty.
- The Head of Faculty reports to the Deputy Head: Teaching and Learning.

Training and Development

The team produces an annual plan.

Links

- Outside Agencies

The Head of Faculty works with the following external professionals on a regular basis:-

The Educational Welfare Officer
Equality Services
The Community Nurse
The Educational Psychologist
The Hearing Impaired Service
The Occupational Therapist

- Governors

The Head of Faculty meets termly with the Governor with responsibility for Special Education Needs. The Head of Faculty contributes regularly to the Head Teacher's Report to Governors.

- Parents

Special Educational Needs issues are reported on in a formal way in the Annual Report to Parents.

The parents of all statemented pupils attend an Annual Review Meeting, chaired by the Headteacher to discuss individual progress and provision. Once these statemented pupils turn 14 years of age, the local West Berkshire Education Authority chair a 14+ Review Meeting and a Transition Plan is drawn up. This consultation involves the Connexion's service, and other external agencies.

- Other Schools

Primary:

The Head of Faculty and Learning Support teacher visit all statemented pupils in the Year 6 feeder school who are coming to St Bart's and is invited to their Year 6 Annual Review Meetings. Primary Liaison ensures that full details of all new entrants are received by the SENCO before the end of July.

Secondary:

The Head of Faculty or SENCO attends the West Berkshire area twice termly SENCO meetings, where common issues and new development are discussed.

Tertiary:

Work related co-ordination is involved in close liaison with Newbury College and the Education Business Partnership regarding a Work Related Learning Programme in Key Stage 4.

Admission Arrangements

The school admits pupils who have been identified as having special needs; good primary liaison ensures that the full records are transferred. There is an early review of each student's Stage on the Special Needs Register. The new intake into Year 12, is also screened for Special Educational Needs. All other pupils with SEN are placed on Stages on the Register following ongoing referral processes involving all teaching staff.

Identification:

The testing arrangements at St Bart's means that all pupils are given a Reading Test, (NFER) Spelling Test (Vernons) and a Cognitive Abilities Test (CATS) on admission in Year 7. The results, together with the KS2 results, give a profile of all individual pupils. If further assessment is needed, the Learning Support teacher can assess for Specific Learning Difficulties (SPLD).

Information to staff

The Head of Faculty informs all subject teachers and Heads of House / Tutors of these results. Information is posted in the shared area on the school's ICT Network.

Testing enables pupils to be placed on the Special Needs Register at the appropriate stage. It also enables pupils to be selected for the various intervention programmes, with respect to Literacy and Numeracy at KS3.

Learning Support provision

The Faculty at St Bart's, offers literacy and numeracy support and intervention for pupils at KS3, using the Successmaker Integrated Learning System, small group and individual work. Learning Support offers additional support for students who would benefit from taking only one language in KS3.

The Faculty acts as a resource for staff, providing guidance on appropriate strategies to meet individual needs.

The whole school policy of investing in small class sizes means that individual pupils' special educational needs are addressed more easily by the classroom subject teachers.

Students on the Special Needs Register, including those with statements, are supported in the classroom by trained Teaching Assistants (TAs). Some TAs are deployed to provide increased support for named students and others. Funding is generated from funding for Statements and audit funding.

Individual Targets

Specific short term targets are set and regularly reviewed. Pupils are involved in both the target setting, and review process for Individual Education Plans, Pastoral Support Programmes and Personal Education Plans for looked after pupils in LEA care..

Review

Statemented pupils have a formal Annual Review meeting chaired by the Headteacher involving the parents, SENCO, Tutor, Teaching Assistant and any other professionals. Students at School Action Plus will have a formal review meeting with appropriate teachers and parents.

Access to the National Curriculum

All subjects deliver the National Curriculum to pupils of all abilities, including pupils with Special Educational Needs. Access to the National Curriculum. is achieved through differentiation of Schemes of Work. All teachers are expected to teach their subject to pupils of all abilities. In Service training reminds teachers of the wide variety of strategies available to them.

The National Literacy and Numeracy Strategies are continued from Year 6 KS2 into KS3. At KS4, a small number of pupils are disapplied from certain subjects to follow a work related programme.

Exam concessions

The Head of Faculty, with the School Examinations Office and the Educational Psychologist, ensures that the appropriate examination concessions are granted for certain pupils at both KS3, KS4 and ‘A/S’ levels. These concessions vary from: a prompter, an amanuensis, a reader, use of modified exam papers, use of a word processor (IT), and extra time.

Inclusion

All pupils on the Special Needs Register are fully included in mainstream school life at St Barts where appropriate. Every pupil is in a mixed ability House based tutor group. All pupils are encouraged to take part in all aspects of school life; sport, drama and music competitions, educational visits and all extra curricular activities. Special needs pupils are encouraged to use the after school Homework Club facilities in the Library, and are welcome to use the resources in the Learning Support room by arrangement. Any withdrawal lessons for 1:1 tuition in the Learning Support room are carefully planned to minimise disruption to other curriculum subjects. For example, all withdrawal is on a rolling programme, so pupils do not regularly miss the same single lesson.

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Signed by Chairman

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Date