

SPECIAL EDUCATIONAL NEEDS POLICY

UPDATED FEBRUARY 2010

Consultation History

Governors/staff/parents/students	Date
Executive (Leadership Group)	
Teaching and Non-Teaching Staff	
Curriculum Committee	
Full Governing Body	
Next Review of Policy	October 2012



The Ridgeway School & Sixth Form College

Policy on Special Educational Needs

Rationale

The Ridgeway School & Sixth Form College recognises that:

- every student has equal worth, irrespective of ability, but each differs in his or her needs.
- all staff share the responsibility to respond as far as possible to the individual needs of all the students they are working with.
- all staff share a responsibility to work towards improving literacy skills, working in conjunction with the Learning Support Department where appropriate and practicable.

Purpose

1.1 *The school's objectives in making provision for students with special educational needs.*

We aim to:

- recognise the entitlement of all students to the National Curriculum, unless disapplied.
- support access to the National Curriculum for all students.
- ensure access and progression through differentiation strategies within every department.
- enable students to attain a functional level of literacy skills for adult life.

Responsibilities

1.2 *The person responsible for co-ordinating the day-to-day provision of education for students with special needs*

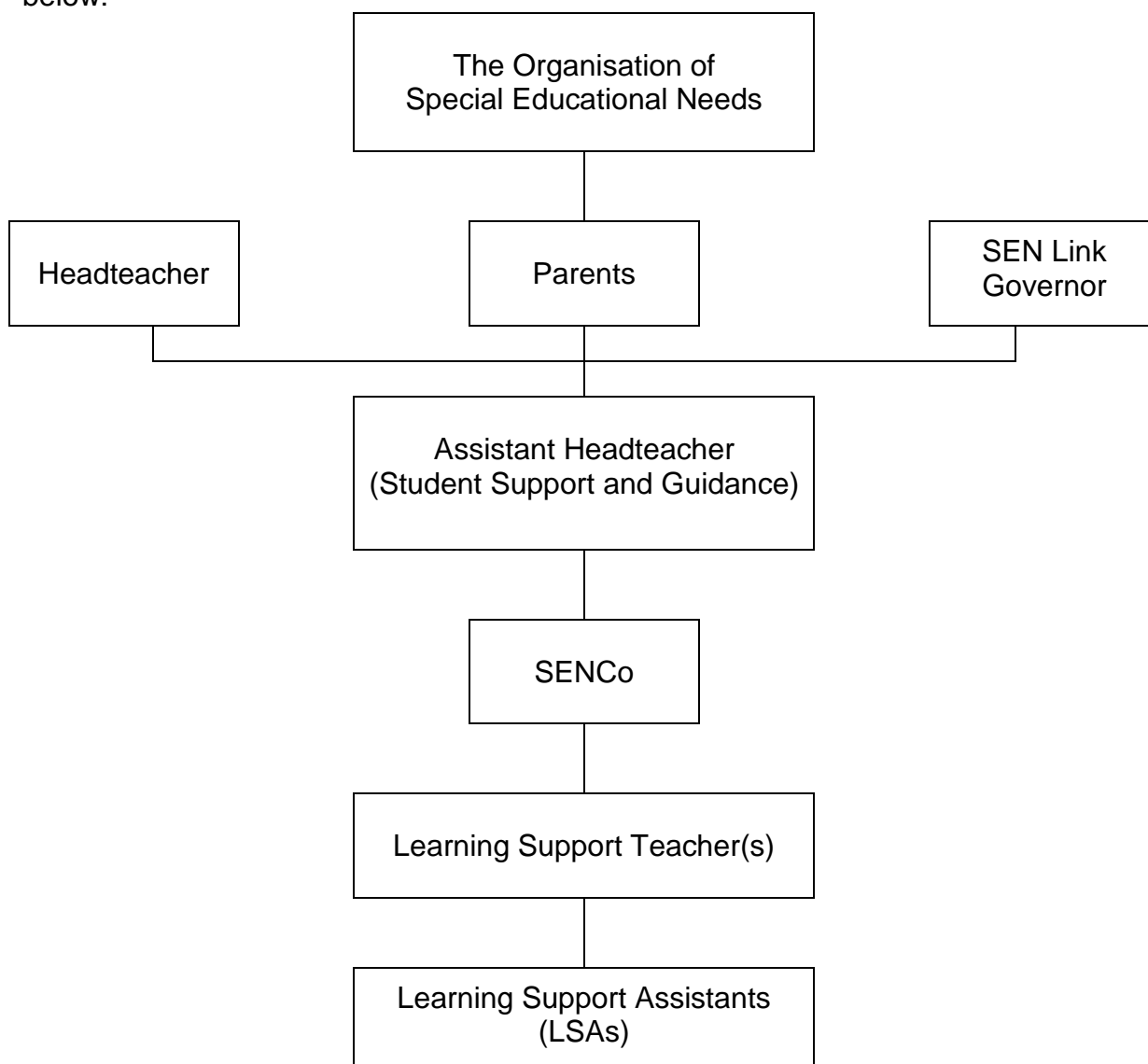
- The Governing Body, in cooperation with the Headteacher, has a responsibility to determine the school's approach to provision for students with SEN.
- The Headteacher carries the overall responsibility for the management of all aspects of the school's work, including provision for students with special educational needs. On a day-to-day basis, the responsibility is managed by the Special Educational Needs Co-ordinator (SENCo), who should be contacted in the first instance. The SENCo is line managed by the Assistant Headteacher (Student Support and Guidance).
- Team Leaders, subject teachers and pastoral staff have a responsibility to work in liaison with the Learning Support Department.
- The Governing Body has a duty to report to parents annually on the school's policy on SEN.

Arrangements for co-ordinating provision for students with special educational needs.

In making arrangements for identifying and meeting the needs of students with SEN, the school is required to have regard to the "Special Educational Needs Code of Practice", 2001. As recommended in the Code of Practice, a designated teacher is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy.
- Liaising with and advising fellow teachers.
- Co-ordinating provision for students with special educational needs.
- Maintaining the school's SEN register and overseeing the records on all students with special educational needs.
- Liaising with parents and carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the educational psychology service and other support agencies, the health and social services and voluntary bodies.

A register is held within school of all students with special educational needs, which summarises the nature of their needs and appropriate support strategies. Maintaining the register is the responsibility of the SEN Co-ordinator (SENCo). Tasks are devolved according to the structure below:



1.3 Admissions arrangement for students with special educational needs

- The school policy on admissions is as stated in The Ridgeway School Admissions Policy.
- Students will not be barred from admission to the school on grounds of race, gender, colour, first language, national or ethnic origin, level of ability, disability, background or for any other reason that cannot be shown to be justifiable.
- Admission of students with SEN, but without a statement, is on the basis of the school's published admissions policy.
- Where a child has a statement of SEN, the Governing Body and Headteacher of The Ridgeway School, in liaison with the SENCo and Assistant Headteacher, can express to the LA any concerns they may have about meeting the child's special educational needs or about how the child's attendance might impact on the education of other children at the school or the efficient use of resources. The final decision as to whether to name the school falls to the Local Authority and the governing body is then obliged to admit the student.

1.4 Any SEN specialism and any Special Units

- The school has a Special Resource Provision for Hearing Impaired Pupils (SRP-HI).
- Students from a wide local area who have a statement of SEN on account of severe hearing impairment are admitted to the SRP.
- The aim of the SRP is to ensure that every student has access to a curriculum that is appropriate to their level and is taught at a pace suitable for their needs, thereby giving them every opportunity to achieve their potential.
- Each student has an individual programme of integration into mainstream classes.
- All students have access to support from a qualified teacher of the deaf or specialist LSA.
- Students using BSL have equal rights and have access to staff with appropriate qualifications.
- All students have the opportunity of 1:1 sessions taught in an acoustically treated room.
- Withdrawal sessions are used to pre-tutor and reinforce subject specific language and concepts.
- All staff are given guidelines for teaching a class which includes a HI student.
- All staff are instructed in the use of radio aids and soundfield systems.
- A programme of deaf awareness is delivered to all Y7 mentor groups and staff on a regular basis.
- The SRP has a separate budget and resources which are used solely for this purpose.

1.5 Facilities for students with special needs

- The Learning Support department is based in a self-contained unit in the school grounds known as "The Bungalow". The accommodation consists of three teaching rooms, an office, and storage facilities.

1.6 Resources

- There are three strands of funding from which resources, including staffing, are allocated to Learning Support: a proportion of the AWPU budget (Age Weighted Pupil Units); the 'delegated' budget for special educational needs, according to the Swindon Borough Council SEN funding formula, and the 'Exceptional Needs' budget which provides specific funding for named students, usually via a statement of SEN.
- It is the policy of the Governors to seek an appropriate level of funding from the LA to support SEN and to monitor carefully the allocation of resources to the school. It is also their policy, through the Headteacher and Finance Sub-committee and the SEN Link Governor, to discuss fully and openly the spending of these funds throughout the school, having regard to the school's statutory duty to meet statements of special educational needs and its responsibility to make provision for students with SEN but without statements. The SENCo is involved in discussions over the allocation of resources.
- The deployment of resources and staffing is arranged by the SENCo, having due regard for the individual needs of the students.

1.7 Identification, assessment and provision

- The special educational needs of all students are identified through: liaison with 'feeder schools' and records from Key Stage 2; whole school screening in Year 7 using NFER Cognitive Abilities Tests; use of appropriate group or individual tests of attainment, and diagnostic assessment of individual students where necessary.
- The performance of each student is under constant review by class teachers, tutors and where appropriate by a Learning Support teacher, in order to track progression.
- Each student's development is monitored through careful departmental record keeping, providing evidence of progress achieved.
- Learning Support Assistants (LSAs) may work with curriculum areas on specific projects, for example to support differentiation or use of different teaching or learning styles for individuals or whole classes.
- In recognition that some students will have significant special learning needs, a programme of withdrawal for specialist teaching in the Learning Support Department will operate. This programme is designed to meet individual needs and aims to promote literacy skills, personal confidence, motivation and self esteem.
- Where considered appropriate, sanctuary within the Learning Support area, Pastoral Team base, or other appropriate quiet space, may be negotiated for individual students who, for a variety of reasons such as extreme anxiety or poor social skills, have difficulties with unstructured times.
- The model for identifying and meeting special educational needs is the three stage approach as set out in the 2001 Code of Practice: 'School Action' is school based; 'School Action Plus' in the most part, but not always, involves agencies outside the school, and provision under a statement of needs follows a statutory (multi-disciplinary) assessment by the Local Authority.

School Action (SA)

These students with special educational needs have been identified as requiring interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. At this stage, a student may have an Individual Education Plan (IEP) which sets targets to be reviewed by relevant staff, or plans may be written for a group of students.

School Action Plus (SA +)

Students move to this stage if they have more severe and/or complex difficulties and more specific advice is needed in planning or delivering their support. External support services, both those provided by the LA and by other outside agencies, are usually consulted and involved at this stage.

At this stage an Individual Education Plan will be written.

Provision under a Statement of Special Educational Needs

In a few cases, where the help given at SA + is deemed not to be sufficient for the student to make adequate progress, either the school via the SENCo, or the parents, may request the LA to carry out a statutory (multi-disciplinary) assessment. Following a statutory assessment, the LA considers the need to issue a statement of SEN. The statement is a legal document, describing the child's needs and specifying provision to meet those needs; it is monitored and reviewed on an annual basis within statutory time limits.

1.8 Access to the curriculum

- All students are entitled to access the full National Curriculum. Access and progression are ensured through differentiation strategies within every department.
- All schemes of work include strategies for differentiation. These may be by outcome, by task, by teaching style, by resources, by awareness of preferred learning styles or by a combination of some or all of these.
- The SENCo will work closely with faculty leaders to ensure that clear guidance is given on working with SEN pupils.
- Curriculum development plans reflect – for both school and departments – that the issue of differentiation is being continually addressed.
- The Learning Support team advises on and offers a range of support strategies to facilitate access for all students. These may include alternative methods of recording, such as use of specialist ICT for individuals with particular needs.
- Learning Support Assistants provide in-class support for small groups or individual students within mainstream classes.
- Where a student requires withdrawal from mainstream to meet their individual needs, every effort is made to minimise discontinuity in the curriculum.
- A small number of students may be disapplied from some aspect of the National Curriculum, with the agreement of their parents and the school. Reference is made to this, where appropriate, on the student's statement of needs.
- Access arrangements in examinations: the SENCo, in consultation with Team Leaders, subject staff and pastoral staff, identifies and assesses students who might be entitled to access arrangements in examinations; for example a reader, scribe or rest breaks. For public examinations, the SENCo makes the necessary online applications for access arrangements, working closely with the school's Examinations Officer.

1.9 Integration Arrangements

- The Ridgeway School considers that it is in all students' best interests socially, academically and emotionally, to be educated alongside their peers and therefore all pupils will be fully integrated into the mainstream provision of the school as far as it is reasonable, practical and compatible with the student receiving the necessary special educational provision.
- Support arrangements will be made, where possible to facilitate full integration. However, it is recognised that some students will have learning needs which require specialist teaching programmes delivered outside mainstream lessons.
- All students are encouraged to participate fully in the life of the school.

1.10 Monitoring and evaluating the success of the education provided for students with SEN

- The SENCo is accountable to the Headteacher and Governing Body for the implementation, monitoring, review and evaluation of the policy.
- The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body reports annually to the parents on the quality of education provided for and the achievements of students with SEN.
- The school employs a variety of methods to gather data for analysis including:
 - Observation of teaching by line manager (Assistant Headteacher, Student Support and Guidance) and, where appropriate, advisory teachers.
 - Analysis of the attainment and achievement of different groups of students with SEN.
 - Success rates in respect of IEP (Individual Education Plan) and PSP (Pastoral Support Programme) targets at School Action, School Action Plus and via Annual Reviews of Statements.
 - Results in GCSE and other public examinations.
 - Post 16 destinations of students with SEN.
 - The views of parents and the students at parents' evenings and consultation meetings
 - Maintenance of assessment records e.g. reading and spelling ages that reflect progress over time.
 - Meetings between SENCo and faculty heads, learning support teachers and learning support assistants
 - Performance management observations.
- Following the collection of data, the school reports annually upon its successes and identifies aspects for future development.

1.11 Arrangements for the treatment of complaints

- Any parent or guardian who wishes to draw our attention to a concern regarding the special education needs provision which we make for their child should firstly contact the SENCo by telephoning the school for an appointment. The issue will be dealt with as swiftly as possible.

- Should this strategy not resolve the problem, the parents or guardian should contact the Headteacher or Assistant Headteacher - Student Support, in a similar manner.
- In the unlikely event that these strategies fail to resolve the matter, application may be made to the Governing Body by writing to the Clerk of the Governors at the school address.
- Parents of any student with SEN may contact the Local Authority's Parent Partnership Service for independent support and advice. The address and contact numbers can be obtained from the school.

1.12 *In-service training for staff on special educational needs*

- The Learning Support Team can act as a whole school training resource. This can be informally, through day-to-day contact with staff, by responding to needs as they arise or more formally perhaps through the departmental meetings structure, through a curriculum development project with a particular member of staff or through involvement with the training of newly qualified teachers or interns.
- Relevant local and national conferences/courses, including cluster meetings for groups of schools, are attended by the SENCo or special needs teachers within the Learning Support Team.
- Meetings for Newly Qualified Teachers and staff new to the school are part of the induction programme.

1.13 *External Support Services*

- The SENCo will liaise with and seek advice from a range of other agencies such as:

Educational Psychology Service	Child and Adolescent Mental Health Service
LA Behaviour Support Team	LA Specialist Advisory Teachers
Connexions	Social Services
Educational Welfare Officer	Diversity and Ethnic Minority Achievement Service
Speech and Language Therapy Service	Medical Services

1.14 *Partnerships with parents*

- The Learning Support Team maintains regular contact with parents and carers with the aim of developing a positive working partnership.
- Opportunities will be provided to ensure written information is explained and is clear to staff, students and parents.
- Arrangements for including parents' and students' views are included in the statutory assessment process and in annual reviews are in place.
- Where students are withdrawn for teaching within the Learning Support Department, their progress is reported formally to parents/carers at least once a year.

- The SENCo, or another member of The Learning Support Team, normally attends parent consultation evenings.

1.15 *Links with other schools – including special schools – and arrangements for transition between schools and beyond school.*

- As well as the established pastoral programme of primary liaison, close links are established between the SENCo at The Ridgeway School and the SENCos of the feeder schools. Students with special educational needs are identified through the primary liaison process.
- At Key Stage 4 there is regular contact with local Further Education Colleges and, where appropriate, the Connexions Service (career advice and guidance). Some students have the opportunity to follow vocational courses in KS4.
- For students with statements, the Connexions Adviser has a statutory responsibility to contribute to annual reviews from Year 9 onwards.
- Information on students transferring to other schools and to colleges will be passed on as requested.
- The SENCo liaises with the Sixth Form Team to ensure that students with SEN who are moving on to Higher Education are advised on applying for a DSA (Disabled Students' Allowance) where this is relevant, for example for dyslexic students planning to study at university.

1.16 *Links with the health services, social services and any voluntary organisations*

- These are made according to need. (See 1.14)