

SPECIAL EDUCATIONAL NEEDS STATEMENT OF POLICY

SUMMARY:

The full policy document may be obtained from the school upon request.

'For a child to be successful in mainstream school the school must want to make the most of every opportunity for the child and include the parents to ensure a full and holistic approach is used to make what appears as a difficulty into a successful outcome.'

(Autism Education Trust, 2008).

AIMS

Harrow Way is an inclusive community where all students are valued equally and have the right to learn and achieve during their five years in secondary education. Students are encouraged and expected to participate fully, regardless of their abilities and/or behaviours. Likewise, students are expected not to impede or disrupt the progress of others despite their own or others' abilities and additional needs.

The aim of our Special Educational Needs provision is to:

- Inspire all students to realise their full potential
- Assist students to be happy and successful members of the school community
- Promote integrity and high self-esteem by valuing the contribution of the individual
- Promote common sense, consideration, co-operation and courtesy
- Create a culture where challenges are identified and creative solutions found
- Involve all staff in the identification, assessment and inclusion of students, and delivery of an appropriate curriculum
- Create an atmosphere of vitality and empowerment where students understand that learning is an investment for their future.

OBJECTIVES

- a) That the management and deployment of resources in school enable staff to meet students' needs.
- b) To work closely with the Local Authority and other schools to ensure any student's needs are identified early.
- c) To take into account the wishes of the child concerned, in light of their age and understanding.
- d) To enable parents, carers and special education professionals to work in partnership.
- e) To ensure, when and where appropriate, that interventions for students are reviewed regularly to assess impact and progress.
- f) To ensure that any Statement of Special Educational Need is reviewed annually.

IDENTIFICATION AND ASSESSMENT

The identification of Special Educational Needs at Harrow Way Community School is by:

- a) Statements of Special Educational Need and stages of the SEN Code of Practice
- b) Key Stage 2 levels
- c) Liaison with staff at the feeder primary schools and the transfer of student records
- d) Initial reading and spelling screening of students upon their transfer from their primary school (baseline tests such as NFER and Vernon assessments and CAT tests at level D)
- e) Subject teachers with concerns about progress issues refer individual students to the SENCO
- f) Parents/carers are encouraged to contact the SENCO if they have concerns regarding their child's educational needs.

INDIVIDUAL EDUCATION PLANS (IEPs)

Students at SCHOOL ACTION PLUS of the Code of Practice will have an Individual Education Plan to:

- Set out the nature of their difficulty
- List the results of assessments and achievements
- Set **Small Measurable Achievable Realistic Time-related** targets for improvement
- List recommended teaching strategies

Students with a Statement of Special Educational Needs will also have an IEP, which will be reviewed as part of the annual review process.

Provision includes:

- a) The use of Learning Support Assistants (LSAs) to support subject teaching particularly, but not solely, with reference to students with Statements of Special Educational Need and specific students at School Action and School Action Plus on the SEN Code of Practice
- b) Primary Curriculum Group for identified students who require transition support and with delayed literacy and numeracy upon arrival in Year 7
- c) The withdrawal of small groups where appropriate, mainly for literacy, numeracy, and behavioural, emotional and social support
- d) Extra transition programmes for students with Special Educational Needs as identified in the summer of Year 6.
- e) Differentiation⁽ⁱ⁾ of the curriculum by all teachers and departments
- f) ELSA provision for those experiencing emotional and social problems.

⁽ⁱ⁾ Differentiation is recognising that there are differences between learners and recognising these differences in planning in order to maximise access and progress. These differences are not only in terms of ability but also include factors such as gender, cultural background, previous experience, personality, motivation, styles of learning and interests. The main forms of differentiation used in the school are:

By outcome	By task	By support	By resource	By time
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- g) Where more detailed analysis is required the department will employ diagnostic testing and involve the Educational Psychologist, Child and Family Guidance, EMTAS (Ethnic Minority and Traveller Achievement Service), Educational Welfare Service and EIS (Education Inclusion Service).
- h) Family Support Interaction from the Family and Partnership Manager (FPM) to engage parents more fully and support the students' welfare.

RESPONSIBILITIES

The person responsible for co-ordinating the day-to-day provision for students with special educational needs is the SENCO. There is also a specific governor for students with special educational needs.

SPECIALIST PROVISION

The school has a track record of successfully integrating students with the full range of special educational needs for many years. Consequently it offers a range of appropriate equipment, facilities and experience to support those students, both in lessons and for all other activities, on and off site. The school uses an array of full- and part-time specialist professionals.

RESOURCE ALLOCATION

The principles behind the allocation of funds and resources for the Flexible Learning Centre are decided by the Headteacher and Board of Governors. Consultation takes place with the SENCO. Following assessments, resources are allocated as follows:

- a) For learning difficulties - Local Authority reading test benchmarks, and Local Authority criteria
- b) For emotional/sensory/behaviour/physical needs - Local Authority criteria
- c) Those appropriate for children with Statements of Special Educational Needs
- d) Internal organisation, e.g. Grouping according to students' needs.

ARRANGEMENTS FOR A BROAD BALANCED CURRICULUM

Access to a balanced curriculum for all students is the fundamental principle which underpins the Special Educational Needs policy at Harrow Way Community School. In order to ensure that this principle is adhered to, the following factors are always recognised:

- a) Learning support assistance is provided in all subject areas where necessary
- b) Differentiation should ensure that all students have access to appropriate materials and can access the information and values provided by that subject area according to the school's policy on Learning and Teaching.
- c) Students with Special Educational Needs for whom some Key Stage 4 (GCSE exam level) courses are not appropriate, are advised and guided towards alternative courses following discussions regarding career aspirations¹(e.g. Connexions)
- d) Students at Key Stage 4 will receive exam concessions where appropriate. This provision is determined by QCA guidelines.

COMMUNICATION

Parents and carers are welcome to contact the SENCO, who aims to respond within two school days. The Local Authority also provides advice in relation to their child's educational needs. Information concerning that procedure can be obtained from the Governors and Headteacher of Harrow Way Community School, or their delegated representative, the SENCO.

CPD

The Department has a continuous programme of training and development for teachers and LSAs.

PARENTS/CARERS

The professional role of the school cannot be wholly effective unless it builds upon the parents' capacity to be involved. The school-based stages of the Code of Practice for Special Educational Needs should utilise parents' own distinctive knowledge and skills and also contribute to the parents' own understanding of how best to help their child. Partnership is an essential part of the Code of Practice for Special Educational Needs. To enable this partnership to be effective, the following strategies for communication need to be in place:

- a) The regular reporting of all students' progress to parents through the use of formal written reports, Parent Consultation Days and the use of the student diary.
- b) A programme for Annual Statement Reviews for students with Statements of Special Educational Needs
- c) Individual Education Plans – are available to all parents and carers on request and are sent home twice yearly
- d) Individual Target Meeting – in student planners
- e) Parents and carers are encouraged to monitor the students' personal organisation.

CONCLUSION & EVALUATION

The governing body monitors, evaluates and reviews the Special Educational Needs policy on an annual basis to consider the effectiveness of the school's work on behalf of those with special educational needs.