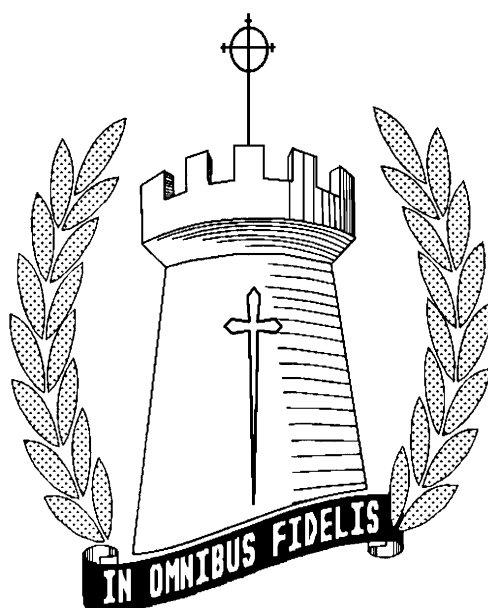


# ST DAMIAN'S RC SCIENCE COLLEGE



## Special Educational Needs Policy

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| <b>Approved by Governors:</b> | <b>October 2016</b> |
| <b>Date to be reviewed:</b>   | <b>Annually</b>     |

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **Definition of Special Educational Needs**

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils have a learning difficulty if they;

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them 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.
- Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

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

The SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will do its best to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs to join in the activities of the school, together with pupils who do not have special educational needs.

The school follows the Code of Practice (September 2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child. St Damian's also implements Tameside's LA policy 'Matching Provision to Needs'

Partnership with parents plays a key role in enabling children 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 children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. All parents of pupils with special educational needs will be invited into school termly to discuss their child's provision and progress with the SENCo. Parents are actively encouraged to contact the SENCo should they have any concerns about the progress their child is making or the provision they are receiving.

Pupils with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the statutory review and transition processes. This will take place through conversations with relevant Learning Support staff and pupil vice throughout the academic year.

### **Identification, Assessment and Provision**

Provision for pupils with special educational needs will be allocated by the SENCo and the Learning Support team. Provision will be in line with Tameside's Policy and Practice.

***All teachers are teachers of pupils with special educational needs.***

Teaching SEN pupils is a whole-school responsibility, requiring a whole school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there

may be a need to provide an enhanced level of provision that supports and enhances their learning abilities. At St Damian's, Teaching Assistants are linked to year groups and support SEN pupils in a range of subject areas.

When a pupil is identified as having special educational needs, the school will intervene as described at **Wave 1, Wave 2 and Wave 3 level interventions**. Such interventions are a means of helping schools and parents match special educational provision to individual pupil needs. School will record the steps taken to meet the needs of individual children in the form of an SEN Raising Attainment Plan. The Wave level intervention works as follows:

|        |   |
|--------|---|
| WAVE 1 | College Intervention  |
| WAVE 2 | Complex intervention – college based & multi agency                 |
| WAVE 3 | Education Health Care Plans / Non EHCs with high level intervention |

If a pupil is known to have special educational needs when they arrive at the school, the Headteacher, SENCo, departmental and pastoral colleagues will:

- Use information from the primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class.
- Ensure that ongoing observation and assessment provides feedback about pupils' achievements to inform future planning of the pupil's learning.
- Ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme.
- Involve the pupil in planning and agreeing targets to meet their needs
- Involve parents in developing a joint learning approach at home and in school.

## Early Identification

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:

- Evidence from teacher observation and assessment
- Their performance against the level descriptions within the National Curriculum at the end of a key stage.
- Their progress against the objectives specified in the National Literacy Frameworks
- Standardised screening or assessment tools such as the Diagnostic LASS Assessment Programme designed to analyse pupils memory, literacy and reasoning skills

## English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. The SENCo oversees the provision of support available for pupils with English as an additional language to ensure a cohesive approach with timely intervention.

## The role of SENCo

The SENCo, in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEN. The key responsibilities of the SENCo may include:

- Overseeing the day to day operation of the school's SEN policy
- Liaising with and advising fellow teachers
- Managing the SEN team of teachers and learning support assistants
- Coordinating provision for pupils with special educational needs
- Overseeing the records on all pupils with special educational needs

- Liaising with parents of pupils with special education needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, Positive Steps, health and social services and voluntary bodies
- Update the school's Local Offer of provision available to SEN pupils at St Damian's

## Monitoring pupil progress

1. Pupils on the SEN register will follow the schools monitoring progress procedures. The SENCo will liaise with Heads of Year and Heads of Faculties.
2. The SENCo will closely analyse all progress checks of pupils.
3. Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the SENCo to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:
  - Closes the attainment gap between the pupil and the pupil's peers
  - Prevents the attainment gap growing wider
  - Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
  - Matches or betters the pupil's previous rate of progress
  - Ensures access to the full curriculum
  - Demonstrates an improvement in self-help, social or personal skills
  - Demonstrates improvements in the pupil's behaviour
  - Is likely to lead to appropriate accreditation
  - Is likely to lead to participation in further education, training and/or employment

## Wave 1 Interventions

When a pupil is identified as having special educational needs, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as **Wave 1 intervention**.

The triggers for intervention through Wave 1 could be concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Show signs of difficulty in developing literacy or mathematics skills that result in poor attainment and progress in some curriculum areas.
- Presents persistent emotional difficulties that impact on learning and progress
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of differentiated curriculum.

Pupils at Wave 1 receive:

- Differentiated work
- In class support where appropriate

## Wave 2 Interventions

Wave 2 Intervention is characterised by the involvement of external services such as special needs advisory teachers, educational psychologists etc. A request for help from external services is likely to follow a decision taken by the SENCo and colleagues, in consultation with parents, at a review of the child's academic progress. At Wave 2 Intervention, external support services will often see the child, so that they can advise subject and pastoral staff on effective strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities in order to ensure accelerated pupil progress. The triggers for Wave 2 Intervention could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- 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 pupils of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has social or emotional difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised support programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Has a mental health condition that requires external support.

Pupils at Wave 2 receive

- Differentiated work
- In class support where appropriate
- Additional out of class support where required
- Support from external agencies as required

## Wave 3 Interventions

Wave 3 Intervention is characterised by pupils who have statements of Special Educational Needs, Education, Health and Care Plans or high levels of interventions from school. The level of support that these pupils receive is the same as Wave 2 Intervention but more often and with more specialist input.

## School request for statutory assessment

For few pupils, the help given by schools through Wave 2 and 3 may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LA, the pupil will have demonstrated significant cause for concern, despite extensive support and the school will provide written evidence to the LA detailing:

- The school's action through Wave 1, 2 and 3
- Provision Maps for pupils
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the pupil
- Involvement of other professionals
- Any involvement by the social services or education welfare service

When the LA receives a request for statutory assessment, it must decide within six weeks whether to carry out such an assessment.

## **Statutory Assessment of Special Educational Needs**

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through **an Education, Health and Care Plan**.

An Education, Health and Care Plan will include:

- The pupil's name, address and date of birth
- Details of all of the pupil's special needs
- The special educational provision necessary to meet the pupil special educational needs
- The type and name of the school where the provision is to be made
- Relevant educational, health and care needs of the child, including details of support required by other agencies

All children with Education, Health and Care Plans will have outcomes set for them that have been established after consultation with parents, the child and all involved agencies.

## **Annual review of an Education, Health and Care Plan:**

Pupils with an Education, Health and Care Plan will receive:

- Differentiated work
- In class support where appropriate to need
- Additional out of class support where required
- Support from external agencies as required

All Education, Health and Care Plans will be reviewed at least annually with the parents, the pupil, the LA and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Plan. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in Year 9 and Year 11 will be particularly significant in preparing for the pupil's transition to a new Key Stage, employment, further education, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young person's Education, Health and Care Plan and draw up and review the Transition Plan. This must involve the Positive Steps Careers Service.

## **Monitoring of SEN Pupils**

The monitoring of SEN pupils follows general school procedures including:

- Progress checks
- Full Assessments
- Discussion at faculty meetings
- Formal reviews termly
- Liaison with Teachers and pastoral staff
- Liaison with Parents and pupils
- Consultation with specialist services