



SPECIAL EDUCATIONAL NEEDS POLICY

for GARTREE HIGH SCHOOL

Information for Parents

January 2018

SPECIAL EDUCATIONAL NEEDS POLICY

A model policy for schools and colleges

Introduction

The aims of Gartree High School are based on the values derived from the Statement of Principles adopted by the local Education Authority and guided by the Code of Practice for Special Educational Needs.

The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all students and the efficient use of resources. To support these aims, the following structures, procedures and systems are in place.

Admission arrangements for maintained schools are determined by the Local Education Authority and for voluntary aided ones by the schools' governing bodies.

Schools cannot refuse admission to pupils with Special Educational Needs, without statements of Special Educational Needs within their catchment areas nor discriminate against pupils out of catchment on the basis of their Special Educational Needs. For pupils with statements of Special Educational Needs the LEA determines admission, having regard to parental preference and in consultation with governing bodies.

The policy of this school is to :

- give priority to pupils with Special Educational Needs in allocating places to out-of-catchment area pupils when places are oversubscribed.
- offer facilities, in particular for pupils with physical disabilities because of its design and facilities.
- offer expertise in the education of pupils with hearing impairment because of specialist provision in the Hearing Impairment Unit

- provide expertise in the education of pupils with visual impairment because of specialist resources/training, provided by the Special Needs Teaching Service of the Local Education Authority
- provide expertise in the education of pupils with learning difficulties
- provide expertise in the education of students with emotional and behavioural difficulties
- provide expertise in the education of pupils with specific learning difficulties/dyslexia.

Specialist facilities

This school has a specialised unit catering for :

- * Hearing impaired pupils

The unit serves a catchment area wider than that of the school/college and admissions to the Unit are determined by the Local Education Authority.

The staff are:

Bella Stuart	Clare Hudson
Jo Smith	Tracey Smith

Identification and Assessment of Pupils/Students with Special Educational Needs

Pupils with Special Educational Needs are identified as early as possible consistent with thoroughness.

A clear common system of record keeping and communication is established with our :

- Primary partner schools
- Secondary partner schools and colleges

to ensure that pupils' Special Educational Needs are known to us at transfer and known to schools to which they will transfer.

The 5-stage process

A five stage process, for identification, assessment and provision, in accordance with the Code of Practice, is established. This approach recognises that there is a continuum of Special Educational Needs and that those of the majority of pupils with Special Educational Needs will lie at Stages 1 to 3.

Stage 1

The class/subject teachers identify a pupil's Special Educational Needs, (along with identified need from Primary partners) and consulting Alison Lines (our Special Educational Needs co-ordinator), gather information and take initial action to address those needs. There is discussion with parents at this stage.

Stage 2

Following a review at Stage 1 Alison Lines, the Special Educational Needs co-ordinator, takes responsibility for managing the pupil's special educational provision, working with the pupil's teachers/parents.

Stage 3

The teacher(s) and Alison Lines (Special Educational Needs Co-ordinator's name) are supported by specialists from outside the school.

Stage 4

The Local Education Authority considers the need for a statutory assessment and, if appropriate, makes an interdisciplinary assessment within the provisions of the 1993 Act.

Stage 5

The Local Education Authority considers the need for an Education, Health and Care Plan (EHCP) and, if appropriate, makes a statement and arranges, monitors and reviews provision.

However in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a further stage is necessary immediately.

From Stage 3 reviews are held twice years. Parents/pupils and teaching staffs' views are requested as a contribution to the review process. The school values highly and responds positively to parents' views. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.

See the School Offer for Special Educational Needs for greater detail (School website: Curriculum/Learning Support)

Staffing

Alison Lines is our Special Educational Needs co-ordinator. Her qualifications are B.Ed (Hons) and her experience comprises of 4 years as Assistant SENCO at a previous school and 7 years as SENCO – 5 years at Gartree.

Her responsibilities are:

- The day to day operation of the school's Special Educational Needs policy.
- Advising class and subject teachers.
- Taking the lead in managing provision for pupils at Stages, 3 and 4.
- Updating and overseeing the records of all pupils with Special Educational Needs.
- Working with parents of pupils with Special Educational Needs.
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

In addition further teaching support is provided by our SEN teacher who is employed for 2 days per week.

This financial year the Local Education Authority is providing 13 hours of teaching time and 315 hours of ancillary time to meet the extra needs of pupils with statements of Special Educational Needs which the school cannot reasonably be expected to provide from its own resources.

All staff are made aware of their responsibilities towards pupils with Special Educational Needs and clear communication lines between them and specialist staff are established. A programme of staff development, included in the school development plan is implemented for both Special Educational Needs specialists and subject/class teachers.

Organisation of support

We make every effort to achieve maximum integration of pupils with Special Educational Needs and their peers, while meeting students' individual needs. In this school all pupils are taught in classes arranged by age/ability/mixed ability. Teachers provide learning opportunities for all pupils within this environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils (including those with special educational needs) have a full access to the National Curriculum. The structures and systems in place are:

- Individual tuition to raise attainment in literacy/numeracy/information technology skills.
- Small group tuition to raise attainment in literacy/numeracy skills.
- Classroom support for pupils with Statements.
- Attachment of a member of the Special Educational Needs Department to each subject department.
- Differentiated provision within a mixed ability setting.
- Differentiated provision within a banded setting.
- Counselling as part of our pastoral responsibilities
- Homework Club after school once weekly and at lunchtime twice weekly.
- A range of clubs/leisure activities for all pupils
- An equal opportunities policy
- Clear guidelines on behaviour
- A Special Educational Needs department at the heart of the school with open access.

Resources for special educational needs are allocated to:

- The Special Educational Needs Department and individual departments

The principle informing Special Educational Needs resource deployment is one of ensuring access to the curriculum and therefore taking account of individual need.

Resources include:

- A wide range of books, materials and tasks to suit pupils of differing abilities.
- A range of information technology facilities including Alphasmart keyboards and specialist programmes such as Education City and Successmaker
- An appropriately stocked Special Educational Needs resource base.

The following building modifications have been made :

- Wheelchair access
- Lifts
- Lighting adaptations
- Textured surfaces/highlighting/whitelining for students with a visual impairment
- Induction Loop Systems

- Colour codings
- Toilets for people with physical disabilities

- The school is looking to improve facilities for disabled people through its minor capital works budget

External Support

The school has a named medical officer and school nurse within the District Health Authority to whom references are made in accordance with the Staged Procedure for assessment.

Similarly, contact is made with the Social Services Department and Education Welfare Service as appropriate. We also work with the following services provided centrally by the Local Education Authority and the Health Authority :

- Educational Psychology Service
- Child Guidance Services
 - Special Needs Teaching Team - staff specialising in supporting pupils/students with:

- Hearing impairment
- Visual impairment
- Autism
- Learning difficulties
- Specific learning difficulties
- and the pre-school team
- Student Support Service
- Advice and Inspection Unit
- Special Educational Needs Assessment Service
- Specialist Careers Officers
- Speech Therapy
- Physiotherapy
- Occupational therapy

Governors

The governing body will use its best efforts to ensure the best possible provision for Special Educational Needs in this school. All governors are aware of their responsibilities for Special Educational Needs and discuss the issues regularly.

Donna Parmar is the nominated governor for Special Educational Needs. The governing body evaluates the success of the education we provide, using the following criteria :

- The existence of accurate, up to date record keeping.
- The number as % of review meetings held at least termly for pupils/students at stages 1-3 of the assessment procedure.
- The number as % attendance by parents at Review meetings.
- Parental requests for the school/college to be named on the pupils'/students' statement of Special Educational Needs.
- Number of pupils/students remaining at a stage of assessment or reverting to the previous one.
- The number as % of pupils/students for whom a statement of Special Educational Needs is no longer necessary.
- The amount as % of the budget allocated to pupils/students without statements of Special Educational Needs.
- Adjustments in budget allocation to reflect changing needs.
- Amount of school/college budget spent on equipment/building modifications.

- Pupil/student achievement through the Record of Achievement.
- Pupil/student attainment e.g., increase in Reading Ages over time.
- Numbers of students with Special Educational Needs who pursue post 16 education.
- Regular updating of the information pack for parents.
- Annual Special Educational Needs policy review.
- Senior management involvement in Special Educational Needs issues.
- OFSTED Inspection reports and the Local Educational Authority Review Process.
- Inclusion of Special Educational Needs issues in development planning.
- Time allocated to planning for pupils/students with special educational needs.
- Feedback from pupils/students and parents.
- Routine examination by the Governors of individual but anonymous case studies of students with Special Educational Needs.
- Attendance at involvement/leadership of INSET courses by all staff.

The school's annual report contains a report of the effectiveness of provision and any amendments made or proposed over the year to our Special Educational Needs policy. Parents are encouraged to offer their views on Special Educational Needs provision at the annual meeting for parents which is arranged by the governing body.

Parents are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way. But if this does not happen, parents may raise concerns with the head teacher. If necessary parents may contact the governors and, if they are still dissatisfied, may take their concern to the LA.

Reviewed January 2018

Date of next review January 2019