



BLACON
HIGH SCHOOL
SUCCESS THROUGH PARTNERSHIP

Special Educational Needs Policy

VISION STATEMENT

Blacon High School will inspire everyone to work together to create a successful, inclusive and forward looking learning community, supporting excellence for all to make a positive difference to society.

Committee approved: 10th May 2018
Ratified by Full Governing Body: 21st June 2018
Next due for review: Summer 2019

At Blacon High School all students are fully integrated into all aspects of school life, academic and social. The education of students with special needs is a partnership between school, parents/carers and students, and the school objective for students with special needs is consistent with the school's vision for all students:

“Blacon High School will inspire everyone to work together to create a successful, inclusive and forward looking learning community, supporting excellence for all to make a positive difference to society.”

1. Purpose

1) To enable the school to respond in a coordinated and effective way to the students identified as having special educational needs. This includes ensuring that students receive their full allocated entitlement to support, have access to the whole curriculum, and receive support so they achieve their personal, social and academic potential in line with The SEN Code of Practice 2001. The Code of Practice sets out five core principles:

- a. Children with SEN should have their needs met
- b. Their needs will normally be met within mainstream schools
- c. The views of children should be sought and taken into account
- d. Parents have a vital role to play in supporting their children's education
- e. Children with SEN should be offered full access to a broad, balanced and relevant curriculum in the Foundation and later years

A child with special needs is defined (SEN Code of Practice, 2001, p6) as one having:

- Significantly greater difficulty in learning than majority of children of the same age and /or
- A disability which prevents the child from making use of educational facilities provided for children of the same age within the same area

2) Four categories of need are identified in the SEN Code of Practice, however, it is important to note that students may cross the boundaries into other categories:

- **Communication and Interaction (CI)** – difficulties in one or more area of speech, language and communication.
- **Cognitive and Learning (CL)** – moderate learning difficulties across literacy, numeracy and memory skills.
- **Social, emotional and mental health difficulties** – exhibit mental health issues arising from complex special needs.
- **Sensory and/or physical needs** – a wide spectrum of sensory needs, multi-sensory and physical difficulties.

2. Admission

As Blacon High School is a mainstream school catering for students 11-16 years of age, the Local Authority (LA) Admissions Policy applies to all students. For students with a Statement of special needs/Education, Health and Care Plan (EHCP), the SENCO will work closely with the Assessment and Monitoring team to ensure a successful admission.

3. Identification and assessment

All students are integrated fully into all aspects of school life, academic and social. To assist in the identification of students with Special Educational Needs the following procedures are used:

- Information will be collected from partner primary schools via school records and liaison visits to the primary schools by the SEN Coordinator
- Discussion with parents/carers at Open Evening, parents evening or visits prior to entry
- Discussion with outside agencies who support students at primary level

- Listening to the concerns of teachers and parents

Should further investigation be needed, more detailed assessment will be undertaken and passports will be produced. This information will be disseminated to all staff via the SIMs database. The information held on students will always be work in progress, and updated information and strategies will be added and available in the staff drive (W) under SEN. Details regarding the student's needs and also strategies for working with them would be amended at the Inclusion Team meeting should a student's individual needs change.

Should a student's need require outside agency support this will be discussed with parents/carers and permission gained. A Team Around the Family (TAF) assessment maybe initiated at this point to support the student.

A confidential list of names of those students who have special needs (SEN Register) will be held in line with the school's confidentiality and data protection policies (2012).

The Annual Review for students with Education, Health and Care plans and Top Up Funding will take place throughout the year when appropriate. Students who are failing to make Top Up Funding may be subject to an interim review.

The SENCo and the member of SLT responsible for Inclusion will undertake learning walks.

There will be an on-going CPD programme to ensure staff are fully informed about SEN pupils and the support required.

4. Access Arrangements for External Examinations

The SENCo will identify those students requiring specific access arrangements for external examinations and complete all necessary paperwork. The Examinations Officer will be responsible for organising this support once access arrangement have been granted.

5. Rationale for Students on Graduated Response Review

The information contained in this section sets out the schools rationale for students with special education needs and will inform subject teachers and team leaders lesson planning so that the barriers to learning experienced by identified students are reduced. The information should also inform assessment and ensure gaps in both progress and achievement are closed.

SEN support

A student is placed on SEN support when they are identified as requiring additional interventions from the school's usual differentiated curriculum. The triggers for intervention are a reading age on entry of below 9 years (using the NFER Nelson group reading test), and / or showing signs of difficulty in developing literacy and/or mathematical skills that result in poor attainment in some curriculum area(s). A student who has an entry level score of 3 or below in English and/or Maths would also trigger intervention.

Exit Criteria

Year	Reason for removing from SEN support to SEN monitoring
7	Students will be reviewed and/or removed from SEN register if they have made progress against the subject BAS statements in English and Maths and if both of these subjectst are graded as Developing or above.
8	Students will be reviewed and/or removed from SEN register if they have made progress against the subject BAS statements in English and Maths and if both of these subjectst are graded as Developing or above.

9	No students will be removed from the register during this academic year due to the change from KS3 BAS Grades to KS4 numerical grades.
10	Students can only be removed from the SEN register at the end of the academic year. The SENCo will consider the current attainment against the predicted grade in both Maths and English. The distance between the current and predicted grade in conjunction with a conversation with members of staff will determine if a student can be removed from the register.
11	Students can only be removed from the SEN register at the end of the academic year. The SENCo will consider the current attainment against the predicted grade in both Maths and English. The distance between the current and predicted grade in conjunction with a conversation with members of staff will determine if a student can be removed from the register.

Students who are removed from the SEN register will continue to be monitored for their remaining years at Blacon High School as part of a SEN Monitoring group.

At the end of every term, the SENCo will monitor the achievement of these pupils and if they are not making expected progress they will be added back onto the SEN register as they require SEN support.

Education, Health and Care (E)

When support through SEN support has proved to be insufficient to enable the student 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 asking the LA to increase financial support and/or consider a change of placement. Should the LA agree to an increase in funding to Level 4 or 5, or a change of placement, then a statutory assessment will begin.

In Class Support Provision

A limited number of students have additional funding either via a Education, Health and Care plan or through Top Up Funding. The amount of funding is designated by the Local Authority according to need.

Each department is responsible for children with special needs in its own subject area. The majority of Teaching Assistant support will be provided by subject specific Teaching Assistants although Teaching Assistants are unlikely to sit throughout the lesson with one student alone. It is the school's policy not to have the same Teaching Assistant allocated to the one student, as this can create overdependence and can have implications if for example the Teaching Assistant is unavoidably absent. However, on rare occasions a student may have an allocated Teaching Assistant who supports their learning in all lessons.

When Teaching Assistants are in lesson they are under the guidance of the class teacher to assist the learning of students on the SEN register. The subject leader will be responsible for the progress and achievement of the students and subject leaders will meet half termly with the SENCO to monitor and support progress.

Specific Learning Tuition

Students, mainly those with a diagnosis of dyslexia or specific learning difficulty, will also be withdrawn for either one or two sessions per week to work either 1:1 or in a small group to develop skills to become independent learners.

1:1 Support

The subject leaders of English and Mathematics will be responsible for identifying students who are failing to make adequate progress and refer them to 1:1 support. Such students will have short term intensive tuition.

Mentoring

The Assistant Headteacher responsible for Safeguarding & Inclusion together with the Progress leaders will identify and refer students who require mentoring.

The Role of the SENCO

The SEN Coordinator (SENCO) at Blacon High School will follow the guidelines set out for mainstream secondary schools SENCOs in The SEN Code of Practice 2001 (p 64).

The SENCO, in collaboration with the Headteacher 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 students with SEN. The SENCO takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual students with SEN, working closely with staff, parents and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEN.

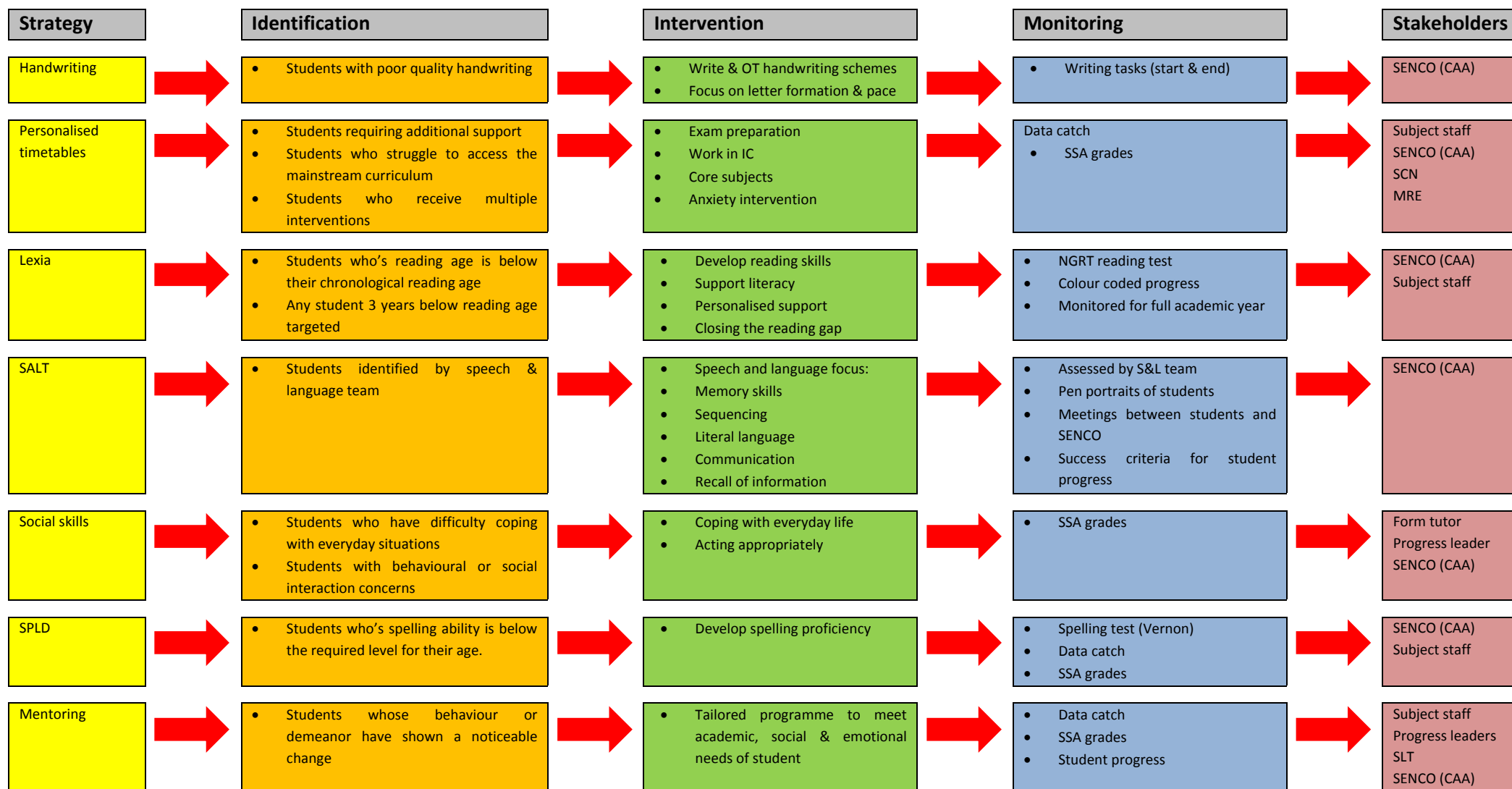
In mainstream secondary schools the key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Monitoring and evaluating the progress and achievement of SEN identified students
- Liaising with and advising fellow teachers
- Managing the SEN team of teachers and Teaching Assistants, although the day to today operation of Teaching Assistants in departments will be the responsibility of Subject Leaders
- Coordinating provision for students with special educational needs
- Overseeing the records on 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 LAs support and educational psychology services, the connexions PA, health and social services and voluntary bodies.

Complaints Procedure

Students and parents who are unable to resolve issues with their School contact or SENCO are advised to follow the Complaints Procedure which is available from the School Office.

Intervention Centre overview



Special Education Needs Abbreviations

- APEX Able students extending opportunities
- AMO Assessment and Monitoring Officer
- ASD Autism spectrum disorder
- BST Behaviour support team
- C&L Cognitive and Learning
- CO/DO Case officer/district officer
- BESD Behavioural, emotional and social difficulties
- EP Educational psychologist
- G&T Gifted and talented
- IEP Individual educational plan
- I&C Interaction and Communication
- IPS Independent parental support
- LA Local authority
- LST Learning support teacher
- MLD Moderate learning difficulties
- MPO/EWO Missing persons officer/education welfare officer
- OT Occupational therapist
- PEP Principal educational psychologist
- PEX Permanent exclusion (from school)
- PMLD Profound and multiple and learning difficulties
- PPS Parent partnership service
- PSP Personal support plan
- SATS School assessment tests/targets
- SENCO Special educational needs co-ordinator
- SLD Severe learning difficulties
- SALT Speech and language therapy
- SPLD Specific learning difficulties (for example, dyslexia/dyspraxia)
- SC Social Care
- TA Teaching Assistant
- TAF Team around the Family (Multi-agency team)

Disability Codes

- MOD Problems with mobility
- HAND Problems with hand functions
- PC Problems with personal care
- EAT Problems with eating and drinking
- MED Problems with medication
- INC Problems with incontinence
- Comm Problems with communication
- LD Problems with learning
- Hear Problems with hearing
- VIS Problems with vision
- BEH Problems with behaviour
- CON Problems with consciousness
- AUT Autism/ASD/Aspergers

Version Control

Number	Update	Date	By whom
0.1	Policy minor amendments – pages 2, 4, 5, 6	May 2017	Adrian Carr
1.0	Policy approved at Governor committee meeting – no changes	11/05/2017	Curriculum and Standards
	Policy approved by full Governing Body	22/06/2017	Governing Body
1.1	Policy minor amendments - page 7 (update stakeholders)	08/05/2018	Adrian Carr
2.0	Policy approved at Governor committee meeting – no changes	10/05/2018	Curriculum, Safeguarding & Equality
	Policy approved by full Governing Body	21/06/2018	Governing Body