

# DARLAND HIGH SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

## (Adopted July 2011)

### Introduction

This policy is one of a suite of policies which supports the school's aim to be a fully inclusive school. There are separate policies on Disability Access, More Able and Talented, English as an Additional Language and Equality. Darland High School does have a significant number of pupils with Special Educational Needs however, together with an even higher number who need help accessing the curriculum and it is for these pupils that this policy is addressed. All staff employed at Darland High School bear a responsibility for ensuring the progress and success of pupils with SEN, but it falls to the Faculty of Inclusion to manage the provision and provide leadership to the staff at the school on SEN matters.

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### Definition of Special Educational Needs:

According to the revised Code of Practice a child has special educational needs if he or she has a learning difficulty, which calls for special provision to be made for them at some time during their schooling. 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 for children of the same school age.

SEN pupils may experience a range of learning difficulties, including emotional and behaviour difficulties, physical or sensory impairment, and common disorders, general or specific learning difficulties. A small proportion of pupils will have a statement identifying SEN.

### Fundamental Principles:

- In keeping with the School Effectiveness Framework (national priorities), Darland High School is committed to narrowing the gap between the achievement of disadvantaged and non-disadvantaged pupils. (pupils with SEN are considered disadvantaged)
- Working together, staff will ensure that every pupil will achieve their potential and have access to a broad, balanced, differentiated and appropriate curriculum.
- This inclusive approach is supported by the school's Learning Support Team.
- The school has adopted a graduated response to the pupil's special needs and where necessary brings in increased specialist support to meet the pupil's difficulties. This ensures that the pupil's needs are met through an array of strategies and recognises that there is a continuum of special educational needs. This model of action and intervention is a means of matching special educational provision to the child's needs and is therefore part of the continuous and systematic cycle of planning action and review within the school to enable all pupils to learn and progress.
- Ours is an inclusive organisation and pupils with SEN are the shared responsibility of all staff. Staff will have appropriate support, provided by the Learning Support Team, to ensure they have the knowledge and skills to work with all pupils, whatever their abilities, disabilities, or difficulties.
- Pupils with SEN will be integrated fully into the educational and social life of the school included above.
- Parents are involved as partners in the education of their children and pupil participation is key to successful intervention. Pupils will where possible, participate in all the decision making processes that occur, including target setting, reviews and transition.
- Staff will liaise and co-operate with colleagues in primary and other schools, post 16 institutions and the careers service to ensure the smooth transition of pupils with special educational needs between different educational phases.

- Staff will work with LA support officers and outside agencies such as Educational Psychology and LEA Support Services, ESW, NCPCC councillor to provide the most effective for the pupils.

## **Organisation / Coordination**

The school has resourced provisions for Social / Communication needs, Dyslexia and provides support for pupils with Moderate Learning Difficulties, sensory and physical impairment and speech and language difficulties. Each provision has a Manager and a number of experienced Teaching Assistants. Overall coordination of the Inclusion Faculty and Line Management or the Managers is the responsibility of the Inclusion Faculty Coordinator.

The Faculty adopts a flexible approach to meeting the needs of all pupils with SEN and provides advice and support to all staff.

### **Strategies employed to meet the needs of pupils with SEN**

- Differentiated teaching methods and tasks in mainstream classes.
- One-to-one support of pupils with SEN in mainstream classes by Learning Support Assistants (LSAs) or support of a small group of pupils with SEN by a TA in a mainstream class.
- Form time extraction of pupils with literacy needs for participation in 'Paired Reading' scheme, supervised by the MLD manager.
- Provision of a 'haven' at lesson recess time for pupils with emotional needs in the Communications Centre.
- Specialist teaching of groups of pupils with SEN in KS3 blocked English and Mathematics classes.
- Withdrawal from mainstream lessons for literacy development for MLD and Dyslexic (Statemented and School Action Plus) pupils for a certain number of lessons a week. These pupils are taught in small groups under the direction of one of the managers (MLD or Dyslexia)
- Extraction for a small number of lessons a week for development work on social skills (Communications Centre)
- Further extraction (according to severity of need) by the Communications Centre.

## **Integration**

Pupils with SEN are fully integrated within the school community. All pupils are members of mixed ability tutor groups and have registration tutor period, assembly, sports, and certain subjects in these groups. The ethos of the school encourages all pupils to participate in extra-curricular activities at lunch time and after school. At break and lunch times pupils socialise freely. LSA support is available to encourage social integration of numbers of pupils who are identified as having difficulties in this.

## **Admission Arrangements**

Pupils with special educational needs are subject to the same admission criteria as any other pupils.

Where a pupil has a Statement of Special Educational Need it is the Local Authority's responsibility to place pupils at Darland High School in liaison with the Headteacher and Governing Body.

## **Identifying Special Educational Need**

Close liaison with primary schools ensures that pupils with SEN, transferring to Darland High School will be identified. Members of the Inclusion team at Darland will liaise with the schools where pupils with additional support needs are due to transfer to Darland to ensure a smooth transition. All pupils will be screened on entry in Year 7 for reading, spelling and cognitive ability levels. Pupils who join the School at other times will be assessed for literacy and numeracy. All pupils exhibiting emotional and self esteem issues will be assessed on entry with the appropriate diagnostic tools. This ensures that all pupils with SEN are identified.

With regard to the Code of Practice all pupils identified as having SEN are placed at one of the Stages. The names of all pupils at School Action, School Action Plus, Extended School Action Plus or with a statement are included on the Special Needs Register. This notes the stage and the area of need. This information is revised on a regular (but at least termly) basis.

Cross-curricular Individual Education Plans (IEPs) are prepared for all children at School Action and above on the SEN register and are communicated to all staff via the 'Linked Documents' feature on SIMS. Copies are sent to parents who are invited to comment on provision and contribute to the review process via parents evening or formal review. In addition to the Special Needs Register, the Inclusion Faculty will publish an annually updated SEN handbook, wherein will be listed groups of pupils by need (and stage on the SEN referral process).

## **Assessment and monitoring progress**

SEN Managers keep detailed records of the progress of the pupils on the SEN register whose specialist provision is their responsibility. In accordance with the whole school assessment policy, each manager is required to review and record comments on their pupils after each of the five annual screenings. This information, along with any other assessments, is

used to set interim targets for each pupil as appropriate. In order to measure progress and modify intervention and teaching programmes of SEN pupils, each manager is required to assess each pupil against benchmark data at least annually. In the case of pupils with statements, this data will inform the Annual Review of the statement with the pupil's parent/carer.

## **Transition Arrangements**

### *Primary Schools :*

Meetings are arranged between Learning Support Team and the Special Educational Needs Co-ordinators of feeder schools in the summer term preceding transfer. Arrangements are made at these meetings to transfer relevant documentation.

All feeder school pupils have an opportunity to spend at least a day at Darland High School and the Learning Support Co-ordinator liaises with staff to ensure a sensitive response to identified pupils.

### *KS3/KS4*

This is regarded as an extremely important step for pupils with SEN. Careful planning and advice is given to each individual subject with many attending Link Courses.

### *Post 16:*

Planning for pupils with Statements begins in Year 9 with the completion of the Transition Reviews, which form part of the Annual Review process. All pupils with SEN receive advice from the Careers service. The Learning Support team liaises with the Careers service and Learning Support Departments of Further Education to provide relevant information for pupils with SEN to ensure continuing and appropriate support at Post 16.

## **Roles and Responsibilities**

All Staff are involved in the development of Darland's SEN policy and are aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs. The headings below summarise the responsibilities of both groups of staff and key individuals in the school.

### **The Governing Body is responsible for:**

- Meeting its statutory responsibilities to secure appropriate provision for pupils with SEN
- Reporting annually to parents.
- Nominating a Governor with particular responsibilities for SEN who will liaise with the SENCO. At present, this governor is Mrs Jane Gabriel.

### **The Inclusion Faculty Co-ordinator (SENCO)**

The Inclusion Faculty Co-ordinator (SENCO) works closely with the Headteacher and Senior Management team to determine the strategic development of SEN policy and provision for all children with special educational needs within the school. The SENCO oversees the work of the three managers in:

- Devising, implementing and evaluating systems to identify, assess, monitor and review provision for pupils with SEN with regard to the Code of Practice.
- Liaising with and advising teacher colleagues to support them in the discharge of their responsibilities to pupils with SEN.
- Ensuring Teaching Assistants understand their role in school and provide them with support and training.
- Liaising with the Progress Coordinators (Year Heads).
- Chairing the half termly Concern and Action Group meetings.
- Liaising with external agencies.
- Maintaining and reviewing the SEN register.
- Liaising with parents.
- Identifying and contributing to in-service training and staff development.
- Advising Governors, contributing to the Governor's annual report to parents and liaising with the Governor with particular responsibility for SEN

### **Manager of MLD Provision**

- To coordinate the work of the Teaching Assistants working with pupils with MLD.
- To line manage all personnel (and Teaching Assistants) working with pupils with MLD.
- To provide specific teaching for groups of pupils with MLD
- To assist the Inclusion Coordinator in providing structured programmes for pupils with behavioural difficulties.

### **Manager of Dyslexia Resource**

- To coordinate the work of the Teaching Assistants working with pupils with Dyslexia.
- To line manage all personnel (and Teaching Assistants) working in the Resource.
- To assist the inclusion coordinator in providing structured programmes for pupils with behavioural difficulties.

- To provide specific teaching for groups of pupils with Dyslexia.

### **Manager of Autistic Spectrum Disorder Resource**

- To coordinate the work of the Teaching Assistants working with Autistic Spectrum Disorder pupils.
- To line manage all personnel (and Teaching Assistants) working in the Resource.
- To assist the inclusion coordinator in providing structured programmes for pupils with behavioural difficulties.
- To teach groups of pupils with Autistic Spectrum Disorder.

### **Faculty Coordinators are responsible for:**

- Ensuring their Schemes of work/department lesson plans show regard to the SEN policy.
- Disseminating information provided by the Learning Support Co-ordinator/ Managers of the Resourced Provisions.
- Monitoring the provision and progress of pupils with SEN

### **All teachers are responsible for:**

- Ensuring that students with SEN are coded and highlighted in day-to-day mark books and on work left for cover teachers (e.g. lesson plans, seating plans)
- Utilising and developing pupils' individual education plans
- Having knowledge of the special educational needs of their pupils and the implications for learning, Using this knowledge to inform planning and teaching, enabling them to help pupils work towards negotiated targets.
- Following the staged approach of the Code of Practice for identifying pupils with SEN in their classes.
- Liaising with and providing the LSAs with clear lesson objectives.

## **Resourcing for SEN provision**

### Allocation of Resources

Darland School receives money from the L.E.A. for pupils with SEN via:

- The delegated budget
- The Annual SEN audit

The Audit identifies pupils with SEN and funding is allocated accordingly. This funding is not designated for named pupils unlike resources specified on Statements of SEN. The School uses the Audit funding in the way it considers to be most effective to meet the needs of all pupils with SEN. The school's capitation formula details the way that funding is distributed.

The school will ensure that there is an annual budget to purchase resources, including diagnostic tools, and equipment for pupils with SEN. A proportion of the School's SEN budget is used to provide pupils with the support specified in their Statements.

TAs are attached to three SEN centres and are allocated according to pupil need. The support timetable is under constant review to ensure effective deployment of resources.

## **Partnership with Parents**

The school believes that all parents of children with special educational needs should feel they are treated as partners and aims to create an ethos which actively engenders parents of pupils with SEN to work closely with the school to meet their child's needs. Parents are, therefore, encouraged to play an active role in their children's education with access to relevant information, advice and support.

All parents are sent copies of their children's Individual Educational Plans. Comments are invited and they are encouraged to discuss progress during parents' evenings.

Those children with statements of SEN are encouraged to take an active part in the Annual Review process. Learning Support staff can be contacted at any time if parents need to discuss particular issues.

## **Pupil Participation**

The revised Code of Practice recognises that many secondary school pupils welcome the opportunity to become involved in the assessment and planning of their SEN provision and at Darland they are encouraged to take an active part in **this** and all aspects of their school life.

## **Links with External Support Services:**

The School liaises with and receives advice and support from

The Educational Psychology Service  
The School Medical Officer and nurse  
Physiotherapy Service  
Careers Service

English as an Additional Language Service  
The Child and Adolescent Mental Health Service (CAMHS)  
Sensory Service

The Education Social Work Team  
The Speech & Language Service  
Specialist Teacher Advisers.  
Social Services  
NSPCC  
Parent Partnership Service  
Team Around the Child (TAC)

Inclusion staff are able to contact Social services, Child and Family Guidance and a variety of voluntary and counselling services.

## **Complaints Procedures**

Please see Darland High School's Complaints Policy.

## **Evaluating the SEN Policy**

Darland High School will evaluate its SEN policy by the following means:

- Through the Governing Body as part of its annual report to parents on the implementation and success of the SEN policy.
- Visits by the SEN Governor to monitor the work of the Learning Support Department.
- Evidence of achieving the SEN targets set within the School Development Plan.
- Measuring improvement in numeracy/literacy levels of identified SEN pupils.
- Reports and feedback from visits and inspections by L.A advisors in Quality Development Dialogue visits.
- Monitoring and tracking of pupils with SEN.

## **Staff Development**

Darland High School is committed to and recognises the importance of INSET (In Service Training) for both teaching and non-teaching staff involved with pupils with SEN. The school is committed to securing both the Inclusion Quality Mark and Dyslexia Friendly Schools status and as a result, the development/improvement of SEN / Inclusion is within the School Development Plan. The Inclusion teachers will attend relevant courses to update their specialist knowledge.

Staff training also happens informally through day by day contact and formally through development of the curriculum to meet pupils' needs. Planning includes appropriate differentiation, including learning styles and assessment for learning techniques.