

SEN Special Educational Needs' SEN/Learning Difficulties & Disabilities LDD Policy Policy

Hove Park School

Committee	FGB	Governor Link		Staff Link	Sue Jupp
Date Ratified		Frequency of Monitoring Report		Frequency of Review	Next Review date
17/11/09				Annually	Autumn Term 2010

Hove Park School - Special Educational Needs' SEN/Learning Difficulties & Disabilities LDD Policy

Introduction

1. This policy is provided in accordance with the Education Special Educational Needs / LDD, Code of Practice 2001, The Disability Discrimination Act 2001, and 'Inclusive Schooling' DFES 2002.

Definition of Special Educational Needs and Disabilities.

2. We recognise there is a wide spectrum of special educational needs and disabilities and they are sometimes inter-related.
3. These needs can be categorised in four key areas that may create barriers to learning:
 - Communication and interaction
 - Cognition and learning
 - Behaviour - emotional and social development
 - Sensory and/or physical needs
4. Special educational needs and disabilities can range from those that require short-term intervention to those that continue throughout a student's education.
5. A student has special educational needs if he/she has specific needs, which require special educational provision to be made.
6. A student has a learning difficulty if he/she:
 - Has a significantly greater difficulty in learning than the majority of students of the same age
 - Has behavioural problems that create barriers to his/her learning or the learning of other students
 - Has a disability, which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Aims and Objectives of Provision at Hove Park School

7. The aims and objectives are:
 - To meet the needs of students through a whole school response.
 - To develop a support system and strategies that enable all teachers to meet the needs of the students identified with SEND.
 - To identify the needs of students as early as possible.
 - To ensure students' right of access to a broad, balanced and relevant curriculum including the National Curriculum.
 - To be responsive to the needs of individuals with flexible, efficient and cost-effective practices, encouraging and building upon existing good practice.
 - To ensure that the school creates an effective partnership between the school, students identified with SEND and their parents.
 - To work together with other statutory and voluntary organisations, with the aim of making the best use of collective resources.
 - To ensure this educational provision will be continuously monitored and regularly evaluated against these principles
 - To make reasonable adjustments to ensure that students with SEND or disability have the same access to the activities of the school as other pupils.

- To monitor, support and record the needs of students deemed to be 'vulnerable' and are therefore 'at risk' if targeted strategies are not put in place to support them.

Identification, Assessment and Provision

8. At Hove Park we follow a graduated response that encompasses strategies to support students who have special educational needs. The school maintains a record of all students who have Special Educational Needs and Disabilities and this is regularly reviewed. Information is gathered from a range of sources in order to identify students.

Early Identification

9. The needs of students are evaluated through a range of indicators:
 - The student's achievement as monitored by the class teacher through ongoing observation, assessment and target setting.
 - Concerns by parents/child and outside agencies and to take account of any information that they provide.
 - The outcomes from baseline assessments.
 - Monitoring of teacher assessment against expected attainment.
 - Standardised screening or assessment tools.
 - BehaviourWatch data.
 - Placement on VSR (refer to safeguarding)
10. When a student is not progressing satisfactorily teachers are expected to consult the SENCo, Director of Progress and Achievement or Director of Culture for Learning. Strategies and interventions within the class will be reviewed to determine whether the student requires help over and above the differentiation normally available in class.
11. Whilst early identification is a priority at school, needs may be identified at a later stage using the strategies above.

Safeguarding

12. Under the safeguarding umbrella we have identified students who are vulnerable and placed them on the Vulnerable Students Register (VSR). This is updated regularly and involves key staff at KS3 and KS4.

Thresholds

13. The LEA thresholds (published in Jan 2003) will be used as guidance for identification of students with SEND.
14. Discussion between all parties involved will result in the school taking the appropriate action having regard for the SEN 'Code of Practice'.
15. For students to be identified for statutory assessment there is an expectation that most would be at School Action Plus for at least two terms. The need for a statement will be determined through consultation with the school's Educational Psychologist.
16. The decision to assess for statements and to issue statements rests with the LEA.

Action and Monitoring according to the Code of Practice

17. All students have differing needs, whether or not they are placed on the school's record of SEND. There is an expectation that teachers, through their planning and

delivery, will differentiate for the majority of individual needs in the classroom, and retain lead responsibility for the differentiation for students identified as having SEND.

School Action

18. A move to School Action will be triggered when a student has:

- Made little or no progress even when teaching approaches are specifically targeted to address his/her identified needs.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Presented persistent emotional / behavioural or social difficulties which are not ameliorated by school behaviour management techniques.
- Sensory or physical problems causing lack of progress despite the provision of specialist equipment.
- Communication and/or interaction difficulties causing lack of progress despite the provision of a differentiated curriculum.

19. When it is concluded that a student may need to move to 'School Action' the student will have:

- An IEP/PM
- Additional support from within the school.

School Action Plus

20. We will give careful consideration to moving a student to School Action Plus when, despite receiving an individualised learning programme and/or concentrated support under School Action: the student:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy or numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class group, despite having an Individual Education Plan / Provision Map / Student Support Programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

21. At this stage an external specialist may act in an advisory capacity, provide additional specialist assessment or direct teaching for the student,

22. This specialist expertise will guide the SEN team and subject staff in their planning for the special educational interventions and provisions required to address the specific individual needs of the student. The IEP / PM will be adjusted to reflect additional strategies for supporting the student's progress. As far as possible the IEP / PM will be implemented in the normal classroom setting. The delivery of the interventions recorded on the IEP / PM will continue to be the responsibility of the subject teacher.

23. The student will have:

- An IEP / PM

- Additional support from within the school, which may be higher than, received at School Action.
- Possible involvement of an outside professional support service.

Statement of Educational Needs

24. The level of support from an assistant or SEND teacher will be determined when the IEP / PM is drawn up and /or reviewed. It will be based on the individual needs of the student.
25. The student will have:
- An IEP / PM
 - Additional support from within the school
 - Possible involvement of an outside professional support service
 - Annual review/Transition Plan
 - Anything additional as determined by the provision in the statement or the most recent annual review.

Individual Education Plans (IEP) / Provision Mapping

26. The IEP / PM is the key working document, which outlines the provision and objectives for every student at School Action and above.
27. These will only record provision that is in addition to or different from the differentiated curriculum plan which is in place as part of provision for all students.
28. IEP's / PM may include information about:
- The targets set for the student
 - The teaching strategies to be used
 - The provision to be put in place
 - When the plan is to be reviewed
 - The outcome of the action taken
29. Individual Education Plans / Provision Mapping will be reviewed regularly as required.
30. The review is an important part of the planning process and the school will involve some/all of the following students, parents, assistants, teachers and anyone else involved in working with the student.
31. A copy of the IEP / PM proforma is included in the appendix. This is the working document used by teachers and support staff in meeting students' needs outside the normally differentiated curriculum for their year group.
- NB Provision Mapping is gradually being introduced and will eventually replace the need for IEP's.**

Admissions

32. The LEA has overall responsibility for school admissions, and all applications should be made through them. However, we welcome visits from any parents thinking about applying for their child. Prospective parents can attend tours of the school in the Autumn Term.

Access

33. The school has limited wheelchair accessibility. Although there are some facilities for enabling children with disabilities to reach the first floor, the school may be able to make special arrangement in order to include children with physical disabilities.

34. Under the SEN & Disability Act the school has produced a DES policy which has been adopted by the governing body.
35. At present, the school has a Special Facility to cater for students with severe SpLD. All students with SEND are part of the mainstream school. They receive additional support (in class and/or withdrawal) and access a broad and balanced curriculum.

Special Facility

36. The aims and objectives of the Special Facility are broadly the same as those of the Learning Support Department. All students have IEP's, regular monitoring and Annual Reviews of their statements. Links are maintained with parent/carers, other schools and external agencies. The Special Facility is not a separate unit of the school but more of an umbrella organization to support students who are totally integrated within the school.
37. The Special Facility aims to make it possible for students with specific learning difficulties to have access to a broad and balanced curriculum including the national curriculum and the extra curricular activities available in a mainstream school.
38. The Special Facility has a base on both campuses and there is full cooperation and close links between the Special facility and Achievement Support Area. There is provision for up to twenty students, each of whom has a Statement of Special Educational Needs. There are usually four students in each year group and they are selected by the Local Authority.
39. Students experiencing difficulties may have a discrepancy between what they are able to understand and what they are able to read and write down. They may also have additional difficulties such as speech and language problems which can cause difficulties in processing information and word finding problems. As a consequence of these difficulties, students may present challenging behaviors from time to time. Some students are deemed to have complex needs.
40. Students are supported by staff in class and by having individual/small group withdrawal sessions. This provides access to the curriculum, literacy tuition, support with homework and coursework and other individualized programmes. The facility also gives support and advice to classroom teachers of these students if requested. Teaching assistants support students in all curriculum areas.

Resources

41. The overall level of funding for SEND is delegated to the school by the LA and is identified in the school budget statement.
42. The responsibility for determining the amount of resource for SEN lies with the school governors who will seek advice from the Headteacher and SENCo.
43. The resources for SEND are used to provide teaching assistants, the SEN teachers, specific training on SEND and specialist resources. The costs of the SENCo are met from the main school budget.
44. The SENCo has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the staff.

Access to National Curriculum

45. All children at Hove Park follow the National Curriculum, which includes guidance on the inclusion of students with SEND.

46. Consistent with this guidance, teachers plan their lessons to take account of the full range of students' learning needs. For a small number of students, the school may provide specialist equipment or adapted curriculum in small groups, with either specialist outside help or programmes delivered by school staff. For either provision, which will form part of the student's Individual Education Plan / Provision Map, the aims are:

- To monitor progress more closely and ensure individual objectives are being met.
- To accelerate a student's learning in a particular area, and so enable him/her to access the curriculum appropriate to their age.
- To provide learning opportunities which would not normally be appropriately delivered in the student's classroom.
- Where small group work is provided, it is done after discussion with parents and students or at reviews.

Role of the Governing Body

47. The governors have regard for the Code of Practice (Education Act 1996, section 317) when carrying out their duties towards all students with SEND. The governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities

48. The governing body has the following duties:

- Ensure that when the LA has informed the Headteacher that a student has special educational needs and disabilities that these needs are made known to all staff who are likely to teach the student.
- Ensure that teachers in the school are aware of the importance of identifying and providing for students with SEND.
- Ensure that parents are notified of a decision by the school that their son/daughter has SEND.
- Consult the LEA and the governing bodies of other schools in the interest of a coordinated special educational provision in the area as a whole.
- Report annually to parents on the implementation of the school's policy for students with special education needs.
- Ensure that a student with SEND joins in the activities of the school, together with other students so far as it is reasonably practical and compatible with the efficient education of all students.

49. The Governors evaluate the success of the educational provision for pupils with Special Educational Needs/LDD through:

- The appointment of governor responsible for special educational needs.
- Regular SENCo and SEND governor meetings.
- SEND governor to be involved in the appointments of SEN staff when it is appropriate.
- SEND governor visits to monitor provision.
- SEND governor discussion with parents.
- SEND governor discussion with students.
- SEND governor liaison with the SENCo to produce and present the annual report to parents.

50. The SEND governor is responsible for reporting to the main governing body regarding SEN issues.

Roles and Responsibilities

51. The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SEND co-coordinator who keeps the Head and governing body fully informed, through the line management of the Deputy Head.

52. The SENCo is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers.
- Managing learning support assistants.
- Overseeing the records of all students with special educational needs.
- Liaising with parents of students with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

53. All teachers are teachers of students with SEND and they have a key role in ensuring that students' needs are identified and met. They:

- Inform or seek advice from SENCo when necessary.
- Gather information and make formal assessment about the student.
- Inform and discuss with parents their concerns and review regularly.
- Take action to meet the student's needs within his/her normal classroom work through differentiation. Recording strategies/actions used.
- Plan and monitor focused work done within the classroom with support staff where appropriate.
- Contribute to the planning and review of IEP's/PM in conjunction with the SENCo, parent and student on a regular yearly basis.
- The handbook/policy for each subject area should contain information regarding the teaching of students with SEND.

54. Teaching Assistants are a valuable part of the support for students with SEN. They are organised into two groups. The first group work in the core subject areas and are managed by the team leader and SENCo. The second group cover the other subject areas and are managed by the SENCo. The SENCo maintains overall responsibility for all teaching assistants and works closely with the team leaders.

55. Their role is:

- To support the provision of SEND within the school.
- To follow programmes set by class teacher/SENCo/outside agencies.
- To keep records and monitor students' progress using the procedures employed by the school.
- To help and assist students with SEND, either individually or as part of a group.
- To contribute to IEP/PM and Annual Reviews of student they work with.
- Regular informal discussions with staff on a day-to-day basis.
- Support planning.

Monitoring of the SEN policy

56. Evaluating progress is an integral part of the SEND process.

57. The SENCo checks that all students with possible SEN have been identified and are currently placed on the school's record of needs. This is done through assessment, by regular informal discussions with staff on a day-to-day basis, formal twice-yearly review meetings.

58. The record of needs is updated regularly and movement of students is tracked by the SENCo.
59. A yearly SEN audit is carried out by the SENCo and details are passed onto the LEA for external monitoring purposes (the In School Review').
60. Progress of individual students is recorded on the IEP / PM evaluations at review.
61. Teaching assistants timetables are evaluated as required to ensure that support is being correctly targeted. Where needs demand, individual students may be allocated additional support.

Parental concerns regarding SEN

62. If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:
- Raise initial concerns with the subject teacher/personal tutor. Usually any problem can be dealt with at this stage.
 - Arrange a meeting with SENCo - if conflicts cannot be resolved the headteacher should be involved.
 - Arrange a meeting with special needs governor.
 - Arrange a meeting with a sub-committee of governors.
 - Full governors meeting.
63. If there are still unresolved issues, contact may be made with LEA/Regional Disagreement Resolution Services.
64. At any point the parent may wish to contact Amaze, Brighton & Hove's parent partnership organisation for advice (see appendix)

SEN In-service Training for Staff

65. All staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCo is aware of all relevant courses relating to SEND. All staff to have access to this information and the SENCo to advise as necessary.
66. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.
67. All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants.
68. Occasionally, specialized training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school, by specialist services working with particular students, e.g., Educational Psychology Service, Sensory Needs Service, Language & Literacy Support Service, Autistic Spectrum Condition Support Service.
69. There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

Involving Parents/Carers

70. Hove Park will ensure that all parents/carers are fully informed of any SEND their son/daughter may have.
71. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling students and young people with SEND to achieve their potential.
72. Parents hold key information and have a critical role to play in their son/daughter's

education. They have knowledge and experience to contribute to the shared view of a student's needs. We actively seek to work with parents and value the contribution they make. All parents of students with special educational needs are treated as partners. We expect parents/carers to:

- Recognize and fulfil their responsibilities and play an active and valued role in their son/daughter's education.
- Be informed by the school of their son/daughter's placement within the SEN framework.
- Have the opportunity to make their views known about how their son/daughter is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Alert the school to any concerns they have about their son/daughter's learning or provision.
- Fulfill their obligations under home/school agreements, which set out expectations of both sides. This will usually be done through: Parent Consultations (informal or formal); I.E.P./PM reviews and Annual Statement reviews. To help in this support the LA recommends the local parent partnership service AMAZE.
- Participation in the Common Assessment Framework (CAF) if it is deemed necessary to implement one.

Student Participation

73. All students should be involved in making decisions about their education. As part of the student's SEND provision the school should listen to the views of the student.
74. For students with SEND, we aim to involve the student in understanding his or her difficulties and what is needed to overcome them. We also encourage students with SEN to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.
75. Students with statements are given the opportunity to contribute to their Annual Reviews. Communication aids such as video or tape may be used if necessary.
76. Participation in the Common Assessment Framework (CAF) if it is deemed necessary to implement one.

Links with other schools

77. The school's SENCO/SF Coordinator is a member of a local 'cluster' group of SENCOs who meet regularly to discuss aspects of special educational needs. Often guest speakers are invited to help with these discussions. They visit each other's schools and also attend the LA SENCO/INCO forums.
78. Links with special schools, special units, special facilities and schools outside the cluster group are less formalised. The process is two way, with shared resources.
79. At transition stages consultations are held between our school and feeder school/services and secondary placements.
80. Professional liaison involving the SENCO & Special Facility coordinator takes place as required to ensure a smooth transition.
81. There is an agreed recording system for SEND students and these are kept by the SENCO and are made available to the transition liaison teachers. These records are forwarded to the appropriate schools.

82. Any student with a statement of special educational needs transferring to another phase has a statutory review usually in the Autumn Term to re-evaluate their needs and to establish an appropriate placement. Some students with particular needs, usually moderate or severe difficulties with cognition and learning, may benefit from outreach support which will be negotiated with an appropriate special school.

Links with External Agencies

83. The school has positive links with many outside agencies which support the learning and development of the students in our care, including:

- Language & Literacy Support Service (LLSS)
- Speech and Language Therapy Service (SALT)
- Educational Psychologist (EP)
- Autistic Spectrum Condition Support Service (ASCSS)
- Connexions Personal Advisors and Careers Advisor
- Occupational Therapist (OT)
- School Doctor
- School Nurse
- Audiologist
- Department of Social Care and Health
- Alternative Centre for Education (ACE)
- Ethnic Minority Achievement Support (EMAS)
- CAMHS (Child and Adolescent Mental Health Service)
- Physiotherapist
- Ophthalmic Service
- Sensory Needs Service (SNS)
- The McKeith Centre
- Counsellors from Clermont and other appropriate facilities.
- Common Assessment Framework – Team around the child.

Evaluating Success of Policy

84. This policy will be reviewed on an annual basis. The process of review will involve the SENCO, the SEND Governor and the Headteacher. Review of the policy will take into account:

- The progress made by students with SEND at the school.
- The success of the school at including students with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.