

# **SEN Policy**



**Icknield Community College  
Love Lane  
Watlington  
OX49 5RB**

# Approval & Review

Approved by:	Full Governing Body
Approval Date: <i>Must be Minuted for evidence</i>	

Signed: .....  
(Chair of Committee)

Date.....

## **Definition And Aims**

Special educational provision is “that which is additional to, or otherwise different from, the educational provision made generally for students in Oxfordshire mainstream schools” (Education Act 1996)

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

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of students of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority (COP Chapter 1 Paragraph 1.3)

## **Aims and Objectives:**

In accordance with Every Child Matters (2003) we aim to achieve the targets of being healthy , staying safe, enjoying and achieving, making a positive contribution and economic well-being by :

- Supporting the individual needs of our students within an educational community which promotes excellence, with the understanding that learning support is an integral part of a high quality education.
- Giving students with special educational needs equal opportunities to take part in all aspects of the school’s provision, as far as is appropriate.
- Meeting the individual needs of all students to help them to maximise their potential, encouraging both social and intellectual development and to differentiate teaching and learning programmes to match the capabilities of each student.
- Providing a broad and balanced curriculum that is relevant and differentiated, and which demonstrates coherence and progression in learning.
- Valuing all students equally and fostering high expectations.
- Promoting students’ self-esteem, confidence and positive attitudes.
- Identifying, assessing, recording and regularly reviewing students’ special educational needs.
- Working collaboratively with parents, other professionals and special educational needs advisers, to support the individual and group needs of students within the school.
- Involving parents/guardians in the planning, supporting and reviewing of their students’ progress at each stage.
- Ensuring that the responsibility held by all staff and governors for special educational needs is implemented and maintained.

## **Roles and Responsibilities**

Special educational needs is a matter for the whole school staff.

It is each subject teacher’s responsibility to provide for students in his/her class who have special educational needs. All staff should be aware that these needs may be present in many learning situations that a student faces.

All staff are responsible for meeting an individual's special educational needs and following the school's procedures for identifying, assessing and making provision for these students.

## **Governors**

The Governing Body in co-operation with the Headteacher has a legal responsibility for determining the policy and provision for students with special educational needs. They maintain a general overview and have appointed a representative who takes a particular responsibility and monitors this aspect of the school's work. The Governing Body must ensure that the school will:

- do its best to ensure that the necessary provision is made for any student who has special educational needs
- ensure that all staff in the school are aware of the importance of identifying and providing for, those students who have special educational needs and that all staff are aware of those needs.
- ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources
- report to parents on the implementation of the school's SEN policy for students with special educational needs
- have regard to the Code of Practice when carrying out its duties toward all students with special educational needs
- ensure that parents are kept fully informed of all decisions relating to their child with SEN

Governors should be involved in SEN issues and ensure that they are up to date and knowledgeable about the schools SEN provision and systems for monitoring and evaluation.

Governors must publish information about, and report on, the school's policy on special educational needs, the success of and significant changes in this policy and how resources have been allocated to and amongst students with SEN within the year.

## **SENCo, SEN Learning Manager and Higher Level Teaching Assistants**

- the SENCo takes overall responsibility for the delivery of the service to SEN students. The SEN Learning Manager, Behaviour Manager and HLTAs have the day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual students with SEN, working closely with staff, parents, the Connexions PA and other agencies.
- the SENCo, SEN Learning Manager, Behaviour Manager and HLTAs 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 students' needs, by monitoring the quality of teaching and standards of students' achievements, and by setting targets for improvement.
- The SENCo, SEN Learning Manager, Behaviour Manager and HLTAs also provide related professional guidance to colleagues with the aim of securing high quality teaching for students with SEN

- the SEN Learning Manager and HLTAS collaborate with Heads of Faculty and Heads of Year to ensure that learning for all students is given equal priority, and that available resources are used to maximum effect.

The key responsibilities of the SEN Learning Manager include:

- Coordinating the SEN team of teachers, HLTAs and TAs
- Coordinating provision for students with SEN
- Overseeing the records on all students with SEN
- Liaising with parents
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, the Connexions PA, health and social services and voluntary bodies.

### **Co-ordinating and Managing Provision**

Provision for students with SEN is reviewed twice per academic year and more frequently if necessary. This is through a meeting between the SEN Learning Manager and the students to which parents and others may be invited. At this meeting IEPs are reviewed and/or written, and new targets set. Outside agencies are invited to these meetings where it is necessary and staff are informed of any immediate issues regarding students with SEN.

The SEN Learning Manager ensures that the following information is easily accessible to staff:

- SEN Policy
- A copy of the full SEN register with details is available to all staff
- A clear description of the responsibilities of all staff with regard to SEN which appear on the noticeboard in the staff room.

### **Admission Arrangements**

- Icknield Community College is a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.
- We will not refuse to accept a child with a disability and will adhere to the Disability and Discrimination Act.

### **The School's Delegated Budget**

The total budget delegated to mainstream schools is based largely on an amount per student (the Age Weighted Pupil Unit or AWPU). This is intended to be used to educate all pupils including those with SEN. An additional sum, the SEN Index, is also delegated to reflect the expected differences in need between students in different parts of the country. This is not directly linked to individual named students but is calculated on data for each school.

The **SEN Index** is determined by a formula using:

- A measure of socio-economic deprivation\* 30%
- School assessment of SEN (SEN registers) 30%
- A measure of attainment of school intake (End of key stage 1 & 2 results) 40%

\*Includes Children in Public Care or with English as an Additional Language.

## Identification and Assessment

### Categories of Special Educational Need

The Code of Practice recognises four broad areas. We recognise that students may have one or a combination of several of these factors

<b>SEN Code of Practice</b>	<b>LEA</b>
Communication and interaction	Language Autistic Spectrum Disorder
Cognition and Learning	Learning Specific Learning Difficulties e.g. dyslexia, dyspraxia
Behaviour, emotional and social development	BESD
Sensory and/or physical	Hearing Visual Physical

## Levels of Intervention for Students with SEN

The school has adopted a graduated response that acknowledges that there is a continuum of special educational need, matched by a wide range of strategies which are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies.

This ensures that full use is made of available classroom and school resources before, where necessary, bringing increasing specialist expertise to bear on the difficulties that a student may be experiencing.

IEPs will be written for all SEN students.

- The SEN Learning Manager, assisted by HLTAs and TAs, will co-ordinate comments from staff and students then compile the IEP
- The SEN team will assess the level of success of the child at review
- The IEP and the strategies will be sent home to parents and will be notified to all staff.
- SEN Learning manager may use the IEPs to allocate a programme to each child.
- HOFs and tutor will be informed of the programme for each child

## **SEN Stages**

Initial action.

School action

School action plus

Statement

### Initial Action

- a student's needs may be identified from primary school or previous school, without having been on Special Needs Register.
- the student will be monitored for at least two terms before a firm decision is made.

### School Action

- A student's special educational needs may be identified through records from the Primary School, performance on CATs tests given at the beginning of year seven, or concerns expressed by tutors, parents, subject teachers or TAs. The SEN Learning Manager is consulted, and if the student meets the descriptors for School Action in the Oxfordshire Moderation Handbook, s/he is placed on the SEN register and support provided at an appropriate level. This may be a programme aimed specifically at the student's difficulty, or support for curriculum access.
- The student must have an Individual Education Plan (IEP) which is normally reviewed twice an academic year. Parents are informed when the student is placed on the register, and involved as much as possible in the review process.
- If the student does not make adequate progress after intervention at School Action, it may be necessary to increase support and move the student to School Action Plus.

### School Action Plus

- At School Action Plus external agencies, (often the Educational Psychologist) are involved. External agencies may use more specialised assessments and new IEPs and teaching strategies may be developed from this consultation.
- Progress is reviewed as for school action, normally twice an academic year.

### Statement

- If progress continues to be a concern despite intensive support and provision at School Action Plus, parents or the school may ask the LEA to carry out a statutory assessment. This involves gathering advice from the parents, the school, the EP and any other professionals that have been involved with the child. A medical report is also sought. The LEA considers this information, and decides whether to make a Statement of Educational Need. This stage is reached by a very few students.
- For students with statements, an Annual Review must be held to consider whether the statement should continue, whether provision should be maintained and should set new targets for the following year. All those who contributed to the original statement are invited to attend or submit a written report.

The following must be invited to the year 9 transition review and post 16 annual review:

Parents or Carers  
SENCo  
Connexions PA  
An LEA representative  
The student  
Any other relevant or closely involved professionals

Following the Annual Reviews, plans are prepared in order to help the student to prepare for adult life.

For any student with SEN, parents are involved and consulted at all times.

### **Curriculum Access and Inclusion**

Icknield Community College is committed to being an inclusive school, generating a sense of community and belonging through its ethos 'Excellence for all'.

There is a:

- broad and balanced curriculum for all students where appropriate
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all students

Careful planning and defining the objectives appropriate to the class, group or individuals are essential elements in providing differentiation for students with SEN. This also involves good communication between all those providing support for students with SEN to ensure a consistent approach and full access to the National Curriculum. Other factors that are important in planning for differentiation include:

- ensuring that students' strengths are used to build their confidence and maintain motivation
- variable grouping of students appropriate to the task allowing some work in pairs or groups as well as individual and class work
- matching the demands of the activity to the student's level of attainment, including the more able
- providing a range of activities which will ensure the participation of all students, or using a stimulus which can lead to different outcomes depending on the ability of the students
- helping students overcome their learning difficulties by using simpler language for instructions both verbal and written, repetition, explaining new words and using a clear step by step approach to their learning.
- allowing enough time for students to work at their own pace
- including the possibility of students' work being recorded in different ways to suit their capabilities e.g. drawing, using the computer, tape recorder or with an adult/other student as a scribe.

- using a multi-sensory approach to learning and giving students first hand experience, visits and everyday examples wherever possible.

## **Evaluating Success**

The success of the school's SEN policy is evaluated through

- monitoring of classroom practice by HoFs and Senior Managers
- analysis of student tracking data and test results for individual students and for cohorts
- Value-Added Data for students on the SEN Register
- Regular monitoring of procedures and practice by SEN Governor
- school self-evaluation processes
- The Triangular Monitoring Quality Review – work with the LEA
- The SEN Audit

## **Arrangements for Complaints**

- Parents who are not satisfied with any aspect of provision for their child's SEN, should discuss the problem with their child's form tutor in the first instance. If they feel unable to talk to the tutor or do not feel satisfied, they should ask to speak to the SENCo or Head Teacher. If they need time to discuss a problem, parents should make an appointment.
- Oxfordshire Parent Partnership Service (OPPS) provides a range of support for parents of students with SEN, including Independent Parental Supporters (IPS). IPS give advice and support to parents of students with SEN at any age or stage. Oxfordshire Parent Partnership also gives information about mediation. OPPS arranges meetings and has leaflets and audio-guides about many aspects of SEN. They can be contacted at 01865 810541.

## **Staff Development**

- The SENCo and Learning Manager keep the staff informed on procedures and developments within the area of SEN and attend meetings with other local schools. They also have weekly meetings with TAs to discuss their needs, development and resources. New TAs are paired with an experienced mentor TA and are expected to undergo LEA Induction Training.
- The SENCo and Learning Manager meet weekly.
- Staff can raise queries about SEN issues through pastoral and departmental meetings, and the CPD Coordinator can then arrange appropriate training.

## **The Voice of the Child**

All students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter.

At Icknield Community College, we encourage students to participate in their learning by:

- Contributing to reviews and targets
- Talking to TAs and teachers about their learning
- Class and individual reward systems

### **Links with other Schools and Transfer arrangements**

The SENCo and Learning Manager liaise with other schools when students are moving. This helps provide a smooth transition from one school to the other by creating an awareness of the student's needs. The transfer of students with SEN from Primary to Secondary school will include:

- A visit by the SENCo/SEN staff and Head of Year 7 to the school when appropriate for the purpose of meeting all students and teaching staff.
- A general visit by Year 6 students to the secondary schools and extra visits for students with special educational needs if necessary, supported by the Behaviour Support Service
- The SENCo, SEN Learning Manager and Head of Year 7 will, where possible, attend the final annual review of primary students with statements before transfer to Icknield Community College.

### **Tertiary Education**

The transfer of students with SEN from Secondary to Tertiary Education will include:

- Visits by staff and students to the Henley College prior to transfer, where appropriate.
- Visits and meetings for other Tertiary provision, where appropriate.
- A continuation of Connexions Services to ensure smooth transition.

### **Careers**

All students on the SEN register are interviewed and mentored by members of the Leadership Team and appropriate action is put in place. This may take the form of attending courses as well as intensive group and /or one-to-one interviews with Connexions.