

# **Nower Hill High School**

**Every Child Matters**

## **Special Educational Needs Policy**

Nower Hill High School is committed to supporting all pupils in their learning within a mainstream school environment and has full regard to all statutory obligations.

### **Principles:**

- All pupils have the right to a broad, balanced and relevant curriculum and all pupils should have access to forms of assessment which are appropriate and which will reward and recognise their achievements.
- We value individuals and will respond positively to meet their needs educationally, culturally and emotionally within the comprehensive high school setting. However where there is greater need we will endeavour to seek further support from other agencies through our partnership with the Children's Services.
- We acknowledge the need to collect as much information as possible to make an accurate assessment of needs. The knowledge, views and experience of the parent/carer is vital to this process. We believe that all decisions should be made in collaboration with the pupil, their parents or carers, teachers and any other relevant professionals.
- For all pupils monitoring and assessment must be ongoing and evaluated with the pupil to determine the effectiveness of any programme for learning or behaviour.
- We acknowledge the existence of a continuum of need from the very able to those pupils who have moderate learning difficulties. Staff development is planned on learning styles, resources to support learning, behaviour management and effective teaching strategies. Formative assessment is an integral part of this process. Staff are encouraged to develop their own expertise and this is a part of the school's performance management programme.

### **Objectives**

1. Early identification of pupils with a learning need is essential. This is the responsibility of everyone who works or cares for the child.

- The school staff work closely with middle schools and particularly so during Years 5, 6 and 7. Pupils will be identified for further support before they join the school.
- Parents will be given an opportunity to meet staff informally at the New Parents Evening.
- New pupils who join the school at various stages will have a systematic induction programme to assess any learning or behaviour management need in line with the Code of Practice.
- Scrutiny of the termly tracking data which is made available to all teaching staff, parents and pupils.

2. A register records **all pupils** who are identified from Code of Practice at Action, Action Plus, through to Statutory Statement of Special Educational Need. The register will be available to all teaching staff and should be used by departments/faculties to assist in their curriculum planning.

Pupils may be identified as a cause for concern for:

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and/or physical

This is a staged response and performance, including strengths as well as weaknesses, will be assessed, using information from the register to evaluate any progress made after intervention. Pupils' names can be removed from the register or level of support may change. Subject teachers can use relevant information to plan for those pupils who may need additional to or different curriculum access.

### **3. Every Child Matters Confidential Pupil Information**

The Special Education Needs Co-ordinator and the LDF Team produce 'Every Child Matters' information on Fronter to inform and explain the additional and different provision required to support pupils at various stages of their education.

Schools do not need to write IEPs for children with SEN where there is a policy of planning, target setting and recording of progress for all pupils as part of personalised learning that:

- Identifies learning targets.
- Plans additional to or different from the Wave 3 provision.
- Reviews provision in light of individual outcomes.

This ECM is used to monitor, review and record a pupil's progress and includes:

- relevant standardised data including:  
scores for Cognitive Ability Tests, NC levels, Reading Ages and Spelling Ages
- the nature of the child's learning difficulty
- performance targets and recommended action
- information on any external advice or support

### **Responsibilities**

All teachers are responsible for the education of pupils with special educational needs. They should plan the work and adapt their approach to SEN pupils. All children can learn and make progress, if only in very small steps, providing that the learning environment is appropriately structured and conducive to their needs.

### **Governing Body**

The Governing Body have a statutory role to report on the effectiveness of the SEN policy each year and have a duty to secure awareness across the school of the importance of identification and provision for Special Educational Needs. The overview of this is the responsibility of the Special Needs Governor of the Pupil Achievement and Development Committee (PAD).

They must monitor and evaluate the policy and the way in which resources are allocated to those pupils who are on the register.

Governors must make necessary arrangements to deal with any complaints in accordance with the school's normal complaints procedure.

### **Headteacher**

The Headteacher will ensure that the policy is implemented within the school and monitor and review its effectiveness.

### **Deputy Headteacher**

A Deputy Headteacher has a line management responsibility for support and supervision of the Special Needs Co-ordinator. He/she will advise on the effectiveness of school practice and liaise with the Headteacher and the Governing Body.

### **Special Education Needs Co-ordinator SENCO**

The SENCO holds qualified teacher status with post graduate training in special educational and is responsible for:

- the day to day operation of the SEN policy
- liaison and advising colleagues
- co-ordination of provision for pupils with SEN
- maintaining SEN register and overseeing records
- liaison with parents/carers of children with SEN
- contributing to in-service training of staff
- liaison with Education Psychology Service, Education Welfare Officers, medical and social services and voluntary bodies.
- planning the time allocation for support for classes and individuals.

### **Faculty SEN Link**

Each faculty in school elects a teacher to work with the Assistant SENCO and is responsible for:

- the day to day operation of the Code of Practice within their faculty including the identification of pupils.
- sharing their understanding of the Code of Practice with colleagues
- developing resources and encouraging the use of alternative methods for recording work.
- cascading information from scheduled SEN Link meetings to colleagues through faculty meetings.

### **Year Co-ordinators**

Year Co-ordinators have a special responsibility to maintain an overview of their pupils. They should work co-operatively with the Special Education Needs Co-ordinator in advising on individual pupil's needs.

- They must be responsible for the maintenance of appropriate records.
- They should attend Annual Reviews when possible.

### **Form Tutors**

Form tutors have day to day contact with the pupils and make regular contact with the home, both formally and informally. They have therefore specialist knowledge of the pupils' needs and should ensure that these are made known to teaching staff and the LDF team.

- The form tutors should have regard for the pupil's SEN as recorded in the Every Child Matters booklet ( Yellow)

### **Faculty/Department Heads**

To meet the needs of all pupils they must:

- Collect information on Year 6 & 7 pupils through the Middle School Liaison meetings and other Middle School transfer documentation.
- Share information on Year 6& 7 pupils gained from Middle School at Cluster group meetings with colleagues.
- Plan curriculum to be flexible and more accessible.
- Promote the school's Behaviour for Learning Policy which promotes effective teaching and learning, through the sharing of good practice to ensure pupils of all abilities are able to achieve their potential.
- Support new teachers and new pupils within a departmental/faculty induction programme –sharing special needs protocols.

## **Subject Teachers**

All teachers should have a responsibility to make themselves familiar with the special needs of the pupils whom they teach by using:

- Every Child Matters Confidential Pupil Information on Fronter
  - SEN profiles booklet
  - Weekly confidential staff bulletin
  - Information provided in twice weekly staff briefings
- Teachers are responsible for recording concerns related to learning. They can then evaluate the effectiveness of their own teaching programme and share concerns with their Faculty Link Co-ordinator.
  - Teachers should use the SEN records to plan suitable curriculum activities to meet the needs of all of their pupils.
  - Teachers should instil appropriate behaviour for learning as well as promote inclusion. They should use appropriate methods to the curriculum accessible to all.

## **Procedures**

This policy must be promoted throughout the school at meetings with a variety of audiences. Its importance is explicit in the school Mission Statement and aims. A summary of the policy will be printed in the school brochure and sent to parents.

Funding is delegated from Harrow for pupils at Action, Action Plus and Statements under Pupil Led Funding. The exceptions being those pupils with a Statement whose additional support is 16 hours or more - where provision is paid for under a separate heading of Special Educational Needs.

The school employs a number of Teaching Assistants to support pupils with Statements in accordance with the provision recorded on their Statements.

There is a designated Governor who has a link with the Learning Development Faculty.

## **Admission Arrangements**

In conjunction with the school Middle School Liaison Policy a teacher member of the team visits the SENCOs in feeder middle schools. This is to obtain data about those students who have been identified at any stage of the staged assessment procedure. A file is opened for each pupil with relevant information. This information is shared at a faculty SEN Link meeting and the middle school liaison meeting prior to the induction days in July.

- A designated member of the team attends Year 6 & Year 7 Annual Review meetings to advise on transition as appropriate.
- The SENCO, Year Co-ordinator and Head of Lower or Upper School meet with new admissions if there are any concerns about that pupil's learning or behaviour.

## **Access Arrangements for Examinations:**

- Pupils with SEN who require access arrangements for tests and examinations need to have a suitable assessment in place. This begins in year 8 and is updated as required.
- At KS3, KS4 & KS5 pupils/ students who fulfil the necessary criteria (as laid down by QCA), have applications made for them to the relevant examination boards. This is the direct responsibility of a delegated teacher who holds a qualification recognised by QCA.

## **The SEN Register.**

This document must be continually updated and is required for PLASC. Pupils are identified as A, P or S. When a pupil is no longer entitled to, or is in need of further support the register records them as N, so there is always a record of past support.

### **A - School Action**

Parents, subject teachers or tutors register a concern about a pupil's educational need. Strategies are set up to support the pupil with interventions that are additional to and different from those provided by the school. Staff must record dates and types of intervention with future dates for review.

**P-Action Plus** indicates support from outside the school.

The SENCO makes a request for support from Children's Services including:

Educational Psychology (EP)

Educational Social Work Service (ESWS)

Sensory and Communication Team: Autistic Spectrum Disorder (ASD), Hearing Impaired (HI) and Visual Impairment (VI).

or from NHS Trust which includes :

Child & Adolescent Mental Health Service ( CAMHS)

Paediatric Therapy Services

Occupational Therapy Service

Speech and Language Team ( SALT)

All requests must be backed up with relevant, previous SEN records from teaching staff and comments from the pupil and the parent/carer.

### **Multi-Professional Assessment**

Where a pupil at Action Plus has not made adequate progress the LA may consider a request for a multi-professional assessment (MPA); following a review and consultation meeting. Teaching staff are asked to contribute to the Education Advice Report. The LA Special Needs Panel will decide whether to make a Statement of Special Educational Need. The parents should be informed within six weeks.

#### **Statement of Special Educational Needs**

Children's Services at Harrow Council may give a Statement of Special Educational Needs they arrange, monitor and review provision. This is a legal document and has statutory status and can be appealed at the SEN tribunal.

School allocates time to the SENCO or the SEN team to convene meetings for Annual Review of pupils with Statements of Special Educational Needs.

#### **School Assessment, Recording and Reporting**

All teaching staff are briefed through the bulletin if there are any changes to a pupil's needs. Consultation meetings are held with groups of staff who are working with an individual pupil to develop a consistent approach. The Educational Psychologist and Attendance Officer may also attend these consultation meetings. This enables all staff to have a more objective understanding of the pupil when assessing and reporting on their progress.

LDF teachers keep records of their intervention and review strategies, these are shared with colleagues and are responsible for:

- Collaborating with other departments for joint planning of programmes and teaching materials.
- Writing personal learning plans for pupils and liaison with staff to put these into practice.
- A pupil may receive in-class support or sometimes short periods of 1:1 teaching to complete a specific programme over a specified time.

## Resources

The school in conjunction with the LA believes that pupils with Special Educational Needs deserve an enhanced level of resources to meet their needs. The LA delegate funds on the basis of agreed place values. This is published in Section 52: Financial Arrangements School Budget

Classroom materials are the responsibility of the school. When planning budgets, faculties must ensure that adequate provision is made to meet the needs of the full ability range. Large scale equipment, including technological aids, recommended through statements will continue at present to be the LA's responsibility.

The SEN Co-ordinator is allocated a number of teaching periods to support SEN provision within the school.

The SEN team teachers have allocated times between them to support pupils at Action, Action plus and Statements of SEN using a variety of strategies including:

- Year 8 Literacy Support – small groups in place of one MFL. They follow a cumulative multi-sensory programme taught in most cases by a trained SpLd teacher.
- Year 9 Literacy and Core Curriculum Support Programme – small groups working to develop core skills.
- Year 10&11 Curriculum Support Programme – in place of a GCSE option choice supports pupils in 3 lessons each week. This may include some supplementary teaching, reinforcement of concepts, study skills and opportunities to complete coursework in a supported environment.
- Individual teaching programmes are sometimes employed to meet the needs of specific students who are identified by a statement of SEN.

The timetable is flexible in order to meet the needs of new pupils who join the school and to allow for the fact that some pupils may leave the school at various stages of their school career.

There is a team of Teaching Assistants who are employed by the school with the delegated funding and have contracts to support pupils. They work in the classroom alongside the pupils. The team also support the pupils before school, at breaks and lunchtimes. The LD team are based in an office and a workroom which are used for some small group work and occasional individual withdrawal.

The Learning Development Faculty has a capitation allocation and this has been used to build a bank of resources including alternative methods for recording work: audio machines and spellcheckers. Pupils have access to a number of computers and printers, TV and video. There is a collection of modified texts, video and audio cassettes used to support in particular areas of the curriculum. Several ICT SEN software packages are available to support literacy, numeracy and cognitive skills.

All data referring to the above is distributed throughout the school on Fronter and this is regularly updated.

May 2009

Ratified by Governing Body 18.06.09