



Kingsthorpe College
a designated Sports College



SPECIAL EDUCATIONAL NEEDS POLICY

Date of Adoption: Governors' Curriculum & Pastoral Committee – Tuesday 5th February 2008

Frequency of Review: Annually

Review Date due: March 2009

File Name: SEN Policy – February 2008

Policy Number: 1 : 28

Kingsthorpe College
Special Educational Needs Policy

A child has Special Educational Needs if he / she has a learning difficulty which calls for special educational provision to be made for him / her.

Children have a learning difficulty if they have a significantly greater difficulty than the majority of children the same age.

A child's learning difficulty may be due to:

- Communication and interaction needs
- Cognition and learning needs
- Behaviour, emotional, and social development needs
- Sensory and physical needs

We recognise that there is a spectrum of special educational needs, and these needs are very often inter-related.

These difficulties may be short or long-term.

For students who are identified as having special educational needs but do not have a statement, then the provision the college makes will be identified on the appropriate planning form for School Action / School Action Plus in line with the requirements of the annual audit of Special Needs.

The Special Educational Needs Code of Practice 2001 underlines that:

- A child with SEN should have their needs met
- The SEN of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education and their views must be sought and taken into account
- Children with SEN should be offered full access to a broad and balanced and relevant education including an appropriate National Curriculum.

The practice at Kingsthorpe College reflects these fundamental principles

Kingsthorpe College

Special Educational Needs Policy

THE PRINCIPLES AND OBJECTIVES OF THE SEN POLICY

We aim to provide the best education for every student in the College, irrespective of age, gender, class, creed, ethnic background or ability so that the students achieve realistic goals, which in turn will promote self-esteem and their value as individuals.

We will help to enable every student with SEN to reach their full potential, to be fully included within Kingsthorpe College and make a successful transition to adulthood.

To achieve this we will:

- Provide all students with access to a broad, balanced but relevant curriculum, with access to all areas of the National Curriculum, unless disapplied.
- Provide opportunities for students to develop as fully as possible and achieve the highest standards of which they are capable in every aspect of College life.
- Identify, assess, monitor and evaluate progress of all students with special needs.
- Provide differentiated methods of working in the classroom to suit individual needs.
- Differentiate the curriculum content within and outside the main class lessons so that it is attainable by all students, within their abilities.
- Develop a partnership with parents involving cooperation and information sharing to facilitate the best provision for students with SEN.
- Develop a partnership with students in order that they have a share in the planning and evaluation of individual programmes to meet their specific needs.
- Acquire specialist support wherever possible and appropriate.
- Provide suitable and adequate resources.
- Provide a happy, stimulating and positive environment.

EQUAL OPPORTUNITIES:

Within the Learning Support Faculty we embrace Kingsthorpe College's Equal Opportunities Policy. In addition to this we believe that:

- All students are special and have needs.
- Presentation of materials, tasks set and concepts covered will, as far as possible, match the abilities of students in the class.
- Wherever and whenever a student needs special educational provision the College will aim to provide that provision.
- We will provide a climate of positive attitudes to gender, equality, cultural diversity and social needs of all kinds, so that all students have equal access to the National Curriculum, resources and learning experiences.

We will treat each student equally, regardless of his / her special need.

**THE ROLE OF THE KEY PEOPLE RESPONSIBLE FOR THE DAY-TO-DAY
RUNNING OF THE SPECIAL NEEDS POLICY**

SENCOS

- To draft and update the College's Special Educational Needs Policy.
- To keep up to date with relevant legislation and developments regarding special needs provision.
- Together with the tutor / subject teachers identify students who have special needs, along with their specific areas of concern. (Making sure referral forms are available in every Faculty / Year Office).
- To collate baseline and yearly test results of all children with special educational needs within the College and to measure progress. Baseline testing will normally include: Salford Reading – Vernon Spelling – NFER Nelson Reading Comprehension Test – NEALE analysis.
- To liaise with Learning Support Co-ordinator (Manages LSAs):

Learning Support Assistants	Behaviour Support Co-ordinators
Subject Teachers	Learning Directors
Directors of House	Teaching Assistants
College Leadership Team	Outside Agencies

in order to create relevant programmes of study and plan Individual Education Plans, Personal Education Plans, Pupil Support Programmes, Behaviour Support Programmes for students with special needs.

- To keep all staff up to date regarding IEP's, targets and dates of reviews.
- To oversee regular record keeping and conduct termly reviews of progress with LSA's or subject teachers in order to create new programmes of work and Individual Education Plans where necessary.
- To organize Annual Reviews for statemented students in accordance with the requirements laid down in the Code of Practice 2001, and LEA policy.
- To arrange / chair annual and termly reviews involving professional, staff and parents in relation to all special needs students.
- To liaise with:

Educational Welfare Officer	Children & Young People's Service (CYPS)
School Doctors	School Nurse
Educational Psychologists	NIAS Advisors
Speech and Language Therapy	Social Services
Transfer Schools	Child and Family Services
Career Path / Connexions	
- To write in consultation with Faculty Staff the Learning Support Development Plan.
- To undertake capitation ordering of Learning Support resources.
- To timetable provision for students with SEN to order for them to have a broad, balanced curriculum whilst receiving the specialist help needed
- To keep an up to date College register of students who have special educational needs, and to organise and manage the preparation of the annual SEN Audit.
- To inform parents of students on the College's register about the provision being made and to act as the focal point for enquiries of all parents with SEN students.

Kingsthorpe College

Special Educational Needs Policy

From time to time the SENCO may wish to delegate some of these responsibilities to other members of the Learning Support Team and the Behaviour Support Co-ordinator.

See the Inclusion / SEN handbook for the responsibilities of:

- a) The Governors
- b) The Principal
- c) Learning Directors / Directors of House
- d) Teachers

THE ROLE OF THE LEARNING SUPPORT TEAM

LEARNING SUPPORT ASSISTANTS

- To work under the direction of the SENCOs and teachers within the classroom.
- To be involved in the planning and evaluation of the lesson in collaboration with the subject teacher.
- To support the work of the subject teachers.
- To ensure the directions of the teachers are understood and followed in all lessons, with particular attention given to requirements in practical areas.
- To listen and record developments in students' reading.
- To record developments and problems students are experiencing in lessons. These records should be readily available.
- To attend regular meetings in the Learning Support Faculty
- To attend regular meetings in the named Faculty area.
- To attend training sessions where appropriate.

ADMISSION ARRANGEMENTS

The Admissions policy for Kingsthorpe College does not differ for students who have special needs and students who have not. For students with Statements of Educational Need we ensure prompt replies to all placement enquiries directed to us.

THE ALLOCATION OF RESOURCES TO AND AMONGST STUDENTS WITH SPECIAL NEEDS

All students at Kingsthorpe College are given shared access to facilities at the College.

We have well equipped Learning Support facilities which are available for use by staff and students at all stages of provision.

Information Technology provides an excellent opportunity for all students with special needs to succeed at KC. The software used is animated and attractive and therefore motivating.

Resources are allocated to students with special needs depending upon each student's level of need.

Kingsthorpe College

Special Educational Needs Policy

The need for resources might be temporary or long-term and will be allocated on a flexible basis so the students have the support where necessary.

Students who are on School Action may require a specialist programme or equipment to enhance a small part of the whole curriculum. This will normally take place inside the classroom through the direction of the tutor / subject teacher but may involve some withdrawal support.

Students on School Action or School Action Plus may require some individualised teaching, a modified curriculum or support within the classroom.

Individual teaching may be given only where the curriculum cannot be modified or differentiated in order for the student to make full progress.

THE IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

- Primary school liaison – all students are visited during the summer term of year 6. Information is gathered from the SENCO / teachers regarding pupils already identified as having special needs. All baseline assessment information with regards to any special need is collated in order for KC identify those pupils for whom the College would wish to implement a programme of support.
- Entry screening –all year 7 students are assessed during the first two weeks of the Autumn term using the Edinburgh Reading Test and the Vernon Spelling Test to ensure that there are no pupils with significant difficulties in reading or spelling who have not been identified through our programme of primary school liaison visits. Additional assessments are carried out in Maths.
- Where concerns about a student's basic literacy skills are raised through Faculty / House referrals then further norm-referenced testing will be undertaken.
- Faculties / House teams raise concerns about other issues regarding special needs, i.e.: emotional / behavioural, through the referral system.
- Subject teachers will maintain appropriate records of National Curriculum levels, performance in SATs and internal assessments.
- Information regarding concerns about students will also be gained through parental contacts.
- Where the special need is behavioural based, an assessment will be undertaken by subject teachers using the behavioural checklist supplied by the LEA.

Kingsthorpe College

Special Educational Needs Policy

- Where School Action Plus arrangements are being made for a student, further assessment of individual needs will be undertaken where appropriate, following discussion with Children and Young People's Service (CYPS).
- Regular discussions with other external agencies will help to ensure that all pupils with SEN are identified at the earliest possible opportunity.

PROVISION / CURRICULUM / MONITORING AND EVALUATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Provision and monitoring for all students with special educational needs will be implemented through a whole College graduated approach.

The emphasis of the provision will be to facilitate access to the whole curriculum wherever this is practical and considered to be in the best interests of the individual student.

The curriculum for students with special educational needs should be broad, balanced and relevant to their needs. All students should have access to the whole curriculum including the National Curriculum. Modification and disapplication of the national curriculum will only be made in exceptional circumstances. The procedures for the monitoring and evaluation of the provision for students with SEN will follow the recommendations of the Code of Practice 2001 and LEA guidelines.

THE GRADUATED APPROACH:

SCHOOL ACTION:

LEVEL 1: Differentiation

At this point the student does not have the term 'special educational needs', and will not appear on the Audit.

Provision / curriculum: In all years the provision for students identified at this level will be the responsibility of the subject teacher / form tutor.

The teacher / tutor may provide for the needs of these students in a variety of ways, such as differentiated work, modified materials, additional equipment or the use of extra tutor guidance.

Monitoring and evaluation:

Subject teacher:

- ❑ Fills in a referral slip to log their concern. Subject teacher may request the SEN Faculty for guidance on differentiation / materials / resources.
- ❑ Devises and implements a programme for the student
- ❑ Advises the parents of their concerns
- ❑ Monitors progress
- ❑ Evaluates the effectiveness of their differentiation programme / materials / resources.
- ❑ Sets future targets in consultation with the student / parent.

Kingsthorpe College

Special Educational Needs Policy

If this programme of differentiation is not effective and the interventions need to be additional to or different from those provided as part of the College's usual differentiated curriculum then progression is made to:

SCHOOL ACTION:

LEVEL 2:

Subject teacher / SENCO

When staff identify that a student has "special educational needs" subject teachers fill in the referral slip and, in consultation with the SENCO, devise interventions additional to or different from those normally provided within their differentiated classroom.

Provision / curriculum:

The main provision for students in all years will be through the subject teacher / tutor, as above, but with the possibility of additional support depending on the programme identified.

This may be provided through in-class support, withdrawal for small group teaching, placement in a group with significantly improved teacher / pupil ratio, withdrawal for 1:1 support, behaviour management lessons, or by other measures as are appropriate to a student's individual needs.

Monitoring and evaluation:

- ❑ SENCO advises parents of the referral by letter, phone or meeting.
- ❑ SENCO completes a 'School Action' Individual Education Plan in consultation with parents, student and teacher, setting targets and a review date. Subject teachers devise subject specific IEP targets-copies given to SENCO.
- ❑ The Learning Support Faculty keeps a working record of the programme
- ❑ SENCO reviews the effectiveness of the programme at least termly
- ❑ Subject teachers/ tutors remain responsible for working with the student on a daily / lesson by lesson basis and for planning and delivering an individualised programme.

If this level of intervention is insufficient:-

SCHOOL ACTION PLUS:

Provision / curriculum:

SENCO and subject / pastoral staff in consultation with parents and student seek additional or different strategies to those at School Action:

- ❑ Ask for help from external agencies e.g.: Children and Young People's Service (CYPS)
- ❑ The student will receive the equivalent of at least one hour of individual attention each week, either in small groups or on a 1:1 basis, working on specific areas of concern to help meet their individual learning needs. This may be in the form of either in-class support or on a withdrawal basis as is considered most appropriate.
- ❑ Wherever possible, and if appropriate, it is desirable that pupils on School Action Plus receive additional in-class support.

Kingsthorpe College

Special Educational Needs Policy

MONITORING / EVALUATION:

SENCO:

- ❑ Completes a School Action Plus IEP in collaboration with IPS.
- ❑ Devises and implements a programme for the student with the equivalent of at least one period each week of individual 1:1 attention
- ❑ Keeps a working record of the programme
- ❑ Reviews the programme at least termly
- ❑ Involves and informs the parents as for the previous stage
- ❑ Involves the student during target setting and evaluation
- ❑ If, after the programme has been implemented, evaluated and there is still a cause for concern parental consent is sought and a referral made to an Educational Psychologist from whom assessment, advice and collaboration is received over further interventions.
- ❑ If after two or more reviews at School Action Plus where the student's difficulties are such that all previous strategies employed within the College have not been effective, after consultation and in agreement with the parents / carers, the College can make a Referral for Statutory Assessment (RSA).
- ❑ This will involve educational reports from the College together with further assessments being carried out by CYPS, Health assessments, Social Services if appropriate, and the views of the parent and child.
- ❑ There will need to be written evidence of: The College's action under School Action and School Action Plus, Education Plans for the child, regular reviews and their outcomes, involvement of other professionals.
- ❑ Timescales must be adhered to.
- ❑ Parents may also initiate a RSA.

STATEMENT OF SPECIAL EDUCATIONAL NEEDS:

Provision / curriculum:

Students with Statements of SEN will be provided with support in accordance with the specific requirements laid down in the statement. This support is allocated at the post statement review, only after discussion with the student, parents / carers and the appropriate external agencies.

Monitoring / evaluation:

- ❑ The SENCO ensures the implementation of the prescribed provision and the maintenance of accurate working records.
- ❑ Termly reviews / evaluation with parents / student / LSA's / Teachers / House Team.
- ❑ Formal Annual review with other agencies where appropriate.
- ❑ The SENCO needs to maintain and evaluate the Statement IEP, which is completed to outline the programme and arrangements for the student.

If appropriate, students on the SEN register will receive support from the College's 'New Start' unit (Learning Support Unit).

Kingsthorpe College
Special Educational Needs Policy

INTEGRATION

As outlined in the section Equal Opportunities, students are given equal opportunity to participate in all aspects of College life.

If students have a visual disability, it will be necessary to have enlarged copies of the text and worksheets available.

Obviously they should sit where their vision is best.

Children with hearing difficulties will need to be seated near the teacher in a position that best suits their situation.

If there is a Learning Support Assistant working with a student or group of students in class, it may be best if the helper participates in the lesson as the student learns. The student will then have a supportive helpful partner.

WITHDRAWAL SUPPORT

As outlined in the 'allocation of resources' section, resources will be allocated to students where needed. In some cases it will be necessary for students to be withdrawn from class to work individually or in small groups for specialist teaching.

Some of the programmes used are:

- PAT (Phonological Awareness Training) programme
- ATTACK (spelling programme)
- Blackwell (spelling programme)
- The National Literacy Strategy spelling lists for High Frequency words
- Toe by Toe Phonetic Reading Programme
- Paired reading (6th formers)
- Numeracy strategy
- KS4 Coursework catch up
- Success Maker
- Education City
- Behavioural programmes
- Mentoring
- New Start Support

Kingsthorpe College

Special Educational Needs Policy

LINKS WITH OUTSIDE AGENCIES

The College has regular meetings with the Educational Psychologist who supports, advises and monitors the work the College does with students with Special Educational needs, especially at School Action Plus. The Educational Psychologists are involved in all stages of the assessment procedure. They liaise regularly with the parents for students with an RSA or statement. The EWO can also refer a student to Child and Family Guidance.

EWO involvement in specific School Action Plus students.

The school nurse runs a weekly drop-in for health, counselling and advice sessions and this is open to all students and staff in the College.

Multi Agency meetings.

PARTNERSHIP WITH PARENTS

Regular contact is vital to an effective Learning Support Faculty.

For students placed on the Colleges register of special educational needs a letter will be sent to the parents outlining what is involved and encouraging them to find out more by arranging a meeting with a member of the Faculty.

Parents are regularly informed of the progress their son / daughters have made. Opportunity is also given for the parent / carer to discuss this report with the SENCO / Learning Support Co-ordinator by phone or meeting.

IEP's are reviewed on a twice yearly basis.

Parents of students who have a statement of special educational needs will be invited to a termly review meeting. At the end of the year there is a more formal review (Annual Review). This meeting takes place in College and all the professionals who are involved with the student are invited.

SPECIAL SCHOOLS

In cases where students are transferring from Kingsthorpe College to a Special School or DSP, liaison between the schools would be essential for a smooth transfer. Day visits should be made regularly before full time education takes place.

This is also the same for students with special educational needs transferring to a mainstream school - good liaison about the students' needs will allow for a smooth transfer, in particular those in transition into Year 7.