

Whole School Policy for Special Educational Needs
with regard to the Code of Practice

Name of school: The Grange School

Date of Policy: 15th March 2012

**Member(s) of staff
Responsible:**

Mrs C A Parker

Review Date: March 2013

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PREFACE

Since July 1991, the school has had an existing Whole School Policy for Special Educational Needs.

With the introduction of the Code of Practice for Special Educational Needs the school began to have regard for the Code of Practice, and to absorb the requirements of the Code into its Whole School Policy.

The new Code of Practice is now fully adopted, and functioning well throughout the school, and a wide range of Special Educational Needs are met, using its structure.

The SEN Policy takes account of the Every Child Matters agenda.

INTRODUCTION

PRINCIPLES

The school's Special Educational Needs policy is based on the following principles:

- that all teachers are teachers of children with special educational needs and have a responsibility to meet those needs with the advice and support of the Learning Support Department.
- that all children are entitled to access to a broad and balanced curriculum including the National Curriculum.
- that pupils with special educational needs will be fully integrated into the life of the school, enabling them to maximise their potential as learners and experience and contribute to the social and cultural activities of the school.
- that provision for pupils should:
 - match needs
 - take account of the wishes and feelings of the pupil
 - be in partnership with the pupil's parents
 - we believe in equal opportunities to try to meet the physical, emotional and intellectual needs of all of our children.

In pursuit of these principles, the school has established:

- a Learning Support team of qualified teachers and Teaching assistants led by the school's Special Educational Needs Co-ordinator.
- a resource base with facilities for small group work.

- has established a group representing all areas of the curriculum, which meets regularly to discuss a wide range of issues pertaining to special educational needs and co-ordinate the provision for pupils with Special Educational Needs - the SEN Forum.
- a register of pupils with Special Educational Needs.
- links with external support agencies, including the Educational Psychology Service, the Behaviour Support Team, Telford Drive Project, Social Services, Youth Offending Team, YISP, Woodlands Outreach Autism Service, Hearing and Visually Impaired Service, RISQ.
- The LEA in accordance with the Authority's LMSS scheme resource pupils with a statement of special educational needs. Most pupils have a statement indicating that they have moderate or specific learning difficulties and behavioural difficulties although some pupils may have a sensory impairment or emotional and adjustment difficulties. Access to the school is restricted and it is therefore unsuitable for wheelchair users although every effort would be made to accommodate ambulant pupils with a physical disability.

The school allocates monies from its delegated budget to fund additional staffing, responsibility allowances and capitation, some of which is earmarked to support the administration of screening tests.

Funds have also been allocated from the school's delegated budget to fund improvements to the accommodation for Special Needs.

Funds have also been allocated to provide a student support base, within the Learning Support Department, staffed by an SSA to provide a quiet, calm refuge for students experiencing temporary difficulties, and also to offer the 'time out' needed by some of our more troubled children.

THE GRANGE LEARNING SUPPORT TEAM

Head of Department Mrs C A Parker

Teaching Assistants:

Head of Department Mrs C A Parker (SENCO and Line Manager of PLC and Teaching Assistants)

Teaching Assistants:

Senior Teaching Assistants

Full Time: Mrs M Finch SEN TA
Mrs J Glover SEN TA

Part Time: Mrs E Owen SEN TA

Teaching Assistants

Full Time: Mrs R Biddulph
Mrs J Hemstock
Mrs L Howells
Miss L Jones
Mr J Lightfoot
Miss N Parry
Mrs S Perkins
Ms L Williams
Miss N Bond
Miss A Jones
Miss J Stubbs

English TA Miss V Green
Maths TA Mrs D Ross
Science TA Mrs J Jones

Inclusion TA Mrs M Yapp

Student Support Officer Mr T Dickenson

Senior Management Link: Mrs J Thomas

ADMISSION ARRANGEMENTS

The admission arrangements for those pupils with special needs but without a statement are the same as those for all pupils.

Pupils with a statement are placed by the LEA, who make every effort to comply with parent and pupil preference in accordance with the Authority's admission procedures. The school currently has 20 permanent places for statemented pupils but may take up to 25 statemented children. This reflects the 5% of the whole school population recommended by Warnock.

We always encourage students and their parents to make at least one visit to the school, before making their final decision.

IDENTIFICATION, ASSESSMENT & REVIEW PROCEDURES

Our assessment of pupils learning needs will take into account information from Primary Schools, in particular the Shropshire Learning Support Records.

PRIOR TO ENTRY AT YEAR 7:

Pastoral liaison with Junior Schools will identify students who have existing Learning Difficulties, or who may be at risk on transfer. Informal observations, discussion with parents on induction evening will help to build up a picture of the students needs. Our Transition Project can help us to identify any other difficulties.

A list of students having difficulties will be issued to staff.

Students will be placed in teaching groups based on their Key Stage 2 results, and also on information gained from Primary Schools, and support allocated where it is felt necessary.

DURING THE FIRST TERM IN YEAR 7:

- (a) A full reading and spelling screen will take place and will be administered by Special Education Needs staff. The results of this will be given to all of the secondary school staff.
- (b) Staff and tutor observations during the initial half term in the secondary school. Concerns arising referred to tutors and passed by them to SEN staff using purple slip system.

Both of the above will identify any problems which may have arisen, so the appropriate action may be taken.

TRANSITION PROJECT

Students who have been identified as being vulnerable on transition, who may be at risk of exclusion, of not attending or failing to settle are placed in our transition project.

A dedicated Teaching Assistant visits these students in their primary school, and gets to know them and their parents.

In September this group is withdrawn from period one, and period five each day, where 2 Teaching Assistants work with them on basic literacy, numeracy, organisation and social skills.

After the Autumn half term these students will return gradually to lessons with fairly high levels of support.

ENTRY TO SCHOOL - POST YEAR 7

Prior to a pupil's placement in class, it is important that as detailed a record as possible is produced of the pupil's strengths and weaknesses.

Where previous difficulties have existed, staff need to be advised of strategies already employed and of any success achieved using IEP records. The actual placement of pupils in tutor/subject groups needs to be made with these criteria in mind.

Whilst a pen picture of the pupil can be obtained from previous school records, supplementation by information from the pupil's entry interview is important. If no records have arrived, then a telephone call to the previous school concerned will be needed to determine any Code of Practice stage by the admitting teacher.

Responsibility for passing on information and recording it initially lies with the member of staff responsible for admitting the pupil, usually the Head of Year.

An appropriate screening test in reading and spelling is to be administered by Special Education Needs staff soon after the pupil's admittance to school.

This is to be used together with Key Stage 2 Test Results to make a comparison with the pupil's ability in basic areas with other pupils in their year group and to ensure that the pupil is placed in the correct subject group, and matches existing school Code of Practice stages.

The member of staff who admits the pupil is responsible for informing Special Education Needs staff of the pupil's arrival.

FEEDBACK FROM STAFF AFTER INITIAL SETTLING-IN PERIOD

After a settling-in period, an evaluation of the pupil's progress using staff observation, screening test results and previous records needs to be made in order to assess the appropriateness of the child's placement in tutor/subject groups, to assess the pupil's special needs if any and the appropriateness of existing IEPs/stages.

Responsibility for arranging the evaluation review lies with the pupil's tutor/SEN co-ordinator. Where appropriate, the pupil's parents and the pupil need to be involved in this.

ON-GOING IDENTIFICATION

ANNUAL SCREEN OF PUPILS IDENTIFIED AT RISK

Those pupils who have been identified as having existing Learning Difficulties or in need of observation because of potential Learning Difficulties will be tested annually, and progress reviewed every six months in order to evaluate their progress in Years 7/8 and the appropriateness of Code of Practice stages.

Teaching staff will be informed of the results and responsibility for its administration lies with Special Education Needs staff.

FULL SCREEN OF PUPILS AT END OF YEAR 9

Prior to decisions regarding GCSE courses, Year 9 will be screened (normally March/April) in reading, comprehension and spelling in order to provide subject staff with a profile of progress, and to ensure that any examination concessions are put in place.

The screening and circulation of the results is the responsibility of the Special Education Needs staff.

TUTOR REPORTS/REFERRALS

At any time, tutors, through staff or parental observations may refer pupils to Special Education staff for investigation where concern is felt regarding the pupil's progress. This is done via the lilac slip system, which supplements the other information slips used by tutors.

Following the normal yearly/interim Tutor Reports and parental interviews, the tutor will be responsible for notifying Special Education Needs staff of 'Pupils causing concern' so that an assessment of the pupil's needs can be made, if it is thought appropriate.

Parents who are concerned about their child's progress may request an assessment of their child's needs at any time by Special Education Needs staff via Tutors or Year Heads.

ONGOING ASSESSMENT AND REVIEW - THE CODE OF PRACTICE

We are currently committed to early identification and intervention of children who may have SEN.

Detailed observations are made, and there is careful monitoring of the curriculum.

The SEN Code of Practice recommends a graduated response, to a continuum of needs. This is in line with the LEA policy.

SCHOOL ACTION

A child identified as having SEN will have an Individual Education Plan, setting out any arrangements which are additional to and different from the usual curriculum.

All teaching staff are made aware of students strengths and difficulties.

This is planned and discussed with the student and reviewed regularly.

SCHOOL ACTION PLUS

As is considered necessary, further advice and professional support are sought; in order to meet the individual needs of the student.

If adequate progress is not made, after a period of intervention and review, then a fresh IEP will be written, outlining the targets and action to be taken at School Action Plus.

In a few cases it may be necessary, in consultation with outside agencies, and parents to request a Statutory Assessment, and a Statement of Special Educational Needs may be issued by the LEA.

PROVISION FOR STUDENTS WITH SEN

PUPILS WITH SEN

A pupil has special education needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age.

- has a disability, which either prevents or hinders the pupil from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.

Special Education Provision means:

"for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the pupil's age in maintained schools, other than special schools, in the area."

In general, the school caters for pupils with the following SEN:

MODERATE LEARNING DIFFICULTIES

These pupils are often four or more years behind in their basic academic work and have a low innate ability. They may also be immature, have a short concentration span, take longer to learn new facts and have problems transferring these facts to new situations. They find remembering facts, skills and abstract concepts difficult and can have problems with peer relationships and communication. May exhibit work avoidance and behavioural problems.

MILD LEARNING DIFFICULTIES

These pupils are up to four years behind in their basic academic ability and have slightly below average innate ability. They may take longer to learn new facts and skills and have difficulty remembering facts.

SPECIFIC LEARNING DIFFICULTIES

These pupils may perform well in class and may have average or above innate ability but find spelling, writing and reading difficult. They may be frustrated as they cannot show their ability through written work. They may try to avoid written work and may be thought of as lazy.

TEMPORARY PROBLEMS

These can occur with any pupils are often noticed by a deterioration in work or behaviour. The causes of this deterioration can be wide and varied for example:

- Home problems, rows, divorce, death, abuse, neglect.
- Illness, long or short term
- Truancy
- Frequent changes of school
- Visual/hearing problems
- Educational behavioural difficulties (social).

VISUAL, HEARING OR PHYSICAL IMPAIRMENT

These are children whose impairment is not so severe as to require any specialist learning aids or attention and who are ambulant.

BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES

These are children who are experiencing, and or displaying problems that in general lead to difficulties in peer/adult relationships and are displaying inappropriate behaviour within school. Their social skills are immature and they will often present challenging behaviour.

AUTISTIC SPECTRUM DISORDER

A range of developmental disorders, characterised by difficulties in communication, social interaction and rigidity in thought and behaviour these include:

- ADHD

A condition which makes it difficult for children to control their behaviour, they often appear not to be listening and find it hard to take turns, and have a very short concentration span.

- ASPERGERS SYNDROME

A development disorder which is within the Autistic Spectrum. Children who have Aspergers Syndrome have high anxiety levels, can be clumsy, can be isolated, are often the victims of bullying, can seem eccentric.

The SEN Department has more information on both of these and regularly issue updates.

ALL SEN STUDENTS NEED MOST OF THE FOLLOWING:

- Success and confidence
- Increased self esteem
- To learn by experience
- Immediate reward
- Work at appropriate level
- Repetition and reinforcement
- Small group/individual work
- Differentiated work
- Support in mainstream
- Counselling and guidance

- Coping strategies.

CURRICULUM ENTITLEMENT

We recognise that all pupils have "the same statutory entitlement to a broad and balanced curriculum including access to the National Curriculum" as stated in "A Curriculum for All", DES and the 1988 Educational Reform Act.

We also recognise "the right to share in the curriculum does not automatically ensure access to it nor progress within it" as stated in "A Curriculum for All" DES.

We also recognise that "children with Special Education Needs require the greatest possible access to a broad and balanced education including the National Curriculum".

The SEN Department is committed to the development and promotion of inclusion for all students - in mainstream classes where appropriate or in smaller groups where it is not.

To ensure success, we need to consider the following implications:

- In regards to the normal curriculum development for the school, special consideration must be made for SEN pupils in regards to:
 - Availability and allocation of resources
 - Staffing
 - In-service training
 - Short fall in the existing provision
- If the curriculum is to be accessible to pupils, we accept the need for:
 - All staff to know which pupils have special educational needs, the nature of their needs and how best to meet these needs.
 - Maximum access and progress for pupils with special educational needs to be made possible.
 - Adequate resources, support and training are made available to staff.
 - A designated member of staff, the Special Education Needs Co-ordinator, is to be responsible for co-ordinating school wide Special Education Needs policy in conjunction with the named people from each curriculum area.
 - The effects of the National Curriculum on pupils with Special Education Needs to be monitored, evaluated and reviewed through Individual Education Plans.

- Children who make slower progress will be given differentiated learning opportunities to help them to progress.

SCHEMES OF WORK

Existing schemes of work will continually need to be revised to take account of National Curriculum changes in regard to Special Education Needs in particular of the inclusion statements in each National Curriculum subject document. These needs will have to form an integral part of schemes of work. In revising these schemes, consideration must be given to:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning
- Can the tasks and activities for any one attainment level be chosen and presented to enable pupils with a wide range of attainments to experience success? For instance, emphasis on oral rather than written work will help some pupils with learning difficulties.
- Can activities be matched to pupils' differing paces and styles of learning interests and previous experience; can time and order of priority be allocated accordingly.
- Can the activities be broken down into series of small and achievable steps for pupils who have marked learning difficulties?
- Will the activities stretch pupils of whom too little may have been expected in the past? This group may include some with physical, sensory or other impairment, who are high attainers.
- Can a range of communication methods be used with pupils with language difficulties?
- Will the purpose of the activities and the means of achieving them be understood and welcomed by pupils with learning difficulties?
- How will teaching, and where available, non-teaching and support staff be deployed and be involved in the planning of provision?
- Are there clear school wide procedures on recording, reviewing and evaluating pupil progress in lessons?

THE LEARNING ENVIRONMENT

We accept that the environment of the classroom and the school is very important in the implementation of the schemes of work. Special

consideration will need to be given to Special Educational Needs pupils who may need extra stimulus and encouragement to overcome their learning difficulties. Characteristics of a good learning environment will need to include:

- Easy access to resources including IT
- Flexible groupings of pupils.
- Management of pupil behaviour through a whole school approach to discipline as outlined in the School Behaviour Policy. By the use of positive, supporting Behaviour Management, IEP targets and other agency support; study and early intervention.
- Co-operative learning among pupils.
- Effective management of support from SEN support staff, classroom assistants, parents and volunteers, for instance - through clear definition of roles and use of room management, one-to-one tutoring and other strategies.
- Access to specialist advice through SEN advisory and support services, school psychological services, speech therapy, health and social services and other sources.
- In-service training, both school and centre-based.
- Continuous communication with parents and mutual parent-teacher support.
- A commitment to equal opportunities under a policy of inclusion.

Pupils with SEN are likely to have even stronger needs than other pupils for:

- A positive attitude from staff towards them, praising success.
- The means to evaluate their own progress.
- The development of self-confidence and self-esteem.
- The ability to see constructive criticism and the making of mistakes as a necessary learning stage rather than a sign of failure.
- Success and achievable short-term goals.
- A rising expectation of their ability from themselves and staff
- Continuity of learning.
- A home-school partnership.

TEACHING ARRANGEMENTS AVAILABLE TO PUPILS

This will generally be in mainstream lessons, although this will not always be felt appropriate. Other arrangements include:

- Small group teaching with integration into mainstream subject group where and when appropriate.
- Withdrawal from specific subject area (normally English for targeted Learning Support).
- Part time withdrawal for selected Learning Support from specified subject lessons.
- In class support from:
 - internal subject staff
 - teaching assistants (SSAs)
- Structuring within mainstream subject areas to provide setting of small group teaching.
- Monitoring of progress for selected pupils in class by SEN staff
- In Key Stage 4, an alternative curriculum, including Life Skills and Vocational Courses.

CRITERIA FOR IN CLASS SUPPORT

In class support will be allocated taking into consideration the following priorities:

- The needs of statemented pupils
- Students having attached support
- Support for Year 7, 8, & 9
- Departmental requests

In allocating support, the Department will endeavour to maintain consistency of support personnel across class groups and where practicable, within subject areas. Teachers supporting will work in partnership with subject specialists and have an involvement in the planning of lessons, preparation of materials and marking. TAs supporting will work under the direction of the class teacher within the framework of their job description. Whilst specific pupils may be the main target for TAs it is not expected that they will have exclusive contact with those pupils.

SMALL GROUP TUITION

Pupils will spend the majority of their time in mainstream lessons with their peers, however, in order to maximise their potential as learners, it may be necessary to offer regular small groups, or one-to-one lessons to ensure that pupils have a secure grasp of essential skills. Parents will always be consulted about this.

Criteria for extraction which is allocated according to available resources is based on the following criteria:

- Children whose reading and/or spelling skills are significantly below their chronological age.
- Poor handwriting style likely to affect achievement.
- Poor organisational skills
- To provide emotional/social support.
- Parental/pupil wishes.
- Teacher requests

The level and frequency of extraction will depend upon the individual needs of the pupil and the availability of resources.

In addition, pupils may be offered small group and individual support at breaks, lunch times and before or after school.

The teaching needs of the pupil will be defined on the child's Individual Education Plan (students on School Action, School Action Plus and with Statements).

SELF HELP

Self-help for Special Educational Needs in subject areas can be aided by SEN skills existing within the Department and using timetabling strategies for groupings. Strategies include:

- Setting to provide small teaching groups for SEN pupils and to aid differentiation.
- INSET training in SEN skills and awareness for selected Department staff.
- Recognising SEN in Schemes of Work and adapting appropriate teaching methods.
- Appropriate selection of teaching materials and resources for SEN pupils, especially in regards to reading materials and worksheets.
- Differentiation of work especially in mixed ability groups.
- Consideration of SEN when compiling the timetable.
- Named person within each subject to oversee SEN.
- SEN represented at Pastoral Meetings.

RECORDING AND REPORTING

We try to monitor all students who may not be making adequate progress in all of the four broad areas identified by the Code of Practice ie:

- Communication and interaction
- Cognition and learning
- Emotional and social development
- Sensory/physical development

We try to work closely with parents to build upon children's previous experiences. Parent support is vital to the success of the education of all children, especially those with SEN. Parents will always be kept informed of any additional or different provision being made for their child.

Subject teachers, and tutors will inform the Learning Support Department of any students who are causing concern, via the slip system. All information gathered in this way will be held within the Learning Support Department.

At 'School Action' information will be provided for staff.

At 'School Action Plus' the IEP will also include any advice from external agencies who may be working with the student.

Statemented students will also have IEPs outlining their particular needs, together with advice and strategies to meet their needs in the classroom.

All subject departments will have copies of IEPs, to inform lesson planning, and to assist them in meeting the needs of all of their students, translating strategies and targets into action in the classroom.

IEPs are available for staff on the curriculum network. The original IEPs will be held on file in the Learning Support Department. IEPs are reviewed at varying intervals - some are reviewed every few weeks, some each term, all are reviewed at least twice yearly, when all subject departments are invited to comment on the effectiveness of IEPs.

Statemented students will have an Annual Review Meeting each year, to which everyone involved with the student is invited to attend, and to submit their views. At this meeting all aspects of the students' needs will be considered, and recommendations will be made, and fresh targets set. A copy of all of these will be sent to Shirehall, and the original will remain on file.

Once a year a comprehensive list of all SEN students with a brief outline of difficulties and targets is issued to all staff.

All results of screening tests, together with previous years' results are issued to all subject departments, so that staff can quickly see what progress has been made.

The SENCO will attend pastoral meetings to discuss students having SEN, and any concerns.

EVALUATING OUR SUCCESS

The school's success in meeting the special educational needs of its pupils will be measured using the following performance indicators:

- Pupil progress in terms of gains in reading and spelling
- Less frequent 'behaviour' outbursts
- An increase in merits
- Parental satisfaction
- Pupil satisfaction and sense of self-worth, increase in confidence
- Success rate in meeting targets identified in IEPs and annual reviews.
- Movement of pupils from School Action Plus to School Action
- The removal of pupils from the SEN register.
- Feedback from primary schools on the quality of primary liaison.
- Participation rates of pupils with SEN in extra curricular activities.
- External examination entries.
- GCSE and other external examination entries.
- Post 16 destinations
- Staff satisfaction.
- A reduced incidence of disaffection in Key Stage 4 students.

WHO IS INVOLVED?

The SENCO for our school is Mrs C A Parker

She is responsible for:

- Overseeing the day-to-day operation of the SEN policy

- Coordinating the provision for children with SEN
- Ensuring there is liaison with parents and other professionals in respect of students with SEN
- Managing Teaching Assistants, and SEN teachers
- Advising and supporting other practitioners in school
- Contributing to professional development of staff
- Ensure that appropriate IEPs are in place, that relevant background information is collected, recorded and updated
- Liaise with external agencies.

* **All** staff are responsible for children with SEN

THE ROLES OF TEACHING ASSISTANTS

All teaching staff need to know for what purpose a teaching assistant has been appointed to a particular class or pupil.

Teaching assistants need to know what is expected of them from the teaching staff.

Special Educational Needs Department is responsible for timetabling and organising teaching assistant time.

Teaching assistants not necessarily to target one particular pupil in a class, unless a particular need has been identified.

There needs to be an understanding between teacher and teaching assistant about classroom management in terms of discipline, accepted standards of behaviour and classroom routines.

Teaching assistants to help the pupil to work, not to do the work for the pupil, unless felt necessary and in consultation with the teacher.

Ideally, time should be made available for teaching staff to discuss with teaching assistants the progress and needs of the pupil.

Views of teaching assistants to be sought when reports and/or classroom discussion take place on pupils they have a responsibility for.

Teaching assistants to be invited to staff briefing, parent interviews, SEN meetings and to take part in visits if it concerns a pupil they are dealing with.

SEN staff to organise meetings between teaching assistants and subject staff.

As the role of the teaching assistants change, in line with the remodelling of the workforce there will be a wider variety of tasks and responsibilities to be undertaken with opportunities to develop professional skills.

PARENTAL INVOLVEMENT

Parents are important people in children's learning. They are often the first ones to spot that a child is not happy at school or having difficulties with work.

We **involve** parents from their first associations with the school. They are involved in the transfer from the primary feeder schools and are made welcome.

Where learning difficulties arise during secondary education, parents are to be consulted at the earliest opportunity and their co-operation and help are sought with regard to:

- Programme of work at home
- Meeting with school staff
- Counselling
- Raising pupils' awareness that home and school are working together.
- As the level of need changes, parents need to be involved at each stage.

The contact with parents is the joint responsibility of SEN staff and tutors.

Parents will be informed at all stages of the proposed interventions designed to support their child's learning. The SEN team will be in attendance at all parent evenings for consultation with parents. Parents of pupils on the SEN register will be invited to contact the department if they have any concerns or require information on their child's progress.

ROLE OF TUTORS/HEAD OF YEAR (PASTORAL)

- The tutor is always the first point of contact for parents who may be concerned
- The Tutor gathers information on children who have or may have Special Educational Needs and to pass it on to the appropriate SEN staff.

Information may be gathered from:

- Merits, Demerits and Purple slips
- Subject ROA's
- The Register
- Contact with parents, pupils, staff
- Round Robins

To provide information for twice-yearly reviews on children in their group for SEN staff and Head of Year (if appropriate) to review Code of Practice stages and IEPs.

Update appropriate SEN staff of any developments concerning children on SEN register.

Keep records in tutor file of SEN.

- The Head of Year keeps abreast of events on children causing concern from tutors, SEN staff, Deputy Head, parents.

Liaise with appropriate SEN staff as needs arise especially where they are principally overseeing the pupil.

Attend twice yearly review meeting if appropriate or any other meeting as required.

THE ROLE OF THE SUBJECT TEACHER/HEAD OF DEPARTMENT

SUBJECT TEACHER

- To contact tutors via Head of Department over any academic concerns regarding pupil's progress, attitude to work.
- To be aware of pupils' SENs through IEPs and SEN lists.
- To be aware of the contents and act upon IEPs.
- To evaluate the results of IEPs with Head of Department.

HEAD OF DEPARTMENT

- To be aware of all pupils in the Department who have SEN
- To be aware of the recommendations of all IEPs
- To provide time within the Department to monitor the success of the IEPs in meeting their aims.
- To evaluate the IEPs prior to review stage with subject staff.
- To be responsible for implementing the "Whole School Special Educational Needs Policy" within the Department.

ADDITIONAL INFORMATION

DIFFERENTIATION

Differentiation is a process which means that each individual pupil is able to achieve their potential, through different approaches. Teachers will provide appropriate ways for all children to access the curriculum.

Students, especially those with SEN, bring many differences to their lessons - including - abilities, needs, expectations, experiences, and interests. These will be taken into account when lessons are delivered and planned.

LITERACY POLICY

The Literacy policy recognises that there are many different levels of ability, and that all students, including those with SEN should have the opportunity to develop, and increase their speaking, listening, reading and writing skills, thus improving their potential as learners.

BEHAVIOUR POLICY

The School Behaviour Policy aims to promote good behaviour, ensuring fair treatment for all students, with a code of conduct which is easy to understand and follow.

PARTNERSHIP WITH PARENTS

There is an active Parent Partnership Group in Shrewsbury, who offers support and advice for families of students with SEN. Their telephone number is: 01952 457176

LINKS WITH EXTERNAL AGENCIES

Advice and support may be sought from external agencies. Those who we are currently involved with include:

- The Educational Psychology Service
- The Hearing Impaired Service/Sensory Inclusion Service
- The School Health Service
- Social Services
- The Education Welfare Service
- The Behaviour Support Team
- Shrewsbury MAT
- Telford Drive Project
- Connexions
- The Youth Service
- Shrewsbury College of Arts & Technology
- Severndale Outreach Service

- Youth Offending Service

We believe that effective action on behalf of children with SEN depends upon close co-operation between school and other involved professionals.

Signed...I Walshaw..... on behalf of the Governing Body

Date..... 15.3.12.....

Signed...J M Thomas..... on behalf of the School

Date..... 16.3.12.....