

Cranborne Middle School

Special Needs Policy

November 2009

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs. These needs may already have been identified at a previous school.

Guiding Principle

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

Objectives in making provision for pupils with SEN

- We value all the pupils in our school equally.
- To ensure that all pupils, as far as possible, have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- It is the responsibility of all teachers to identify and meet the special educational needs of pupils. In this they can draw on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school
- All pupils are entitled to experience success.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
- Good special needs practice is good practice for all pupils.
- Any pupils may encounter difficulties in school at some stage.
- All special educational provision is more effective if pupils and parents are fully involved.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.
- This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities/Coordination of Provision

Provision for pupils with special educational needs is a matter for the school as a whole.

Governing Body

The school governors have specific responsibility to

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that pupil's needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In doing so Governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools. Governors will report to parents annually on the implementation of their SEN policy. This may reflect the success criteria noted on the last SEN policy.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Headteacher keeps the governing body fully informed and works closely with the school's Inclusion co-ordinator or team. The Headteacher seeks out and shares best practice with the LEA and other schools.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The Inclusion Co-ordinator

The Inclusion Co-ordinator is Mrs. Kim Robertson. She is the Deputy Head and part of the Senior Leadership Team, ensuring that whole school decision making continues to be inclusive. Mrs Robertson can be contacted through the School Office. The responsibilities of the Inclusion Co. include:

- Co-ordinating provision for pupils with special educational needs
- Co-ordinating provision for pupils on the Inclusion Register such as Looked After Children and children on the At Risk Register or from Families Under Stress
- Liaising with and advising fellow teachers
- Managing Teaching assistants
- Liaising with parents of pupils with special educational needs
- Liaising with the First and Upper Schools, educational psychologists, school nurse, speech and language therapists and other outside agencies.
- Child Protection Officer
- Liaise and advise the Pastoral Working Group (Heads of Years and Senior Leadership Team) on pupils with attendance issues.
- The Inclusion Co. meets regularly with Inclusion Co-ordinators in other schools, which enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LEA admissions criteria.

Specialist provisions

The school does not have a special unit.

Special facilities

The school welcomes applications for admission from the parents of pupils with mobility difficulties, and has nearly complete wheelchair access. Most of the school is wheelchair accessible and there are two toilets for disabled pupils, one with X-Y ceiling tracking - installed in August 2005. A lift has been installed to enable wheelchair access to the second floor-September 2009.

The governors would, however, make every effort to accommodate a pupil's particular needs and would work with the LEA to improve facilities.

Allocation of resources

The LEA provides the school with funds in its school budget towards meeting pupils' SEN. In addition the school plans and provides for pupils with SEN from their main budget. The costs of the SENCO are set against the core or base budget of the school.

The school spends this money on:

- Specialist learning support teachers and Teaching Assistants
- Training for all teachers and Teaching Assistants so they can meet pupil's needs more effectively
- Special books and equipment
- Additional fees charged by external agencies

The details of how individual pupils receive support are recorded on their Individual Education Plans.

The allocation of resources within the school is based on an annual audit of need. The more complex or severe the need the more support is provided.

Identification and assessment of pupils with special educational needs

All pupils are entitled to a broad, balanced National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as the Further Literacy Support and Specialist Teaching.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Head teacher and the Governing body set targets and specific criteria for the success of the SEN policy.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEN.

Differentiation

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress in different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The Inclusion Co-ordinator will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken.

School Action

Through School Action, the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the Inclusion CO. The Inclusion CO will gather information from the pupil, parents, class teacher, form tutor, subject teachers or Head of Year, and Teaching Assistants. The information gathered will help the school to decide what help may be needed. The help will be recorded in an Individual Education Plan (IEP). The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the pupil's needs.

The delivery of the interventions recorded in the Individual Education Plan continues to be the responsibility of the class/subject teacher/form tutor.

The IEP will be reviewed at least once every six months and the outcomes will be recorded. Pupils will participate fully in the review process, each year, according to their age and abilities. Parents will also be invited to participate in the target-setting and review process.

Support available to pupils through School Action includes e.g.:

- Programmes of work provided by the Speech and Language Therapy Service are delivered to the pupils referred to this Service by a Teaching Assistant and a qualified Speech Therapist.
- Mrs Everett supports pupils experiencing emotional, social and behavioural difficulties. She runs small group and individual sessions to boost self-esteem and assertiveness of pupils. A Senior Teaching Assistant, studying for Counselling Qualifications, also runs small groups and individual sessions.
- A lunchtime club is available for pupils who may need help with homework tasks or some clarification of classwork.
- Pupils with learning difficulties are supported in small classes with additional TA support.

School Action Plus

If the pupil does not make adequate progress receiving School Action support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech therapist, Physiotherapist, and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available **School Action Plus** will be similar to that made for **School Action** but will typically be more intensive individualised and sustained. Advice from outside professionals will be incorporated into the Individual Education Plan and these professionals will be invited to contribute to the monitoring and review of progress. The Individual Education Plan will have fresh targets and strategies, which should be implemented at least in part in the normal classroom setting.

If a pupil demonstrates significant cause for concern, the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive **School Action Plus** provision.

A number of pupils may have statements of SEN. In addition to the regular review of their IEPs, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority.

If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

The provision for pupils with statements will include any specific to the school.

Complaints procedures

The schools' complaint procedures are set out in the school prospectus. Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements from the LEA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Arrangements for training and development of all staff including Teaching Assistants.

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. All Teaching Assistants are Line Managed by the Inclusion Co-ordinator. They are also Performance managed, with targets set as per every member of teaching and support staff. Particular support will be given to Newly Qualified Teachers and other new members of staff. Special Needs is included within all school training. In addition staff attend training organised by the LEA and other agencies e.g. universities.

Arrangements for partnership with parents

The school will always tell parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. Your child's class teacher/form tutor will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the classteacher or form tutor. Parents are invited to attend all review.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans, discussions about choice of schools and transfer processes.

Pupils attend pupil interviews, complete questionnaires and surveys, and are encouraged to make choices.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 4 and Year 8 is essential to allow appropriate options to be considered. The Inclusion Co-ordinator will liaise with the Inclusion Co-ordinators of the first and secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Staff at Cranborne Middle School have an opportunity to meet Year 4 pupils with SEN prior to entry to Cranborne and liaise closely with staff at Queen Elizabeth's School to ensure a smooth transfer from Year 8 to Year 9.

The school is developing strong links with Beaucroft (in an advisory capacity) and the Philip Green Memorial School who share our sports facilities.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area. In addition the school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties.

The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties.

Success Criteria

The success of the education offered to children with SEN will be judged against the aims set out above. The policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy. Specific success criteria for each year are set out in the annual appendix to this policy.

Appendix 1

The following legislation and guidance is also relevant to this policy:

Education Act 1996	<i>This legislation is amended by the SEN and Disability Act 2001. The SEN Code incorporates references to relevant sections of the Act.</i>
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the SEN policy.</i>
SEN and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 1995</i>
Revised Code of Practice on the identification and assessment of special educational needs	<i>November 2001</i>
SEN Toolkit	<i>2001</i>
Inclusive schooling - pupils with special educational needs	<i>2001</i>
The Education (SEN) (England) Regulations 2001	<i>Annex A of SEN Code sets out what must be included in the SEN policy</i>
The Education (SEN) (Information) (England) Regulations 1999	<i>1999</i>
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	<i>2001 Sets out LEAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.</i>
Disability Discrimination Act 1995	<i>As amended by the SEN and Disability Act 2001</i>
Draft Disability Rights Code of Practice	<i>Draft for consultation available on the DRC website at www.drc-gb.org. Code expected to come into force from September 2002</i>

Appendix 2

Code of Practice Definition of Special Educational Needs

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice.

- A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her. (*Code of Practice D.F.E. 1993*)

Pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area
- b) for pupils under two, educational provision of any kind"

See Section 312, Education Act 1996

Definition of Disability

"A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed"

See Section 17(11), Pupils Act 1989

"A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

See Section 1(1), Disability Discrimination Act 1995

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.