



ARCHBISHOP SANCROFT HIGH SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Under the provisions of the Code of Practice for Special Educational Needs (2001)

- 1 Archbishop Sancroft High School has a varying proportion of students with Special Educational Needs, every one of whom has entitlement to the full range of curricular experiences to the highest quality that the School can offer:

A child has Special Educational Needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have *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 either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

Special educational provision means; educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

See Section 312, *Education Act 1996*

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped, by illness, injury or congenital deformity or such other disability as may be prescribed.

See Section 17 (11) *Childrens Act 1989*

The School has a range of diagnostic materials which it uses for preliminary investigation of Special Needs. Further in-depth diagnosis may be carried out by Support Services.

2. Equality of opportunity is the ideal towards which we are aiming for all students, regardless of learning potential or difficulty. Management of resources will always be of major importance in meeting these ideals - including equipment, facilities, curriculum materials, teaching staff, learning support assistants, outside agencies, staff development and training, SEN management time, policy development and implementation.
3. The Governors and Headteacher, delegate appropriate functions to a responsible person - who in this policy is referred to as the Co-ordinator for Special Needs - provide a framework for dealing with students with special educational needs, doing their best to secure that the best provision is made for any student who has special educational needs. These responsibilities are presently delegated to Mrs J.V. Lascelles. Financial provision is made to enable these functions to be carried out. The figure identified annually in the School's financial allocation from Norfolk County Council for meeting non-statutory Special Educational Needs is not an earmarked sum, but every effort is made by the Governors to allocate the

equivalent of this sum, for the provision of additional Support and appropriate Resources.

4. Heads of Departments, in accepting responsibility for their area of the curriculum, are responsible for appropriate curriculum content, materials and teaching methods. This should be for all students, including those with special educational needs.
5. The Deputy Headteacher - (currently Mr G D Lascelles), Heads of Pastoral and Form Tutors have pastoral oversight of all the students in their care. This includes students with special educational needs. They have a special responsibility for those students with behavioural difficulties.
6. We accept that students with special educational needs are the responsibility of the whole school. Subject teachers share with the SENCO (currently Mrs J.V. Lascelles) an oversight of the educational programme of every student with special educational needs. Subject teachers should be aware of students with special educational needs. This shared responsibility will involve preparing and administering appropriate programmes of work, as well as working and consulting with the parents and with colleagues concerning these students. Such responsibilities can always be carried out with the advice and support of the SENCO, who will ensure the co-ordination of the overall programme.
7. In order to address the management and teaching issues raised, time and resources are allocated to ensure that all staff receive school-based and other forms of INSET in the teaching of students with special educational needs.
8. Provision for students with special educational needs may take place in a variety of ways, depending on the appropriateness to a particular student, subject, teacher, or situation. These may include:
 - a) support in the classroom
 - b) provision of suitable support materials in the classroom
 - c) individual/group withdrawal from the classroom
 - d) one-to-one teaching
 - e) counselling
 - f) differentiation of the National Curriculum
 - g) disapplication of the National Curriculum
 - h) some consultation with outside agencies on their behalf
9. Sufficient resources from within and outside the School *are* made available for the provision of suitable teaching materials and the provision of adequate staff to enable students with special educational needs to have full access to the curriculum.
10. The education of students with special educational needs should both reflect their particular learning potential and also enable them to enjoy success and develop a good self image, as well as encouraging them to enjoy learning for its own sake. In supporting these students the school fully adopts the procedures of the Special Educational needs Code of Practise 2001. Individual Education plans (IEPs) are prepared in consultation with parents, students, colleagues and outside agencies and reviewed on an individual basis, at least twice a year, in order to monitor progress. IEPs are prepared by the Pastoral Heads for behavioural issues and by the SENCO for educational issues. Pastoral Support Plans (PSPs) may be drawn up by the Support Agencies in consultation with parents, colleagues and school

for students at School Action Plus onwards for behavioural issues. These are reviewed on an individual basis and run in parallel with the school's Behaviour Code.

- 11 All teaching staff and departments receive the Key Stage 2 levels in English, Maths and Science for most Year 7 students. In addition, NFER scores in reading comprehension and Youngs spelling scores are provided to staff early in the Autumn term. In addition, to supplement the Target Setting programme, all Year 7's are given Cognitive Ability Tests, which are fully processed for a range of information both present and for their predicted future. These pieces of information are all fed into the Year Review Cycle, when all members of staff teaching a particular year are present at a meeting when each students' capabilities, achievements and targets are discussed. The use of individual targets and those generated internally and externally have an increasing role to play and continue to dovetail the academic and pastoral sides. Targets feature in many areas including the students' diaries, report cards and IEP's.
- 12 All students for whom there is a Special Educational Needs concern will appear on the School's Special Educational Needs Register - a database which is updated regularly through meetings of the DHT and SENCO, in consultation with the Heads of Pastoral (who meet the DHT weekly). The Attendance Improvement Officer also meets the DHT fortnightly and the HoPs as necessary.

Three stages of identification are detailed in the SEN Code of Practise (2001).

School Action

- When staff identify that a pupil has SEN – subject teachers in consultation with the SENCO, devise interventions additional to , or different from those provided as part of the school's usual differentiated curriculum.
- Subject and pastoral teachers remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme – an IEP may be devised.

School Action Plus

- SENCO and subject/pastoral staff, in consultation with parents, ask for help from external services
- Teachers and SENCO are provided with advise or support from outside specialists
- Additional or different strategies to those at *School Action* are put in place – an IEP will usually be devised
- SENCO will take the lead in: any further assessment of the child; planning future interventions for the child in discussion with colleagues; monitoring and reviewing the action taken.

Statement of Educational Needs

- Where, in the light of assessments carried out, it is necessary for the LEA to determine the special educational provision which the child's learning difficulty calls for, the LEA shall make and maintain a statement of his or her special educational needs. The LEA will make this decision when it considers that the special educational provision necessary to meet the child's needs cannot reasonably be provided within the resources normally available to mainstream schools. All statements must be reviewed annually.
- The amount of support to be received by the child is quantified in the statement and normally takes the form of in class support (from

an LSA) and some individual support. The exact provision to be determined by the needs of the child and organised by the SENCO.

13 Regular meetings are held in School between the Educational Psychologist, the Behaviour Support Teacher the DHT and SENCO. There are also regular meetings of the Special Educational Needs Management Group, consisting of the Headteacher, the Deputy Head Teacher and the SENCO.

14 Parents are involved in all SEN procedures, as well as in the usual range of Parents' Consultations.

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Learning Support Assistants are employed to work with statemented students. The hours of support to be received by each student are quantified in their statement and this is normally of mixture of individual and small group support. Deployment of LSAs is decided by the SENCO according to the needs and entitlement of the individual student. Deployment will be authorised by the Head Teacher and cannot be overridden by subject teacher/ HoD.

16. Governors formally embrace the requirements of the Code of Practice (2001).

17. This Policy shall be subject to biennial review by Governors

SPECIAL EDUCATIONAL NEEDS

Terms of Reference for Group

- 1) SEN Management Group
 - a) Composition
Headteacher (Chair); Deputy Headteacher and the SENCo
 - b) Purpose: To discuss matters of Policy and Practice and to advise the Headteacher/Governors. Matters will be raised either:
 - i) At the request of a member of the Group or the School's Governors **or**
 - ii) As an outcome of legislation **or**
 - iii) At the request of the Heads of Departments/Years Committee.
 - c) Procedure: The Meeting will be chaired by the Headteacher and notes taken by the Deputy Headteacher (retained for reference).

Title	Review interval	Last reviewed	Next review	Changes made
ASHS SEN Policy	1year	14.01.2010	January 2011	Textual revision