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# Charters School

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## Special Educational Needs Policy

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Updated June 2011

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# Special Educational Needs Policy

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## **SPECIAL EDUCATIONAL NEEDS POLICY**

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## **Introduction**

Children have special educational needs if they have a *learning difficulty*. This means that the child:-

- Has a learning difficulty which is significant and would not be expected in the majority of the children of the same age.
- Has a disability which hinders them in any way from making use of the facilities generally provided for children of the same age.

It is important to note that a child whose difficulty in learning is due to the fact that their home language is different from the language in which they are being taught is not regarded as having a learning difficulty. However, they will probably need help and support from the SEN department and external agencies to help them settle in school.

Identifying and assessing special educational needs is a complex process, which must take into account a variety of interrelated factors. At the same time, responding to individual needs may be described simply as a process which is essential for some students and beneficial for all. Categorisation and labelling can be misleading and counterproductive, but a detailed analysis of special needs and a clear understanding of the different strategies required is vital.

This policy supports and enhances the aims and objectives of Charters School and endorses the principles outlined in the Education Authority SEN guidance, relevant Education Acts of 1988, 1996, the Special Educational Needs & Disability Act 2001 and the Disability Equality Act 2006, the revised Code of Practice and 'Every Child Matters'.

## **Admissions**

The Education Act of 1996 requires that the admissions of students with statements be administered separately. For all other students, ordinary admissions procedures apply, including the right of appeal. Application for admission to the Resource is via the Education Authority, a prerequisite being a statement for significant physical disabilities as the prime special need. No pupil will be refused admission on the basis of special educational needs, as long as all other procedural criteria are met and the request is compatible with the 'provision of efficient education for other children'. (SENs and Disability Act 2001.)

## **Staffing and Resources**

The position of Head of Learning Support incorporates the role of Special Educational Needs Co-ordinator (SENCo) and the postholder is supported by a Deputy SENCo and three Team Leaders in charge of Resource and VI/HI students; Non-Subject Based Learning (ASD/ADHD) and Subject Based Learning and two Senior Teaching Assistants, one in charge of Special Examination Arrangements and testing, and the other staff training for SEN. There are also two Teaching Assistants who have developed programmes of study in the field of speech and language and two who have been trained as ELSAs (Emotional Literacy Support Assistants). One of the Speech and Language Assistants is also responsible for literacy tutor sessions along with one of the ELSAs. The Head of Subject Based Learning is a Higher Level Teaching Assistant and teaches core support with another HLTA who is also a Cover Supervisor and Deputy Head of Year. The Deputy SENCo line manages the Senior TAs, oversees the Annual Review procedures, keeps the SEN register up-to-date and logs Intervention Strategies.

Students who have an MPA (multi-professional assessment) in line with the 1981 Education Act, and more recently the Code of Practice, as a result of their specific physical needs are supported within the auspices of the 'Resource Unit', which is funded by the Royal Borough of Windsor and Maidenhead. Students with physical disabilities are fully included as outlined in the relevant school documentation. Integration and support of other students with statemented needs are met partly through their statement and partly through the resources of the school.

Management of the deployment of TAs and other support personnel will be carried out by the leaders of four separate teams:

Resource and VI/HI  
Behaviour and emotional

Subject specific  
General learning difficulties

- The Head of Learning Support will be responsible for allocation of students who present with difficulties to one of the teams
- The Deputy Head of Learning Support will be responsible for tracking the intervention
- The intervention and review will be managed by the teams under the direction of the team leader. The Head of Learning Support will only need to be directly involved under these circumstances:
  - Child Protection issues
  - Children with a statement of SEN
  - CAF referrals and TAC/TYS
- All SEN personnel and other support personnel are allocated to one team by the Head of Learning Support.
- Review mechanisms will take place within the team, who will link to HOY, tutor and Curriculum / Subject Leaders.
- A pastoral hub has been created to accommodate the Behaviour and Emotional team leader and key personnel.

## **Identification**

Liaison with feeder schools, screening procedures and consultation with staff, students and parents ensure that a variety of needs is identified. In addition to the established pattern of Parents' Evenings, formal meetings are held after each Academic Monitoring session between the relevant Head of Year and Head of Learning Support. Intervention programmes are agreed and individual action planning is documented and circulated to all staff. A diversity of needs is identified with respect to skills in literacy, numeracy, concentration, and co-ordination and concept formation. Students whose skills acquisition need more development and those who may require additional support in order to achieve potential targets will be identified.

The Head of Learning Support also meets regularly with Team Leaders to discuss concerns and plan future developments.

The Head of Learning Support also has SEN Consultation Meetings with feeder school headteachers as well as parent group meetings to plan for incoming students who are in Year 5/6 within primary schools.

## Intervention Strategies

Many intervention strategies are available, summarised as follows:

SCHOOL ACTION		SCHOOL ACTION PLUS		STATEMENTED	
<b>Behavioural</b>					
101	Weekly individual report	201	Weekly individual report	301	Weekly individual report
102	Weekly group report	202	Weekly group report	302	Weekly group report
103	Individual Education Plan (behaviour)	203	Individual Education Plan (behaviour)	303	Individual Education Plan (behaviour)
104	Individual Behaviour Plan	204	Individual Behaviour Plan	304	Individual Behaviour Plan
		205	Pastoral Support Programme	305	Pastoral Support Programme
106	Adult mentor	206	Adult mentor	306	Adult mentor
		207	Specialist Inclusion Service	307	Specialist Inclusion Service
108	Charters Behaviour Management Co-ordinator / Transition in Partnership Co-ordinator for RBWM Ascot Primary Schools	208	Charters Behaviour Management Co-ordinator / Transition in Partnership Co-ordinator for RBWM Ascot Primary Schools	308	Charters Behaviour Management Co-ordinator / Transition in Partnership Co-ordinator for RBWM Ascot Primary Schools
		209	Behaviour Support Service referral	309	Behaviour Support Service referral
<b>Social / Emotional</b>					
121	Individual Counselling programme	221	Individual Counselling programme	321	Individual Counselling programme
		222	Educational Psychology Service referral	322	Educational Psychology Service referral
		223	Educational Welfare Service referral	323	Educational Welfare Service referral
124	Year 11 prefect mentoring / Charters Connect	224	Year 11 prefect mentoring / Charters Connect	324	Year 11 prefect mentoring / Charters Connect
125	Peer support – circle of friends	225	Peer support – circle of friends	325	Peer support – circle of friends
		226	Social Services referral	326	Social Services referral
127		227	Child/family Consultation Service referral	327	Child/family Consultation Service referral
		228	Parent partnership service referral	328	Parent partnership service referral
		229	Anger management programme	329	Anger management programme
130	EAL	230	EAL	330	EAL
		231	Child Protection	331	Child Protection

<b>Organisational</b>					
141	Homework club	241	Homework club	341	Homework club
142	Breaktime club	242	Breaktime club	342	Breaktime club
143	Mentoring for gifted and talented students	243	Mentoring for gifted and talented students	343	Mentoring for gifted and talented students
144	Learning challenge (Y11 prefect mentoring)	244	Learning challenge (Y11 prefect mentoring)	344	Learning challenge (Y11 prefect mentoring)
145	TA mentoring	245	TA mentoring	345	TA mentoring
146	TA one to one support	246	TA one to one support	346	TA one to one support
147	Weekly parental/tutor contact	247	Weekly parental/tutor contact	347	Weekly parental/tutor contact
148	Connexions service	248	Connexions service	348	Connexions service
<b>Medical</b>					
		261	Medical register (affecting learning)	361	Medical register (affecting learning)
		262	Sensory Consortium (referral)	362	Sensory Consortium (referral)
		263	Speech & Language team (referral)	363	Speech & Language team (referral)
		264	SAMS (Specialist Autistic Mainstream Service) referral	364	SAMS (Specialist Autistic Mainstream Service) referral
		265	School Health	365	School Health
<b>Curriculum</b>					
181	Recommended after school subject clinics	281	Recommended after school subject clinics	381	Recommended after school subject clinics
182	Enrichment activities for gifted and talented	282	Enrichment activities for gifted and talented	382	Enrichment activities for gifted and talented
183	Year 9 booster activities	283	Year 9 booster activities	383	Year 9 booster activities
				384	College link courses
185	Residential group activities	285	Residential group activities	385	Residential group activities
186	Reading with prefect mentors	286	Reading with prefect mentors	386	Reading with prefect mentors
187	Mathematics booster classes	287	Mathematics booster classes	387	Mathematics booster classes
188	Science booster classes	288	Science booster classes	388	Science booster classes
189	English booster classes	289	English booster classes	389	English booster classes
190	Extended work experience	290	Extended work experience	390	Extended work experience
191	Modified curriculum	291	Modified curriculum	391	Modified curriculum
192	Special examination arrangements	292	Special examination arrangements	392	Special examination arrangements
193	Extended English	293	Extended English	393	Extended English
194	Extended Maths support	294	Extended Maths support	394	Extended Maths support
195	Core Support (Y7, Y8, Y9)	295	Core Support (Y7, Y8, Y9)	395	Core Support (Y7, Y8, Y9)
196	Library support	296	Library support	396	Library support
197	Literacy support in	297	Literacy support in	397	Literacy support in

	Humanities		Humanities		Humanities
198	Individual Education Plan (curriculum)	298	Individual Education Plan (curriculum)	398	Individual Education Plan (curriculum)
		299	Cognition and Learning team (referral)	399	Cognition and Learning team (referral)

These strategies are under review with primary school headteachers so that there is a common format for SEN data which can be easily transferrable on transition of students to Charters.

### Stages within the Special Needs Code of Practice

**School Action:** when a class or subject teacher identify that a pupil has special needs they provide interventions that are **additional** to or **different** from those provided as part of the School's usual differentiated curriculum.

**School Action Plus:** when a teacher or Head of Year and the SENCo are provided with advice or support from outside specialists, so that alternative interventions, **additional** or **different** strategies to those provided for the pupil through *School Action*, can be put in place. The SENCo usually takes the lead although day-to-day provision continues to be the responsibility of class or subject teacher, especially to co-ordinate the external agencies' involvement.

### Statements of Special Educational Needs

A statutory assessment is a detailed investigation of a child's special educational needs and the special help needed. It is carried out if the child's school cannot provide all the help a child needs. Following a request for an assessment, the LA must decide within **6 weeks** whether or not to carry out a statutory assessment. Prior to making a decision, the LA must ask for information from:-

- Parents
- The child's school
- A doctor
- An educational psychologist
- Social services (who will only comment if they know the child)
- Anyone else whose advice the LA considers appropriate
- Parents can also suggest other professionals (e.g., for sensory impairments)
- The child's own views should also be considered.

**If the LA decides to go ahead with statutory assessment**, it has **10 weeks** to assess the child and decide whether or not to issue a statement of special educational needs.

After the statutory assessment is completed, the LA has **2 weeks** to inform the parents whether they plan to issue a statement of special educational need. If it decides not to do so, it must tell parents the reasons why not. If parents disagree with the LA's decision, they can use disagreement resolution services and/or appeal formally to the SEN Tribunal. The LA must provide information about these options. If parents appeal to the Tribunal, they must do so within **2 months** of the LA's decision.

The statement must follow the format set out by the Regulations. The objectives must be clearly written and the placement stated along with the non-educational needs and also the non-educational provision.

The appropriate facilities and equipment also have to be included, along with staffing arrangements and any modifications to the application of the National Curriculum.

**If the LA decides not to carry out a statutory assessment**, it must tell the parents:-

- why it has made that decision
- how it feels the child's needs can be met using current resources.

If parents disagree with the LA's decision, they can use disagreement resolution services and/or appeal formally to the SEN Tribunal, as mentioned above. The Parent Partnership can support in this matter. There is a parent partnership based in Maidenhead which can offer help and advice.

## **Annual Reviews**

The LA must review the child's statement of special educational need at least once a year. The purpose of the review is:-

- to bring together the views of everyone who helps the child
- to review how well the aims set in the statement are being achieved
- to set new targets for the next twelve months.

The meetings are held in school and the SEN Department arrange the meetings. Before the meeting, parents, teachers and any other professionals who know and work with the child will be asked for written reports. A copy of this information (in the form of an annual review summary report) will be sent to those who have been invited, two weeks before the meeting.

Following the meeting, the updated annual review summary report will be sent to all recipients and if changes to the statement are recommended, these will be requested. The LA then write to confirm their acceptance of the recommendations in the report and any changes, if required.

If a student's needs are exceptional additional funds can be accessed through a Statement of Exceptional Need, which is an additional process.

There will be changes to the SEN Codes in the next three years. The Head of Learning Support has attended conferences to understand the changes and is in discussion with the Co-Headteachers.

## **Monitoring and Recording**

At the start of each academic year, a summary document is produced for all staff giving details of particular students' needs, including academic standards; further details about conditions are given with advised teaching strategies. This will be found on FirstClass with a secure password access.

The Academic Monitoring system, an intrinsic part of the whole school assessment policy, ensures that the progress of all students is closely monitored. Screening tests for reading, comprehension, literacy, non-verbal skills and quantitative abilities are given at key points throughout Years 7-9 and scores are linked to reviews of pupil progress. Special needs data is available to all staff via the school's management information system.

In addition, the Special Education Department keeps records for individual students which contain details of testing, support intervention strategies, progress and parental contact. A variety of methods of assessment – diagnostic, formative, evaluative and summative – is used throughout the school to answer the needs of students, teachers and parents.

All records of significant interventions will be recorded on SIMS SEN events database. Training on its use will be provided.

## **Links with the Behaviour Policy**

For persistent infringements of Code of Conduct or serious one-off incidents a Pastoral Information Sheet should be sent to the Head of Year. The Charters Behaviour Management Coordinator/Transition in Partnership Co-ordinator for RBWM Ascot Primary Schools has ongoing involvement with many students who have behavioural issues.

Other strategies are available for behaviour problems, including referral to the Educational Psychologist, self-esteem or anger management courses or referral to CAMHS (Child and Adolescent Mental Health Service), but this is done on an individual basis and is not appropriate for everyone.

## **Evaluation of the SEN Policy**

The named SEN Governor has regular contact with SEN staff and is invited to regular SEN Department meetings. Some meetings are attended, all relevant action points received and regular reports are available. The SEN policy is reviewed by the appropriate committee annually.

**Appendix 1: Intervention Management**

