

Haven High Technology College

Special Educational Needs Policy

(Revised March 2009)

Aims

1. To ensure that students with special educational needs have the same opportunities as other students to achieve the College's aims within the mainstream classroom.
2. To provide an environment where parents, guardians, students and staff can work together to identify and support individual needs.
3. To encourage all staff to build upon the strengths of students with special educational needs and recognise their positive achievements.
4. To encourage all staff to develop their skills as teachers of pupils with special needs, and support their professional development wherever possible.
5. To be familiar with the details of SEN statements and ensure that the recommendations made in them are met.
6. To ensure that the Support Team is held in high esteem throughout the college, and that its contribution to the college community is recognised.

Definition of Special Educational Needs (from revised Code of Practice)

A child has **special educational needs** if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

A child has a **learning difficulty** if he or she:

1. Has a significantly greater difficulty in learning than the majority of children of the same age
2. Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA
3. Is under five and falls within the definition at (1) or (2) above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.

Special educational provision means:

1. For a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of that age in maintained schools, other than special schools, in the area.
2. For a child under two, educational provision of any kind

The duties of governing bodies

Governing bodies should, with the headteacher, decide the College's general policy and approach to meeting special educational needs for pupils with and without statements.

Every school must have a 'responsible person' who makes sure that all those who are likely to teach a pupil with a statement are told about the statement. The person is generally the headteacher, but may be an appointed governor.

The governing body must:

- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that where the 'responsible person' has been informed by the LEA that a pupil has special needs, those needs are made known to all who are likely to teach him or her
- Ensure that teachers in the college are aware of the importance of identifying, and providing for, those students with special needs
- Consult the LEA and the governing bodies of other schools/ college's, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Report annually to parents on the implementation of the college's SEN policy
- Ensure that a pupil with special educational needs joins in the activities of the college together with the pupils who do not have special needs, so far as is reasonably practical and compatible with efficient education and use of resources
- Have regard to the revised Code of Practice
- Ensure that parents are notified of a decision by the college that their child has special needs

Inclusion and College admission

There is a clear expectation within the 1996 Education Act that pupils with special educational needs will be included in mainstream schools, and in accordance with this, Haven High Technology College will continue to treat students with individual needs as fairly as all other applicants.

Working in partnership with parents and guardians

The Support Team recognises that professional help for students with special educational needs is most effective when it builds upon parents' knowledge and understanding of their child, and takes into account their contribution to each stage of an assessment.

To establish and maintain positive links with parents and guardians, we will:

- Welcome enquiries and visits from existing and prospective parents
- Respond promptly to concerns raised by parents, either directly or through other staff
- Invite parents to contribute to special needs assessments and reviews
- Inform parents of the SEN status of their child
- Endeavour to arrange meetings at a convenient place and time
- Enlist the support of outside agencies where language may be a barrier to spoken or written communication with parent

Complaints procedure

Parents or guardians wishing to make a complaint may contact the headteacher who will enlist the support of senior colleagues and the SEN governor, where appropriate, to investigate and resolve problems. Parents and guardians will be advised of the LEA complaints procedure, which is available from the College office.

Criteria for review of the SEN Policy

The governors of the College will review the SEN Policy annually.

In conducting the review, the following criteria will be considered:

1. Are systems in place for the effective identification and assessment of students with special needs?
2. Are all staff familiar with the routes of referral for a student who may have special needs?
3. Are Special Needs Files set up, and regularly updated, on all students with SEN and those undergoing assessment?
4. Is there a forum for regular exchange of information on students with special needs, and does that exchange take place?
5. Does 'SEN' appear on the agenda of all faculty meetings?
6. Is the progress of students with SEN monitored and reviewed in accordance with the recommendations in the revised Code of Practice?
7. Have the recommendations made by the LEA in SEN statements been met?
8. Have SEN staff worked in partnership with parents to meet the needs of students with special needs?
9. Have students with special needs been involved in discussions about their needs, and their views recognised?
10. Have external agencies been involved in the planning and provision for students with SEN where appropriate?
11. Have SEN staff attended courses for professional development and disseminated information to others?
12. Have SEN staff informed other College staff of new legislation regarding SEN?
13. Have SEN staff worked with faculties to develop schemes of work, which provide a range of teaching and learning strategies for all students?
14. Does the income into the college for SEN match the expenditure on SEN over the previous twelve months?
15. Is there an SEN development plan, and does it identify relevant priorities for the future?

The Special Needs Support Team

March 2009.

Fran Brighton	Manager of the IEC - Inclusion
Richard Moran	Manager of the IEC - exclusion
Jane Peall	BIP Mentor - IEC
Tracey Adams	T/A - IEC
Barbara Barber	SENCO
Carole Butler	Head of Learning Support
Alyson Clifford	T/A
Jane Bowers	T/A
Stacey Goodeve	T/A
Danielle Petty	T/A
Nicola Reeson	T/A
Emma Raybould	T/A
Beverley Beauchamp	T/A Art
Leigh Croft	T/A English
Emma-Jane Darlington	T/A ICT
George Dix	T/A Motor Vehicles
Tim Evan	T/A Music
Jane Fowler	T/A English
Rosie Hewson	T/A Technology
Ricky Lovelace	T/A P.E
Martin Moon	T/A Geography/History
Martin Phillips	T/A Maths
Amy Porter	T/A Science
Ewa Wojcik	T/A Science
Nicci Woodcock	T/A Social Studies
Pedro Jarnalo	EAL Teacher
Paulina Barc	EAL Teacher
Linda Beauchamp	Science Technician & Health & Safety Officer
Bridget Blackham	Learning Resource Centre Administrator.
Tim Franklin	Science Technician
Sandra Millership	SEN Admin Support

SEN provision and resources

Haven High Technology College is a mixed Comprehensive, accommodating over 700 students in Years 7 – 11. The Support Team is based in a suite of rooms which includes the learning support centre, the inclusion centre and the In college education centre (IEC). Teaching is provided for small groups and individual students with additional needs.

Specialist resources for use with students with learning differences and disabilities include:

- Multi-sensory language and literacy programme
- Computers and lap-tops
- Subject-specific software
- Television, DVD and video recorder
- Library area with fiction and non-fiction appropriate to reading and interest levels
- Games and supplementary resources to reinforce literacy, numeracy and social skills
- Success Maker
- Dictaphones

Haven High will listen to concerns raised by any person with a disability and is keen to take advice from people with disabilities on any issue relating to college provision that puts them at a substantial disadvantage.

Identification and assessment of special needs

The College is committed to ensuring that all students receive their entitlement to a broad, balanced and relevant education. The Support Team will help to achieve this by ensuring that we:

- Attend year 5/6 primary school reviews as requested
- Use information from previous schools to provide a starting point to develop an appropriate curriculum
- Identify and focus on the student's skills, highlighting areas for early intervention
- Ensure that ongoing observation and assessment provide regular feedback to staff, parents and student, and form the basis of future plans

Regular formal and informal assessment of all students takes place in all curriculum areas, and staff are encouraged to analyse results and pass on concerns to the SENCo.

In addition to this day-to-day monitoring of students by classroom teachers and support staff, standardised tests are administered where appropriate. These include

- NFER Group Reading Test
- Salford Sentence Reading Test
- CATS
- Schonell Spelling Test
- National Curriculum key words; lists 1,2 and 3
- P scales (PIVATS)

To decide whether a student has special educational needs we will consider:

- Evidence from staff observation and assessment
- Performance against level descriptions within the National Curriculum
- Progress against objectives specified in National Literacy and Numeracy frameworks
- Standardised screening information
- Views of parents and students

In accordance with the revised Code of Practice, where a student is assessed as having special needs, intervention will be described as 'School Action' and 'School Action Plus'.

School Action

The trigger for intervention through School Action will generally be, that despite differentiated learning opportunities, a student:

- Makes little or no progress
- Struggles to develop basic literacy and numeracy skills
- Presents persistent emotional or behavioural difficulties
- Has sensory or physical problems which affect progress
- Has communication difficulties which affect progress

In these circumstances, the SENCo will:

- Organise further assessment
- Plan future support
- Discuss arrangements with parents and student
- Draw up and distribute an IEP (Individual Education Plan) or PSP (Pastoral Support Programme)
- Monitor and review progress

School Action Plus

The trigger for School Action Plus will generally be, that despite receiving an individualised support programme, a student:

- Continues to make little or no progress over a long period
- Continues working at NC levels substantially below expectations
- Continues to have difficulty in developing basic literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning, or that of the group, despite having a PSP
- Has sensory or physical needs requiring additional specialist support
- Has ongoing communication difficulties which impede social relationships and cause substantial barriers to learning

In these circumstances, the SENCo will:

- Enlist specialist support
- Implement specialist advice
- Discuss arrangements with parents and student
- Help draw up and distribute learning IEP or PSP
- Monitor and review progress

Referral for statutory assessment

If a student fails to make progress through School Action Plus, the College, parents and specialist services, will consider asking the LEA to initiate a statutory assessment, which may lead to the issue of a statement. In exceptional circumstances, for example, where a new student exhibits serious learning or behavioural difficulties, or a student is at risk of permanent exclusion; the College may request an urgent LEA assessment.

As part of a referral for statutory assessment, evidence will generally be available to demonstrate:

- Action taken through School Action and School Action Plus
- IEPs and / or PSPs
- NC levels
- Attainments in literacy and numeracy
- Educational and other assessments
- Involvement and agreement of the Educational Psychologist
- Involvement of health, social and education welfare services
- Views of parents and student

Throughout the referral and assessment process, students will continue to be supported through School Action Plus.

Support roles

The SEN team is made up of teachers and teaching assistants. Effective support is most effective when SEN staff, subject staff and students work in partnership.

Teaching assistants work in curriculum areas and with named students (usually those with statements and those at school action plus) and priority will be given to their needs. They may support students, under the direct supervision of teaching staff, by:

- Assisting students with personal organisation
- Interpreting instructions and tasks
- Maintaining student focus on task
- Raising self-esteem of learners
- Liaising between students and teacher, subject teacher and SENCo
- Reducing tension in volatile situations
- Deliver individualised literacy or numeracy programmes
- Deliver small-group literacy or numeracy lessons

SEN teachers may work in any of the above ways, and in addition will:

- Negotiate their roles and responsibilities with subject teachers according to the needs of students and varying demands of different subjects
- Work in partnership with curriculum teams to develop materials to promote learning
- Raise awareness amongst staff of a variety of teaching, learning and assessment styles
- Organise the assessment, monitoring and review of students with special needs
- Devise individualised programmes to aid the development of basic skills
- Be aware of changing legislation and its impact on the teaching and management of students with special needs

The aim of support is to enable students to gain access to, and benefit from, the broad and balanced curriculum of the College. Most support will be classroom based, but where specific skills are being taught e.g. through a multi-sensory language programme, students will be withdrawn to the Support Centre.

Links with Support Services

We recognise the importance of establishing and maintaining positive links with specialist support services. Many students with special educational needs have other difficulties and the achievement of educational objectives is likely to be delayed without the partnership of all concerned.

Organisation	Contact	Tel.
Educational Psychologists	Sarah MacEntee	01522 553473
Education Welfare	Peter Jeffrey	01522 553472
Boston College	Dawn Telford	01205 365701 ext 3475
Learning Support Services	Bridget Mayes	07823535476
EBSS	Kathryn Hooper	01205 351106
The Chestnuts Education Centre	John O'Flynn	01205 351106
Ash Villa	Neil Barton	01529 488061
Health Clinic		01205 360880
CAMHS Primary Mental Health Team	Hannah Clarke	01522 553522 Mobile:07796 950981
Social Services		01205 310010
Family Centre		01205 355360
Connexions	Donna Garrard	01205 310010
Hearing Impaired Support (St Nicholas School)	Barbara Prime	01205 362860
English as an additional language	Maggie Appleton	01427 787190
Parent Partnership		01522 553351
Speech Therapy	Susan Martin E mail sue.martin@lpct.nhs.uk	01476 577368

Sensory Impaired Service

Asoka Moodley

01522 553364

Lincs Autism Outreach

Hannah.turlington@gosberton-house.lincs.sch.uk

Vicky.turner@gosberton-house.lincs.sch.uk

01522 705648 Tues 1.30-3.30

Friday 9.30-11.30

Guidance for new support staff

Welcome to Haven High Technology College Support Team! You are joining a large and very successful staff that will be delighted to help you settle into your new job. Barbara Barber, SENCo and Carole Butler, Head of Learning Support, will manage your induction programme. These notes are a brief introduction to your role.

It is important that you have child protection briefing before you begin working with our students. Liz Carr is our child protection coordinator.

As a teaching assistant (TA) you will be supporting students with individual needs, mainly in the classroom, but also, from time to time, in the Support Centres.

Reading information to students and assisting with understanding of the text and task will be one of your main roles. Where students are struggling, you can try to break down tasks into small manageable steps. If in doubt ask the class teacher for guidance.

You may also be required to help with spelling: wherever possible, try to get the student to make an attempt on paper. Use the look, say, cover, write, check approach.

Some students with learning difficulties also have behavioural difficulties. They may use poor behaviour to mask learning problems, or feel frustrated because their basic skills are weak. An important part of your job is to raise the self-esteem of these students and encourage a positive approach to learning.

If you have not been directed to a particular student, ask the teacher for guidance. Be involved in the lesson – sit amongst the students, rather than standing at the edge or front of the room. Balance your focus between teacher and students to ensure that instructions are followed.

Although most students are keen to have extra help, some will be reluctant to acknowledge their difficulties, and may reject your offers. Be sensitive in your approach – let them see you helping others and keep the way open for them to join in.

Students are used to having support in the classroom and should treat you as a member of staff – if there are any difficulties, ask the teachers for advice. Be familiar with the College's Behaviour Policy.

Keep a brief daily diary – it's up to you whether you record under student or lesson headings. Always date your entries so that changes in behaviour can be tracked.

Always check with the SENCo or Head of Learning Support for timetable changes and cover for absent colleagues.

I hope this helps – please don't hesitate to ask about anything that concerns you at any time.

The Support Centre

Learning support

Students with learning difficulties will be identified under procedures described above and receive support through School Action or School Action Plus.

Students with statements generally have a period of time identified for individual work with teaching and non-teaching staff. Appropriately qualified schoolteachers will deliver teacher time; non-teaching time will be provided by TA's, in or out of the classroom. Programmes will reflect the objectives described in the statement.

Emotional and behavioural support

Students with emotional and behavioural difficulties will be identified by subject teachers, form tutors and Year Heads, and through Bromcom and laptops to record ticks accrued in lessons. The recording of 2 sets of 8 ticks will trigger school action. If ticks continue to rise after pastoral intervention then the student will move to school action plus and additional advice will be sought.

One or more of the following will provide behavioural support:

- Pastoral Support Programme
- In-class support
- Targeted withdrawal from volatile situations
- Outreach support from EBSS
- Social skills groups
- Individual counselling
- Full-time short term attendance in the IEC
- Application to The Chestnuts Education Centre

The Support Centre will accommodate students at risk of exclusion, to a maximum of 6 at any one time, for periods of up to one term in the first instance. The Deputy Head, LBP, the SENCo and Manager of the IEC will:

- Arrange meeting with relevant staff, usually the Year Head.
- Contact parents
- Draw up a contract with investment from parent, student and school
- Establish exit criteria
- Draw up and distribute PSP

Serious misbehaviour

A student with special educational needs will benefit from the same assertive discipline strategies employed for all students in College. In the case of serious misbehaviour, support staff should refer to the class teacher, year head or Assistant Head Teacher who will decide on appropriate action.

Support Team roles

SENCo with support from Head of Learning Support.

- To co-ordinate the work of Support Team
- To chair regular meetings
- To raise the profile of SEN throughout the College
- To monitor the work of staff in the team
- To advise the Line Manager and Head on all aspects of SEN
- To monitor progress of students with SEN
- To delegate tasks appropriately to team members
- To carry out appraisal activities as agreed within the guidelines of the Performance Management Policy
- To prepare a faculty development plan
- To implement all whole College policies within the faculty
- To share responsibility for planning and delivery of SEN support to students through School Action and School Action Plus, and in doing so carry out the following tasks:
 - Assess students, keep records and disseminate information as described in the SEN Policy and Handbook
 - Monitor and review students with SEN and complete all associated administrative tasks
 - Attend meetings and courses to keep up to date with current developments in SEN

Checklist for Educational Psychologist

Referral:

- Discuss with parents
- Complete referral form – include test scores and SATS results
- Parental signature
- Append IEP, PSP and relevant incident sheets
- Copy for file
- Send to E.Ps

Meeting:

- Invite parents
- Inform student
- Inform staff of observation schedule
- Arrange for student to be collected if necessary
- Prepare update of referral information if necessary

- Arrange and prepare venue

Checklist for Annual Review

The Annual Review schedule should be agreed in September, with reference to deadlines set by the LEA. The date and time of the first Transition Plan meeting will be set by the LEA.

6 weeks before the meeting:

- Support Co-ordinator sends out request for information from staff

4 weeks before the meeting:

- Invite parents, tutor, College support staff, Ed. Psych., LEA, + Connexions-Y9 onwards, Careers-Transition Plan onwards Social Services, EBSS, Health etc, as necessary
- Check returns from staff – write College's report

2 weeks before the meeting

- Check returns of reports, copy and send out to invited parties

At the meeting:

- Note names of those present
- Discuss past progress and future targets
- Note any action required following the meeting

Following the meeting:

- Complete LEA report as soon as possible – ideally within 2 weeks
- Append College and other reports

SEN Policy Revised and updated by:
Barbara Barber SENCO
March 2009.