

SPECIAL EDUCATIONAL NEEDS POLICY

The Governors Curriculum & Pupils Committee has overall responsibility for Special Educational Needs:

Chair: Mrs D Chard
c/o Chew Valley School

Staff in school who lead on SEN issues:
Assistant Headteacher: Mr R Pine

Special Educational Needs Co-ordinator: Mr D Kenny

Definition of Special Education Needs

The SEN and Disability Act 2001 and Regulations: defines ‘special educational needs’ and ‘special educational provision’ as follows:

1. For the purpose of the Education Acts, a child has ‘special educational needs’ if they have a learning difficulty which calls for special educational provision to be made for them.
2. A child has a ‘learning difficulty’ if they:
 - [a] have a significantly greater difficulty in learning than the majority of children of the same age,
 - [b] have a disability which either prevents or hinders the child from making use of the educational facilities of the kind generally provided for children of the same age in schools within the area of the LEA.
3. “Special educational provision” means:
 - [a] for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of his/her age in schools maintained by the LEA {other than special schools} or grant maintained schools in the area.

CHEW VALLEY SCHOOL'S SPECIAL EDUCATIONAL NEEDS POLICY;

Rationale

The Special Educational Needs & Disability Act 2001, the Every Child Matters agenda and The Children's Plan – Building Brighter Futures, will provide the basis for the School's Policy.

Principles

- The additional needs of students are identified and matched by appropriate provision.
- An inclusive curriculum which responds to pupils' diverse learning needs, and ensures all children, with and without disabilities or difficulties, participate fully in the life and work of Chew Valley School.

The school has a commitment to:

- Equal Opportunities for all pupils;
- removing barriers to learning and participation
- developing the maximum potential of each child to the full;
- a full working partnership with all those with parental responsibility;
- collaboration with relevant professional support agencies and the LEA;
- developing an appropriately differentiated curriculum and appropriate teaching and learning styles.

References to Special Educational Needs provision can also be found in the following school policies:-

- School Aims
- Teaching & Learning
- Assessment
- School Accessibility Plan

The Arrangements for Co-ordinating Provision for Pupils with SEN

. We aim to provide access to a broad and balanced curriculum for all children and consequently any child identified as having a special educational need will wherever possible be included into the curriculum with appropriate networks of support.

Children are supported in a variety of ways. Each Faculty has a nominated teacher responsible for liaising with the SENCO to oversee the development of differentiated materials and teaching and learning styles. We offer in-class support in targeted curriculum areas; we also provide a withdrawal facility from a small number of English lessons to focus on specific skills in small groups if appropriate. In addition there are Foundation Maths and English groups in Year 7, a social skills group and literacy intervention programmes.

Our Personal, Health and Social Education Course, the Pastoral Curriculum, delivered by the Form Tutor, involves self-esteem and confidence building and provides a supportive framework and environment for students with additional learning needs. We have a full time

Behaviour Support Teacher who works with students whose behaviour prevents them accessing the full curriculum, resulting in possible under achievement.

Children who are Statemented receive additional funding from the LEA, the exact amount being determined by the matrix formula operated across the Authority. These Statements will be reviewed annually.

Access

Access arrangements are fully identified within the school's "Accessibility Plan 2007-10". Current access arrangements aim to improve "the physical environment of the school to increase the extent to which disabled pupils, staff and visitors, can take advantage of education and associated services".

(Implementing the D.D.A. in Schools – 2006)

Currently the English/Library, Humanities, Music and Art buildings, have wheel-chair access to all levels and toilets for the disabled. All subjects on the curriculum are made accessible to those with mobility difficulties.

Admission Arrangements

School admissions are the responsibility of the Local Authority which will not discriminate on the basis of special educational needs. Decisions about admissions are made by the Local Authority, not the school. Parents who wish to nominate Chew Valley School for their child who has a special need should visit the school before making their application, to discuss the needs of their child and the provision the school would be able to make to meet those needs. Such a discussion is essential if the school is to be successful in meeting the needs of pupils.

Identification and Assessment of Children with Special Educational Needs

We have comprehensive links with our partner Primary Schools and we continue the work already started by our Primary colleagues.

The SEN Code of Practice recommends a graduated response to pupils special educational needs.

- **School Action** – an in-school assessment of the pupil's strengths and needs and the planning of an Individual Education Plan [IEP] by the SENCO in consultation with parents.
- **School Action Plus** – consultation with external support services provided by the LEA and outside agencies
- **Referral for Statutory Assessment**
- **Statement of Special Educational Need**

Evaluation and Partnership with Parents

When a child has been identified as having a special need requiring an Individual Education Plan, the SENCO will consult with the pupil, his/her parents, teachers and support staff. The

IEP will identify targets and suggest strategies which will enable subject teachers to focus their teaching and differentiate resources appropriately, thus allowing full access to the curriculum. Progress will be monitored and reviewed on a regular basis. Where a child has a Statement of Educational Needs, this will also involve an IEP and a comprehensive and detailed review will take place on an annual basis.

Apart from the formal opportunities mentioned above, parents are encouraged to review their child's progress by monitoring books, responding to school reports, using their child's school diary to write messages to staff and by attending parents' evenings. We would also encourage parents to contact school and arrange to visit whenever they feel there is a specific need. *We believe education is very much a partnership and welcome parents at any time.*

In-Service Training

In-Service training for staff is an important element of our work. Some training is school based, some with B&NES or drawing on external expertise. Some training is done jointly with partner Primary Schools. SEN in-Service training helps us to link whole-school and faculty development plans and targets.

Training may be of a whole-school nature; pertain to a specific subject area; be directed at an individual teacher; or be focused on a specific need.

In recent years, the school has provided in-service training for:

- further development with regard to Teaching & Learning Styles;
- provision for gifted and talented students;
- supporting children with BESD (Behaviour, Emotional & Social Difficulties);
- inclusion of students on the Autistic Spectrum
- inclusion of children with medical difficulties and disabilities;
- inclusion of children with sensory impairment;
- strategies for children with Dyslexia/Dyspraxia;
- working with partner primaries in developing approaches to Literacy, Numeracy, Science and general transition issues;
- implementing National Strategies including the Inclusion Development Programme.

Links with Other Institutions

We work very closely with our partner Primaries within the Chew Valley, particularly with regard to Transition, developing curriculum links, monitoring and recording assessment and progress, sharing approaches and policies.

We are also part of the Secondary SenCo Forum within B&NES and this meets once a term.

Links with Support Agencies

Although a B&NES School, we have a large number of students who travel in from other Authorities. Consequently, we work with the Education Psychology and other Support Services in B&NES, North Somerset and Bristol.

Our current Educational Psychologist, is Richard Barker, who can be contacted at Riverside, Keynsham [tel: 01225 394901].

The current Child Missing Education Officer (CMEO) [Ms F Dean] can be contacted on 01225 465081.

The Service for Special Educational Needs offer support for children with learning difficulties; the Behaviour Support Service offers advice with regard to disaffected pupils and those presenting challenging behaviour.

Lake View House

In addition to the above, the school has established a centre which offers additional support for both students and parents, through access to external agencies including Off The Record, Mentoring Plus and Project 28.

Complaints Procedure

The purpose of the Special Educational Needs Policy is to set out the intentions and practices of the School in relation to pupils with Special Needs.

If a parent or carer believes they have cause for complaint, we request that they make contact with the school in the first instance.

- * Concerns regarding the progress of a child should be referred in the first instance to the subject teacher or the Head of Year.
- * A more specific concern should be directed to the SENCO (Mr Kenny) or the Assistant Headteacher, Mr Pine.
- * If a parent or carer is unhappy with the way in which the School has responded to the concerns raised and the Headteacher has been unable to resolve the matter, concerns should be referred to the Chair of Governors, Mr Brian Wibberley, c/o the school.

Revised: June 2011