

The Thomas Aveling School

Policy No: 31

SPECIAL EDUCATIONAL NEEDS POLICY

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SPECIAL EDUCATIONAL NEEDS POLICY

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority

Children are not to be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA.

1. The Aims of the Policy for Special Educational Needs

- At the Thomas Aveling School, we value all children equally
- We welcome children with special educational needs as part of our community and we aim to ensure that all children have an equal opportunity to engage in the curriculum
- We recognise that we need to consider the individual needs of children when planning our curriculum. We aim to provide a curriculum which is accessible to the individual needs of our children
- We recognise that some children need additional support to ensure access to the whole curriculum. We ensure that the needs of children are identified and assessed and that appropriate support strategies are provided. If additional specialist advice and support is necessary, the appropriate external agencies will be contacted
- We recognise the importance of early identification and assessment of children with special educational needs. We will develop practices and procedures which will aim to ensure that all children's special educational needs are identified and assessed and the curriculum will be planned to meet their needs
- We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education
- We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision-making about their special educational provision

- We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child
2. **The name of the person who is responsible for co-ordinating the day-to-day provision of education for children with special educational needs.**

The Co-ordinator for Special Educational Needs (SENCO), Ms K Johns, is the 'responsible person', working under the leadership of the Head Teacher and the Governing Body. In addition, Mrs K Nisbet is the SENCO working as the Designated Teacher for Looked-after children. Additional responsibilities include transition, literacy and testing.

3. **The arrangements which have been made for co-ordinating the provision of education for children with special educational needs.**

The SENCO will

- Take day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual pupils with SEN, working closely with staff, parents, the Connexions PA and other agencies
 - Provide related professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEN
 - With the support of the Head Teacher and colleagues, seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and, by setting targets for improvement
 - Collaborate with Heads of Department and Directors of Learning, literacy and numeracy co-ordinators and pastoral colleagues to ensure that learning for all pupils is given equal priority and that available resources are used to maximum effect
 - Manage the SEN team of teaching assistants
 - Oversee the records on all pupils with special educational needs
 - Liaise with parents of pupils with special educational needs
 - Contribute to the in-service training of staff
 - Liaise with external agencies including the LEA's support and EPS, Connexions PA, health and social services and voluntary bodies
4. **The admission arrangements for children with special educational needs who do not have a statement in so far as they differ from the arrangements for other children.**

The SENCO will liaise with SENCOs from local feeder schools in the summer term prior to admission. Information obtained will be used to make guided choices regarding peer grouping. Special needs levels from Year 6 will remain in place during Year 7 until reviewed in the light of assessment and performance

5. The kinds of provision for special educational needs in which the school specialises and any special units.

The Thomas Aveling School provides a Social Inclusion Zone where children with emotional/behavioural difficulties may work for varying lengths of time

6. Facilities for children with special education needs including facilities which increase or assist access by children who are disabled.

- A full-time qualified first-aider is available, situated in a suite of rooms which include disabled toilet facilities
- All ground floor areas are accessible by disabled children
- Computers are available in all classrooms for children with communication difficulties
- Lap-top word-processors are provided to children with dyspraxic difficulties and for children with temporary disabilities
- Children with temporary disabilities can access the Social Inclusion Zone

7. The allocation of resources for children with special educational needs.

The LEA is responsible for making effective arrangements for SEN by ensuring that the needs of children and young people with SEN are identified and assessed quickly, and matched by appropriate provision by allocating additional finances and explaining the element of provision that it expects normally to be met from the school's budget

8. How children with special educational needs are identified and their needs determined and reviewed.

See Appendix A

9. Arrangements for providing access by children with special educational needs to be a balanced and broadly based curriculum.

The curriculum is planned to meet the known individual needs of all children; the curriculum is further modified on a short term planning basis to meet specific individuals' SENs; extra support is available to enable access; careful choice of resources is made to facilitate access

10. How children with special educational needs engage in the activities together with children who do not have special educational needs.

Children with SEN are regarded as full members of the community and provision is inclusive. Children have full access to the environment, resources, staff and activities.

Tutor groups and most classes are taught as mixed ability groups, combining a wide range of activities from extension tasks to differentiated work.

All extra-curricular activities are fully inclusive.

11. How the Governing Body evaluates the success of the education which is provided to children with special educational needs.

The policy for SEN is reviewed and evaluated annually, giving an opportunity to check whether the policy is working well or whether it needs some revision or changes.

Annually, the school reviews and evaluates the effectiveness of

- Systems for identifying and assessing children with special educational needs
- The provision made to meet the children's special educational needs
- The record-keeping for special educational needs
- The allocation of resources for children with special educational needs

12. Any arrangements made relating to the treatment of concerns and complaints from parents of children with special educational needs concerning the provision.

Any concerns or complaints about SEN provision should be initially addressed to SENCO who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation, then the complaint should pass to the first level of the general complaints procedure.

13. Any arrangements made relating to in-service training for staff in relation to special educational needs.

Training opportunities are available for SENCO to fulfil her role.

The school is committed to providing and facilitating attendance at in-service training in the area of SEN.

Performance Management reviews allow the identification of the training needs of individual staff.

SENCO regularly publishes relevant information relating to specific children's special educational needs, and delivers INSET to NQTs and colleagues embarking on ITT schemes.

14. The use made of teachers and facilities from outside including links with support services for special educational needs.

Regular liaison and support is received from

- Educational Psychology Service
- Connexions
- Youth Offenders Team and YISP
- Social Services, CAST and ARC
- Medway Physical & Sensory Service (PASS)
- Medway Autism Outreach Service
- Local feeder schools

- LEA Caseworker
- Attendance Advisory Practitioner
- CAMHS
- School Counselling Service
- ONSIDE therapies

Work related learning opportunities:

Year 10/11 pupils can access part-time courses at Mid-Kent College or Love2Learn

Year 10/11 pupils can access a part-time extended work placement through MEBP

Year 10/11 pupils can access Apprenticeship schemes

15. The role played by parents of children with special educational needs.

- The school values and listens to parents/carers' views and contributions
- The school recognises that parents/carers know their children best and have a great deal to contribute
- The school has an 'open door' policy encouraging parents to approach the school whenever they have a concern
- Scheduled meetings take place for parents to meet and discuss their child's progress
- Parents of children with a Statement of Special Educational Needs are invited to attend and contribute to the Annual Review of the Statement

16. Any links with other schools, including special schools, and the provision made for the transition of pupils with SEN between schools or between the school and next stage of life or education.

The school refers children with behavioural difficulties to The Elms, Silverbank Park Behavioural Unit via the Behaviour Support Service for a 4 week placement with the RADAR programme.

Pupils with medical needs can be referred to Rivermead Hospital School for an agreed period.

Exchanges of information regularly take place between the school and the local Colleges of Further Education, identifying the support that pupils with SEN will require upon transition to KS5.

K Johns
Sept 11

APPENDIX A

Identification of children with special educational needs

Prior to Year 7

SENCO and Assistant Head Teacher visit or contact local feeder schools for information gathering on children with special educational needs who will be joining Year 7.

SENCO attends Annual Reviews for all Year 6 pupils with a Statement of Special Educational Needs who have named The Thomas Aveling School as their chosen school.

KS3/4/5

Assessment data is used to identify children with special educational needs.

Teaching staff are encouraged to use forms provided to register concern about the needs of children they teach.

Assessment of children with special educational needs

All pupils are tested on entry, and then annually, to determine their reading skills using the NFER Group Reading Test.

All pupils are tested on entry, to assess their cognitive abilities using MIDYiS.

Pupils with identified special needs undertake a range of nationally recognised tests to determine whether they will be eligible to receive support/additional time in GCSE examinations.

Regular visits are made by the visiting teacher from PASS for pupils with visual/hearing impairments.

Following discussion at an In-School Review, the Educational Psychologist will individually test any child causing concern.

Provision for children with special educational needs

In Key Stage 3, pupils with delayed literacy skills will work in small groups for intensive Language and Literacy support to replace MFL classes.

Children with a Statement of Special Educational Needs, or identified special needs, will receive in-class support from a Teaching Assistant.

Children with special educational needs benefit from small, ability-set groups in Science and Mathematics throughout KS3 and 4.

In Key Stage 4, pupils have the opportunity to take a double or single GCSE Science option. Pupils taking a single Science award will also be entered for a COPE award through ASDAN.

An alternative curriculum is offered for Year 9 pupils, following either COPE, a vocational course or work-related learning.

During internal examinations held annually in KS3, children with special educational needs are withdrawn to receive a high level of support for reading question papers/recording their answers.

Children with EAL, who also have special educational needs, will receive either in-class support or individual tuition, as deemed necessary, from the specialist Teaching Assistants.

Children, for whom behaviour has been identified as a special educational need, may be supported by whichever of the following strategies is appropriate

- The structured progression as defined in the Behaviour Management Policy
- Working for a specified time in the Social Inclusion Zone
- A Pastoral Support Programme
- A part-time timetable for a limited period
- A 4 week programme, RADAR, run by Behaviour Support Service at Silverbank.

For pupils with self-esteem/peer relationship difficulties, HORIZON offers opportunities through sport and team activities to develop more positive attitudes.

Appendix B

Glossary of abbreviations

ASDAN	Award Scheme Developments and Accreditation Network
CAMHS	Child and Adolescent Mental Health Service
Connexions PA	Connexions Personal Adviser
EPS	Educational Psychology Service
INSET	In Service Training
ITT	Initial Teacher Training
KS3	Key Stage 3 (years 7-9,)
KS4	Key Stage 4 (years 10-11),
KS5	Key Stage 5 (years 12-14)
MFL	Modern Foreign Language
NFER	National Foundation for Educational Research
NQT	Newly Qualified Teacher
SENIMT	SEN Inclusion and Monitoring Team
YELLIS	Year 11 Information System
YISP	Youth Inclusion and Support Panel
PASS	Physical and Sensory Service