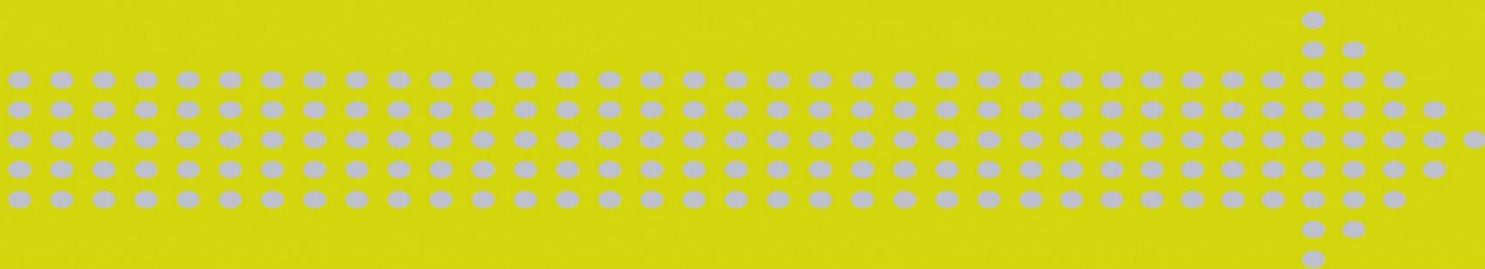


# **SPECIAL EDUCATIONAL NEEDS POLICY**

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## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **1. RATIONALE**

A child has **Special Educational Needs (SEN)** if he or she has a **learning difficulty** which calls for **special educational provision** to be made for him or her.

A child has a **learning difficulty** if he or she:

- a. Has a significantly greater difficulty in learning than the majority of children of the same age;
- b. Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the areas of the local authority;
- c. Is under five and falls within the definition at a. or b. above or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

**(Section 312 1996 Education Act)**

The definition of SEN is widely understood as being primarily about children with learning difficulties, because of the wording in the legislation. It is important to recognise that the definition of children with learning difficulties includes children with a disability where any special educational provision needs to be made. It means that children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is, anything that is **additional to** or **different from** what is normally available in schools in the area.

**(Section 3.17 Disability Discrimination Act 1995: Part 4)**

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. The effect must be:

- Substantial (that is more than minor or trivial); and
- Long-term (that is, has lasted or is likely to last for at least a year or for the rest of the life of the person affected); and
- Adverse.

**(Section 4.2 Disability Discrimination Act 1995: Part 4)**

### **2. POLICY STATEMENT**

The **whole** school recognises that each child is special; an individual with particular learning needs. All staff, with the assistance of the special educational needs co-ordinator (SENCO) and the support team, aim to support individual children from the least able to the gifted, whether these needs are of a permanent or a temporary nature.

The school is committed to all pupils following the national curriculum. Only in exceptional circumstances will pupils be disapplied from any part of it. Ideally, support will be provided in all subject areas and where necessary will seek to enhance the self-esteem of the child.

It is hoped that within a caring atmosphere pupils will feel comfortable about approaching staff with their own specific requirements and self-referral will be encouraged. At all stages, the partnership between pupils, parents and staff is acknowledged, together with the role of the LA and other external agencies and the need for full consultation is recognised as a vital link with this process. Learning support policies at Little Lever School will support the enrichment of all pupils and will help them to take their place in tomorrow's society.

### 3. **AIMS**

Our basic aims are in line with those stated in the Warnock Report (1978), i.e. "to enlarge a child's knowledge, experience and imaginative understanding and thus his or her awareness of moral values and capacity for enjoyment, and to enable him or her to enter the world, after formal education is over, as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible".

All pupils, independent of their learning difficulties should have the opportunity to achieve this. Additionally, all pupils must be valued by all staff for the individual contribution they make to school, to experience success and to feel positive about themselves.

#### **Objectives:**

- To identify and provide for pupils who have special educational needs or other needs.
- To work to the guidelines set out in the SEN Code of Practice 2014.
- To operate a 'whole pupil' approach to the management of special educational needs.
- To provide a Special Educational Needs Coordinator who will work with the SEN Inclusion policy.
- To provide advice and support for all staff working with special educational needs pupils.
- To develop and maintain partnerships with parents.
- To ensure access to the curriculum for all pupils.

### 4. **THE PRINCIPLES ON WHICH THE ORGANISATION OF SEN PROVISION IS BASED**

There is a commitment from senior leaders to ensure that special needs issues are afforded status within the school and that the overall responsibility for SEN is the headteacher.

There is a flexible organisation in school which attempts to meet the varied needs of different pupils and which allocates resources to meet those needs as effectively as possible.

The school will strive to give all pupils access to the whole curriculum, including all work areas and facilities, in an attempt to ensure breadth, balance, relevance, differentiation, continuity and progression.

The school will strive to deliver the curriculum in the most inclusive way practicable.

All departments will address their provision for pupils with special needs, including their provision for gifted pupils, outlining their policy within their schemes of work.

Every member of staff takes responsibility for all pupils they teach regardless of the academic ability of the pupils.

All departments will be supported by the SENCO and the inclusion team.

In-service training is available to raise awareness and to provide guidance on suitable teaching techniques and the provision of appropriate resources. Such training will continuously promote issues relevant to the needs of such pupils, and ensure that all teachers recognise their responsibility for identifying and meeting those needs.

There will be a degree of flexibility in timetable planning to enable specialists to work across the full range of departments in a variety of ways whenever possible.

There will be a determination to implement policies to ensure that all pupils with special needs are valued within the school community and are welcomed into a warm environment and an atmosphere of caring and concern.

## 5. **IDENTIFICATION, ASSESSMENT AND REVIEW OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

The SEN Code outlines that special educational needs will be divided into 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Emotional, Social and Mental Health Difficulties
- Sensory and/or Physical needs

Other factors that may impact on progress and attainment but are **NOT SEN** are:

- Disability (The Code outlines reasonable adjustments but these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of PPG money
- Children Looked After
- Behaviour (unless linked to one of the 4 areas noted above)

## **6. A GRADUATED APPROACH TO SEN PROVISION**

### **Entering the SEN register:**

Little Lever School are committed to offering high quality first teaching in every lesson throughout the school. The class teacher is responsible for providing work differentiated to an appropriate level for all pupils. Only if a student does not make adequate progress, with interventions and appropriate adjustments, will they be identified as having a possible special educational need. At this stage the following process will be used:

- **Assess:** the class teacher in consultation with the SENCO should clearly analyse a pupil's needs before identifying a child as requiring SEN support. The class teacher must outline what has already been implemented with a clear focus on impact.
- **Plan:** parents must be notified formally wherever it is decided that a pupil is to be provided with SEN support. The support must clearly outline what the support will be and when it will be reviewed.
- **Do:** the class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, the teacher will retain responsibility for the pupil. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- **Review:** the effectiveness of the support should be reviewed in line with the agreed date and discussed with parents. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

### **Managing pupils on the SEN register**

The co-ordinator for special needs is responsible for:

- The day to day operation of the school's special needs policy.
- Liaising with and advising fellow teachers.
- Advising on the graduated approach to providing SEN support.
- Co-ordinating provision for pupils with special educational needs.
- Liaising with parents of pupils with SEN.
- Liaising with external agencies.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Liaising with potential next providers of education to ensure that a pupil and their parents are kept informed about options and a smooth transition is planned.
- Working with the headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

SEN support will include the transitions between phases of education and preparation for adult life.

### **Criteria for exiting the SEN register**

The SENCO, alongside the class teacher, and in consultation with the parents and pupil will make a decision to remove a student from the SEN register when the student has made the expected progress, in line with the National Curriculum requirements.

## **7. WHAT PROVISION IS MADE FOR CHILDREN WITH SEN?**

### **PLANNING AND TEACHING PUPILS WITH SEN**

All teachers are responsible for providing high quality first teaching differentiated to the appropriate levels and personalised for all students with an SEN. Teachers are made aware of preferred learning styles for these identified students by a pupil passport. The class teacher is responsible for setting stretching targets, review the additional or different provision that is made for them and ensure that approaches used have maximum impact on progress.

### **CLASSROOM SUPPORT**

All teachers will be supported by the SENCO in how best to support the students with particular SEN needs. Teaching Assistants with different specialisms and skill sets will support within and outside the classroom under the direction of the teacher. Students will be encouraged to be independent learners preparing them for adulthood.

### **INDIVIDUAL / GROUP PROVISION**

The following are an example of some of the interventions that are provided by the SEND department:

- Communication and Interaction
  1. Speech Therapy
  2. Talking Partners @ Secondary
  3. Touch Typing
  4. Ladywood Outreach Service
  
- Cognition and Learning
  1. Paired Reading
  2. Differentiated Spellings
  3. Phonics
  4. Handwriting Intervention
  5. Punctuation Intervention
  6. Memory Booster
  7. Educational Psychologist Service

- Emotional, Social and Mental Health Difficulties
  1. Nurture Group
  2. Emotional well-being group therapy
  3. Self Esteem Group / Individual sessions
  4. Bolton Behaviour Support Service
  5. CAMHS
  
- Sensory and/or Physical needs
  1. Touch Typing
  2. Mobility Support
  3. Visual Impairment Specialist teaching
  4. Hearing Support
  5. Health Care Plans / Actions
  6. Training for staff on medical needs as appropriate
  7. Facilities for students with physical and medical needs

### **INVOLVING PARENTS / PUPILS IN LEARNING**

Parents will be consulted whenever an intervention is to be implemented with a clear focus on the outcomes.

Parents will be invited into school to discuss progress at various opportunities throughout the academic year.

Class teachers and the SENCO are available to discuss progress at any time that it is felt necessary.

In addition to the annual progress evenings, the SEND department host multiple 'drop-in' sessions.

### **DISABLED ACCESS**

The school building is based on two levels with many small flights of internal and external stairs. The internal stairs have contrasting edge markings. Ramps have been constructed to enable wheelchair access to the lower school blocks. The Leisure Centre entrance allows access by wheelchair. The front ramp allows access to the first floor by wheelchair. There is also a lift that allows disabled access to the first floor.

## **8 SUPPORTING PUPILS AND FAMILIES**

Details on additional services and agencies that are available to parents and families are outlined in the LA Local Offer. This can be found at:

[www.mylifeinbolton.org.uk](http://www.mylifeinbolton.org.uk)

### **ADMISSION ARRANGEMENTS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS WHO HAVE AN EHC PLAN**

Students with an EHC Plan are able to specify which school they would like to attend. The SENCO will aim to attend the annual review in Primary school in order to provide a smooth transition to Little Lever School.

## ADMISSION ARRANGEMENTS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS WHO DO NOT HAVE AN EHC PLAN

There are no special admission arrangements for these pupils. Such pupils seeking admission to the school will not be discriminated against because they have special educational needs.

## ACCESS ARRANGEMENTS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Students are identified and screened in school to ensure that they have the necessary arrangements in place for them for all internal and external examinations and controlled assessments. The SENCO is responsible for ensuring all students with SEN are facilitated in the most appropriate way for each individual's needs.

## TRAINING AND RESPONSIBILITIES

**How is SEN funded?**

<b>PLACE</b> All students £4,000.	<b>PLACE PLUS</b> We are responsible and accountable for spending, up to, an additional £6,000 on students who fall into this area.	<b>HIGH NEEDS BLOCK</b> Application to the LA for an EHC Plan.
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Students have their provision mapped and costed throughout their school life. Applications for additional funding are categorised as 'High Needs' where the LA will use a variety of advice to decide whether additional funding will be granted.

**How are the training needs of staff identified and planned for?**

a. **All Staff**

All staff will, where necessary, be involved with in-service training on special needs through whole school training.

All staff are informed of in-service training opportunities relating to special educational needs via the SENCO, the staff bulletin and the deputy headteacher with responsibility for in-service training. All staff may apply to attend such courses, finance permitting.

b. **The SEND Team**

Members of the SEND team attend in-service training regularly. They not only attend professionally run courses, but also attend meetings run by special needs organisations. They provide in-service training for staff via the Inclusion department.

## **ROLES AND RESPONSIBILITIES**

SENCO: Mrs C A Fernside

TA4 Lead TA – responsible for Nurture, exam arrangements and TA deployment.

TA4 Cognition and Learning – responsible for implementing interventions and tracking students with specific learning difficulties.

TA4 EM/S/M – responsible for implementing interventions and tracking students with emotional, social and mental health issues.

TA3 Health and well-being – responsible for monitoring students with additional health needs, responsibility for implementing Health Care Plans and First Aid.

TA3 EAL – responsible for supporting, monitoring and implementing interventions aimed at students with English as a second language / students new to the country.

TA3 Communication – responsible for working with students with any communication needs including students on the Autistic spectrum and those with speech and language difficulties.

TA2 In Class Support – Responsible for monitoring and differentiating provision in class to support students with EHC Plans and on single category SEND register.

## **STORING AND MANAGING INFORMATION**

All details relating to students on the SEND register are held confidentially in the Inclusion Office. Copies of any review meetings are sent confidentially to the appropriate Local Authority.

Minutes from all meetings held with parents are held in a central record with copies distributed to relevant parties within a week of the meeting.

## **DEALING WITH COMPLAINTS**

Complaints may be made to the headteacher, the SENCO or the governor with responsibility for SEN at any time, in line with the General Complaints Policy.

## **REVIEWING THE POLICY**

The Policy will be renewed annually in line with the Children's and Families Bill 2014.