

Bishop Hedley RC High School
Ysgol Uwchradd Gatholig Esgob Hedley

Special Educational Needs Policy

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SEN Policy Bishop Hedley High School

Special Educational Needs

Introduction

The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all pupils matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all pupils' needs are met.

Objectives & Guiding Principles of the SEN Policy

- To ensure that all pupils, whether or not they have SEN, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any pupil who may have special educational needs.
- To help every pupil realise his or her full potential and optimize their self-esteem
- To enable all staff to play a part in identifying SEN pupils and to take responsibility for recognising and addressing their individual needs. - To encourage the whole school community to demonstrate a positive attitude towards SEN.
- To encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.
- To follow the Code of SEN Practice (2001) which recommends a graduated approach whereby appropriate actions (School Action/Action Plus/Statement) are matched to the individual pupil's needs.

Definition of Special Educational Needs

The Code of Practice 2001 states the following as a definition of Additional Learning Needs:

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

- have a significantly greater difficulty in learning than the majority of children of the same age;
or
- 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 educational authority.

SEN provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.”

In accordance with the Code of Practice for Special Educational Needs (2001) pupils are classified under the following headings for reporting processes:

Cognition and Learning: Those pupils who have a deficit in reading, writing, spelling &/or numeracy.

SpLD: Pupils who have a diagnosis of Dyslexia, Developmental Coordination Disorder, Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Dyscalculia, Specific Language Difficulty. Diagnosis is carried out by SpLD specialists at the LA or the Community Paediatrician.

Communication / Interaction: Pupils diagnosed with difficulties that place them on the Autistic Spectrum (including Asperger’s Syndrome and Semantic/ Pragmatic difficulties. Diagnosis is carried out by a panel of professionals including the Community Paediatrician.

Behavioural, Emotional, Social Difficulties: Those pupils who display behavioural difficulties during the school day, have emotional difficulties that lead to poor attendance, lack of self esteem & difficulties with peer groups.

Sensory/ Medical Needs: Pupils who have a difficulty that prevents them from accessing the curriculum without access arrangements being in place.

Identification, Assessment and Intervention

Bishop Hedley High School models its approach on the guidelines given in the SEN Code of Practice (2001). This is a graduated approach in the secondary phase.

The following parties identify pupils who might have a Special Educational Need (SEN):

Primary school – during transition.

Class Teacher/ Learning Support Assistant - during teaching and after sufficient information has been gathered for referral to be made.

Head of Learning/ Senior Staff – after gathering sufficient information for referral to be made.

Parent – An expression of concern is made due to progress of child.

Self-Referral – Pupils at KS4 and 5 can self refer if necessary.

Outside Agency – Referral made directly to the LA and then shared with Head of Inclusion.

Please refer to Referral Forms in appendix.

Assessment

Pupils are often assessed 'in house' by the Head of Inclusion. Standardised tests are used and pupils with standard scores of 85 and below are considered to have a SEN in that area.

The following assessments are currently used at Bishop Hedley:

Cognition and Learning – Group Reading Test 2 (screener), Wide Range Abilities Test (WRAT) for comparison of reading, spelling and numeracy scores, Neale's Analysis of Reading Abilities (for examination Access arrangements), Vernon Spelling Assessment, MidYis (Yrs 7 and 9), Mathematical Reasoning and Numerical Objectives Assessment carried out by the Mathematics Department. The Basic and Key Skills Builder Initial Screening is used for Literacy and Numeracy at the end of Yr 9 and in Yrs 10 and 11.

Specific Learning Difficulty

The WRAT is used to assess for any specific deficit in reading, spelling or numeracy. The Vernon Spelling Assessment is used for spelling and then the Diaphon Diagnostic Assessment identifies phonemic weaknesses.

A free writing assessment is used as a screener for DCD. Scores are interpreted and pupil is referred to the Educational Psychology Service for referral to Occupational Therapy Service for diagnostic assessment.

Pupils who have attention/ concentration deficits are referred to the Educational Psychology Service for referral to the Community Paediatrician for assessment and possible diagnosis.

Pupils who have a language deficit are referred to the Educational Psychology Service for further referral to the Speech and Language Therapy Service for assessment and possible diagnosis.

Communication and Interaction

Pupils have often been identified as having communication and interaction difficulties prior to entry at Bishop Hedley High School. If a pupil is new to the authority, or exhibits difficulties as he/she matures, observations take place during structured times (in lessons) and unstructured times (breaks and lunchtimes). If sufficient evidence is gathered and school provision cannot ameliorate difficulties then further assessment is carried out by Health professionals via the Educational Psychology Service referral system.

Behavioural, Emotional and Social Difficulties

Pupils can be screened using the Pupil's Attitude to Self and School Survey or the Special Needs Assessment Profile Behaviour Toolkit. Pupils can also be assessed by the LA's Behaviour Support Teacher.

Sensory/ Medical Difficulties

All sensory/ medical assessments are carried out by LA professionals or Health.

School Action:

When it is identified that a pupil has SEN - class teachers devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

While the class teachers remain responsible for working with the child on a daily basis, the class teachers work with the school's Head of Inclusion to plan and deliver an individual educational plan (IEP) to meet the needs of the child.

The Head of Inclusion can take the lead in:

- Planning future interventions for the child in discussion with colleagues.
- Monitoring and reviewing the action.

School Action Plus:

- The Head of Inclusion, in consultation with parents, asks for help from external agencies.
- Class teachers and the Head of Inclusion are provided with advice or support from outside specialists.
- Additional or different strategies to those at School Action are put in place – an IEP will usually be devised.

The Head of Inclusion takes the lead in:

- Any further assessment of the child.
- Planning future interventions for the child in discussing with colleagues.
- Monitoring and reviewing the actions taken.

Where a child is unable to access the National Curriculum after considerable internal and external help and time then, in consultation with the parents, the Head Teacher/Head of Inclusion will request a statutory assessment of the pupil's needs (ie. will request that a statement of SEN is drawn up).

Intervention and Provision (Refer to Provision Maps in Appendix)

The following interventions and provision are in place at Bishop Hedley High School:

Cognition and Learning

Key Stage 3:

Differentiation, in class support, small group literacy support (Rainbow Reading), RWI Fresh Start, small group numeracy support (Springboard), Diaphon Spelling Group, Pupil Passports.

Key Stage 4:

Differentiation, in class support, small group literacy (BKSB Skills Check work), Diaphon Spelling Group.

Specific Learning Difficulty

Key Stage 3:

Diaphon Spelling Group, provision of laptop, Pupil Passports, individual time with KS3 LSA.

Key Stage 4:

Diaphon Spelling Group, provision of laptop, individual time with Learning Coach.

Communication and Interaction

Key Stage 3:

Individual support for statemented pupils, differentiation, timeout cards, in class support, individual time with KS3 LSA.

Key Stage 4:

As above but individual time with Learning Coach.

Behavioural, Emotional and Social Difficulties

Key Stage 3:

Differentiation, in class support, timeout cards, Behaviour Support 1-1 time, access to the school counsellor.

Key Stage 4:

As above with extra input from the Learning Coach.

If pupils with behavioural difficulties do not respond to targets set in their Individual Behaviour Plans a Pastoral Support Plan is introduced. The Head of Learning, Head of Inclusion, Behaviour Support Teacher, pupil, parent and professionals contribute to this process. A referral to EOTAS provision is made when targets are not achieved over 2 terms or a pupil fails to follow the Discipline for Learning Policy consistently.

Sensory/ Medical Difficulties

Each pupil is treated as an individual and provision is mapped accordingly. For example: a pupil with visual impairment will be offered teaching notes, extra time to complete work, enlarged resources, placed in path of direct light in class.

Pupil Partnership:

Individual Education/ Behaviour Plans are drawn up and discussed with pupils. Each pupil will know their targets at the beginning of each term. Pupils are required to give their views when targets are set and also to respond at all reviews of targets.

Parent Partnership:

Parents are asked to agree targets on Individual Education/ Behaviour Plans. Their views are sought at reviews, parents' evenings and individual pupil meetings.

Key Staff in School:

Elizabeth Jones – Head of Inclusion

Helen Knee – Higher Level Teaching Assistant

Kelly Thomas – Learning Support Department KS3 oversight

Key Partners:

Sue Jablonski – School's Educational and Child Psychologist

Paul Barsi – School's Behaviour Support Teacher

Sarah Harris – School Counsellor

Alison Devereaux – Hearing Impairment Teacher

Bethan Persa – ALN Advisor (LA),

Alison Whippey – Education Inclusion Officer

Rhia Lewis – Learning Coach KS4

Anthony Edwards – SEN Governor

Resources

Please refer to the Provision Maps in the Appendix.

Monitoring and evaluating the success of the policy

The Head of Inclusion will:

assess individual pupils with SEN;

conduct IEP reviews;

report to the Head Teacher.

The policy will be monitored and evaluated by:

Senior Management Team (SMT) and Head of Inclusion;

advisors, inspectors, external specialists and governors;

the assessment of individual pupils with SEN;

IEP reviews.

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

This policy should be read in conjunction with all other school policies, in particular Equal Opportunities, Teaching, Learning, Admissions and Assessment.

E D Jones

Head of Inclusion

Policy reviewed: Autumn 2014

Signed:

Date of next review: Autumn 2016