



SPECIAL EDUCATIONAL NEEDS POLICY

Statutory

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Last Reviewed: 15 July 2016
Ratified by governors: 12 December 2016
Next Review Date: Autumn 2018

We place particular importance on the contribution parents/carers make in their children's education and on the views, wishes and feelings of the child or young person.

Fundamental principles:

- A pupil with SEN should have their needs met
- Those needs will generally be met within the mainstream classroom
- The views of the pupil should be sought and taken into account
- Parents/carers have a vital role in supporting the education of their child
- Pupils with SEN should be offered access to a broad, balanced and relevant education

At Cams Hill School all aspects of special educational needs are embraced by the Learning Support Department which has the following objectives:

- To ensure the identification and assessment of pupils with Special Educational Needs in accordance with the DfE and DfH Special educational needs and disability code of practice: 0-25
- To establish and maintain active, mutually supportive relationships with pupils and their parents/carers
- To involve pupils in regular reviews of their progress
- To enable access to a broad and balanced curriculum for all pupils
- To deploy resources effectively in order to meet the needs of pupils with SEN
- To maintain records on pupils with SEN
- To carry out regular reviews of progress and provision
- To ensure the appropriate involvement of external agencies
- To maintain links with curriculum-linked schools and with providers at 16+
- To maintain links with the named SEN Governor
- To support the work of subject and pastoral staff
- To contribute to in-service training

Admissions Arrangements

Pupils will be admitted to Year 7 without reference to ability. Our present number of admissions for each Year Group is 240, apart from Year 11, which will be 210 for the academic year 2016-2017. If the school is named on a child's Education, Health and Care Plan (EHCP), then they will automatically be admitted.

Parental Involvement

We believe that parents/carers play a vital role in helping us ensure the best provision for their children. We strive to build and maintain good relationships with parents/carers.

The school recognises the importance of the child or young person, and the child's parents/carers, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions. Parents/carers will be informed of any additional provision and parental consent will be sought prior to any involvement from external agencies.

Roles and Responsibilities

The Governors at Cams Hill School are extremely active and supportive of all aspects of the work of the school. The Governing Body has identified a Governor to have oversight of special

educational needs provision at Cams Hill School and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Headteacher and the Senior Leadership Team (SLT) will also have an overview of special educational needs provision, and a designated member of the SLT will line-manage the SENCo.

In line with the 2015 DfE and DfH Special educational needs and disability code of practice: 0-25, Cams Hill School has a designated teacher responsible for SEN provision and Learning Support (the Special Educational Co-ordinator, or SENCo). The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care Plans. The SENCo liaises closely with the Senior Leadership Team and the linked Governor. The SENCo provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. Within the strategic planning cycle the Learning Support Department has its own action plan that links the development of the Department to the whole-school priorities included in the school.

Learning Support Assistants, under the guidance of the SENCo, will support pupils within classes, during small group or individual withdrawal, and as part of lunchtime activities.

The staffing level fluctuates slightly on a yearly basis dependent upon the needs of our current school population.

See the school website for current personnel.

Facilities

The Learning Support Department has rooms suitable for individual and small group work within a group of recently refurbished temporary buildings.

There is wheelchair access to the ground floor of the main school building. There are also toilet facilities for people with mobility problems.

Resources

Resources are allocated to the Learning Support Department so that:

- a) All pupils with EHCPs receive their entitlement to individual support from a Learning Support Teacher (LST), Learning Support Assistant (LSA) and, as appropriate, outside agencies.
- b) Other pupils with special needs but without statements are also given support appropriate to their needs, for example pupils may receive:
 - small group or individual tuition from LST and/or LSA as part of the Withdrawal Programme;
 - classroom support to access the curriculum;
 - inclusion on the Home Learning (spelling) programme.

A limited amount of ICT equipment and software is available through the Learning Support Department. The Learning Support Department will allocate resources to those with the greatest needs. Additional resources are allocated to subject departments with the expectation that departments will provide materials to enable differentiated learning including support for the able child.

Identification, Assessment and Provision

The school adopts the graduated model of assessment and identification specified by the Special educational needs and disability code of practice: 0 to 25 years.

High quality teaching for the whole class is likely to mean that fewer pupils will require additional support and the SENCo will take an active role in working with class teachers to develop strategies to enhance pupil progress.

Where progress continues to be less than expected the class or subject teacher, working with the SENCo, should assess whether the child has SEN and devise strategies and support as deemed necessary. Personal Learning Profiles (PLPs) and, in a few cases, Individual Education Plans (IEPs) may be deemed necessary.

Identification and Assessment

The identification of SEN is an integral part of the overall approach to monitoring the progress and development of all pupils. Cams Hill School will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within Cams Hill School about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, the school may make arrangements to draw on more specialised assessments from external agencies and professionals.

Class and subject teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. These assessments will be used to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

In accordance with the 2015 Code of Practice, there is a single category of Special Educational Needs. In a very small number of cases, it may be decided that a pupil's needs cannot be met effectively within the resources normally available to the school. The school or parents/carers may then request that the LA carry out a formal assessment of the pupil in order to consider whether or not it would be appropriate to issue an Education, Health and Care Plan (EHCP).

Further information on EHCPs is available on request.

Spelling, reading and Cognitive Ability Tests (CATs) are administered to all Year 7 pupils on or before entry. Selected pupils are regularly assessed in spelling and reading in Years 8-11. The tests currently used are:

NFER Group Reading Tests
NFER Single Word Spelling Test
NFER CAT (Cognitive Ability Tests)

The results of these tests enable us to compile an individual profile of each pupil's strengths and weaknesses in order to plan for his/her needs.

In addition, the Learning Support Department may consider it appropriate to carry out further diagnostic testing and currently use a computerised test (LASS), which may assist in the identification of Specific Learning Difficulties, Lucid Exact, which screens pupils for possible access arrangements for assessments, and a test designed to detect a visual difficulty (Meers Irlen Syndrome) which can cause literacy difficulties and can be aided by the use of coloured overlays.

Formal testing may well reveal, or confirm, that the child has needs which can best be met by increased differentiation of classroom work within the normal curriculum framework. An expression of concern by a teacher, a parent or by another professional might also indicate a similar level of educational needs.

If, despite increased differentiation, a pupil's progress is less than that of other pupils, the child may be considered to have Special Educational Needs best served by SEN support. Naturally, our liaison with primary schools means that we are aware of those pupils who have been receiving SEN support during Key Stage 2.

Provision

Where a pupil's needs require interventions which are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum and strategies, the pupil will have a Personal Learning Profile (PLP), Individual Education Plan (IEP) or individual behaviour management plan (IBMP) which outlines needs, provision, strategies and targets. Parents/carers and staff will receive a copy of the PLP/IEP/IBMP and will be encouraged to contribute to reviews.

Support for learning difficulties

Literacy support

Following an analysis of the results early in Year 7, a number of children will be identified as requiring extra support in basic literacy skills. Parents/carers of all pupils identified in this way are informed of the nature of support to be provided. The SENCo also informs other staff. The majority of these pupils will be taught in smaller English intervention classes; however, there may be some withdrawal work, lunchtime groups or Home Learning. Further details of the programmes are available in a separate leaflet entitled: 'Learning Support, Guide for Year 7 Parents/carers'.

In-Class Support

LSA support is allocated to pupils with EHCPs and to other pupils with special educational needs as far as resources allow. Their role is to support the subject teacher in helping pupils access the curriculum.

Support for Social, Emotional and Mental Health Difficulties

Children showing signs of behavioural difficulties are monitored by the Year 7 Manager, Key Stage Managers and Form Tutors under separate arrangements as detailed in the School Behaviour Policy. However, the Learning Support Department is notified by the Year 7 Manager/Key Stage Managers and is consulted when behaviour management strategies are being devised. The SENCo is closely involved with pupils with Social, Emotional and Mental Health difficulties who are supported through SEN Provision and liaises with other staff who manage intervention programmes in the school. The school also employs two part-time Emotional Literacy

Support Assistants (ELSAs). These are teaching assistants trained to provide support for children who have been referred by pastoral staff for persistent concerns regarding emotional and social difficulties.

Examination Access Arrangements

Access Arrangements for external examinations will be available to pupils with learning difficulties, sensory or physical impairments which are permanent or long term. They may take various forms and will be administered according to the rigorous guidelines laid down by the Joint Council for Qualifications. JCQ regulations take account of the Disability Discrimination Act. The school will keep a register of pupils for whom Access Arrangements are considered appropriate to their needs.

Access to the Curriculum

All pupils in Key Stages 3 and 4 have access to a broad and balanced curriculum. In their curriculum planning all departments are required to consider children with Special Educational Needs. All departments employ a range of methodologies as appropriate to the ability of individual pupils and specific subject content and a variety of strategies for differentiation are in use.

At Key Stage 4, the emphasis is on encouraging pupils to develop strategies for effective learning and support, therefore, tends to be focussed in subject lessons.

Pupils who qualify for Examination Access Arrangements practise using their individual arrangements as early as possible and certainly from the beginning of Key Stage 4. It is the responsibility of subject teachers to ensure they request support for assessments where pupils are named on the Access Arrangements register.

Integration Arrangements

All extra-curricular opportunities are available to all pupils within the planned structure on offer (eg some clubs are offered to particular Year Groups or Key Stages). Arrangements for break, lunchtime, before and after school are common to all pupils, including the Learning Support room, which may be available to pupils at break and lunchtime by arrangement with staff. We aim for all children to be fully integrated and would take appropriate action to support this objective if necessary.

Evaluating Success

The success of this policy will be evaluated by examining and reporting the following data:

- The number of pupils with SEN, and whether the objectives set through their PLPs/IEPs are being met;
- Number of pupils achieving GCSE at grades A* – C and A* - G who have been supported through examination Access Arrangements;
- The gains in reading and spelling of pupils following intervention programmes, including Withdrawal and Home Learning Programmes;
- Percentage of positive responses when seeking feedback from parents/carers regarding Learning Support provision;
- Percentage of pupils with SEN who make good progress in terms of remaining on, or in exceptional circumstances, exceeding their learning trajectories.
- Monitoring of the changes in required SEN provision over time.

Complaints Procedure

Complaints relating to Special Educational Needs/Learning Support Department should follow the normal complaints procedure as detailed in our Complaints Policy which is available on our website. However, we would encourage parents/carers to contact the Department as soon as concerns arise so that they can be addressed promptly. Hampshire Local Authority provides a Parent Partnership Service which can give support and advice to parents/carers and schools where there is an SEN-related issue which has not been successfully resolved.

In-Service Training

Learning Support staff (teachers and LSAs) are encompassed by a clear line management structure and are included in the school's PMR (teachers) and IPP (non-teaching staff) cycle which, in turn, links with whole school and department strategic planning. Training needs are identified as part of this process. All Learning Support staff are routinely involved in whole school opportunities for Continued Professional Learning.

External Support Services

The school has access to Hampshire LA services. The Educational Welfare Services, the Educational Psychology Service and the Community Nurse are utilised within the Service Level Agreement. Specific help from teacher advisors and from other services is obtained when appropriate.

Hampshire's **Local Offer** will outline all services and support available across health, education, social care and leisure services and will improve choice and transparency for families.

A link to this offer is available on Cams Hill School's website in the sections entitled SEN Information Report.

The SENCo and pastoral staff involve outside agencies (such as Social Services, Health) and contact them directly as and when required.

Transition

The SENCo has regular contact with the SENCos from curriculum linked schools, and can be involved in transition planning meetings for pupils from Year 5 onwards. The SENCo will also liaise with colleges enrolling pupils (post-16) with SEN from Cams Hill School.