

SEN Policy

Reviewed: November 2011
Date of next Review November 2012

1. PURPOSE

The purpose of this policy is to describe the provision made for pupils at The International School who have significantly greater difficulty in learning than most pupils of the same age. This includes pupils who have a physical disability, a learning difficulty, a behavioural or emotional difficulty that means they find it hard to adapt to the social or behavioural expectations of the school. The policy conforms with the school principles that:

- We are an accessible organisation
- We practise equal opportunities
- We deliver best value to pupils and families

We firmly believe that:

- All pupils have the right to a broad and balanced curriculum.
- All pupils are expected to participate in the curriculum, and all have a right to do so.
- Only in very exceptional circumstances - when it is deemed to be in a pupil's best interests - will a pupil's access to the curriculum be limited.
- All pupils are valued as individuals.
- All pupils will be offered the appropriate support to reach their full potential.

2. AIMS

- To identify educational needs effectively using the nationally recognised criteria for Special Educational Needs and provide the support necessary to enable pupils to make progress
- To involve and work with pupils and parents at the various stages of the Code of Practice and take into consideration their views
- To make use of outside agencies where necessary as part of a planned and graduated response to individual need
- To work closely with feeder schools in order to share detailed information about children with special educational needs and to continue with a comprehensive assessment and recording programme throughout the school including passing on relevant paper work
- To inform and support departments in meeting individual need through sharing baseline information, targets and strategies
- To review pupil progress annually or as and when appropriate
- To work collaboratively with teaching staff, Heads of Faculty and Pastoral staff to ensure that barriers to learning are removed and pupils are enabled to achieve
- To evaluate annually the effectiveness of the S.E.N. provision within the school using the schools review and evaluation process

3. SCOPE

This policy applies for every pupil within the school

4. OWNERSHIP

This policy is the responsibility of all school staff

5. POLICY/PROCEDURE DETAIL

Roles & Responsibilities

There is one SENCo for the school and one BECo who hold day-to-day responsibility for SEN within the school and work under the direction of the Head of the Inclusion Faculty.

Other staff within the Inclusion Faculty include the following teams of support staff:

- Teaching Assistants
- Raising Achievement Assistants
- Pastoral Support Assistants (One per Year group)

Within the school structure, the Deputy Head takes full accountability for SEN, he reports directly to the Headteacher and School Governing Body.

All school staff play an important role in meeting pupils' Special Educational Needs. The subject staff of pupils who have SEN have a particular role to play; they must endeavour to make the subject accessible and appropriate to the requirements of the pupils. The SEN Faculty are responsible for enabling subject staff to do this by:

- a) Providing information and advice to manage individual needs of pupils
- b) Providing staff with INSET on methods that may be employed to overcome barriers.
- c) Liaising with external agencies
- d) Ensuring that support staff time is allocated appropriately

Informing staff about pupils with SEN

Information about pupils' needs will be made known to staff by:

- a) SEN Register, available on shared area of school's computer system.
- b) Coded information on group lists
- c) Information (e.g. IEPs and IBPs) on shared site of school's computer system.
- d) Urgent information will be circulated via E Mail and staff notice boards when appropriate.
- e) Pupil Profiles
- f) Statement Summaries

Admissions to the school

The LA determines admission arrangements. Discussions with parents of all potential pupils and/or visits are welcomed. The International School particularly welcomes visits/contact from parents of pupils with SEN to help the parent to ascertain whether they feel that this is the most appropriate environment in which their child's needs may be met and to share information about the SEN of their child.

At present, the school seeks to provide for as wide a range of needs as possible (academic, behavioural and medical). Best use is made of advice and support from external support agencies in our efforts to meet needs most appropriately.

Accessibility

The school is aware of the need to make the sites of learning accessible to all. This will continue to be a main consideration when refurbishment is undertaken.

Meeting Individual Needs

Support offered to pupils is usually divided between one-to-one or small group support (“Wave 3” interventions), and support in subject lessons. Other support includes work in the Inclusion rooms and mentor support. The Wave 3 work usually focuses on basic literacy using reading and spelling schemes. Students are timetabled to attend 1-4 lessons per week and work individually or in small groups with TAs.

Each pupil with a Statement of SEN who requires additional support receives this from a TAs as indicated in the pupil’s Statement and directed by the SENCo. In addition they each have an Individual Education Plan.

All staff have a significant role to play in providing for pupils’ SEN and to enable this the school endeavours to provide the staff with knowledge of the pupils’ needs and of the methods that may be employed to overcome barriers to learning.

Target Setting

Information from individual assessments is used to write appropriate targets for pupils within their IEPs/IBPs.

IEPs/IBPs are available on shared area of the computer system, and can be down loaded as necessary by school staff.

The classroom IEP/IBP targets are usually geared to improvement in a particular skill or behaviour so subject teachers can realistically work towards them. Pupils who have personalised learning (small group or one-to-one work in withdrawal) also have very specific targets (the criteria for success being very clear).

Formal IEP/IBP reviews will be held at least twice during the school year. Informal reviews can take place as required with appropriate representation from parents and support services as required.

Identification of SEN

Primary School Staff (or staff of pupil’s previous school) identify most pupils who have SEN and they inform the school of a pupil’s SEN when the pupil joins.

KS2 SATs results provide important information. Parents, of course, know their child best. The information they can provide is invaluable. Parents are encouraged to liaise with the school about the pupil’s SEN, when the pupil joins the school and subsequently, in the IEP reviews which are held at least twice a year.

The Health Professionals – often the school nurse particularly, in the first instance – give detailed knowledge of medical conditions, the ways in which these conditions may prove to be barriers to learning, and provide support in overcoming such potential barriers.

IEPs for the first term of Year 7 are written, using information from the feeder school where possible, together with assessment results.

IBPs for the first term of Year 7 are written using information from the feeder school linked with observations and information from Form Tutors, Pastoral Assistant and Head of Year 7.

To identify academic need, we presently use a screening assessment (group reading test). If a need is indicated, the New Reading Analysis, selected phonic tests and sight vocabulary tests are administered on a one-to-one basis.

When a need is confirmed, an IEP is written, targeting the skills that the pupil needs to acquire.

The annual SEN Audit is used as a guide to help determine the criteria for placing children on SA or SA+.

Staff may bring pupils with academic need to the attention of the SEN Faculty who will arrange for assessment and request information from other staff to gain a fuller picture of the pupil.

Pupils may also be referred via the Inclusion Referral system.

These pupils will be noted as SA and those referred to outside agencies SA+. Where progress is not deemed satisfactory pupils will have a High Focus IEP, in line with Birmingham's new procedures. These procedures are followed for any subsequent requests for formal assessment.

Equality of Opportunity

- All pupils have the right to a broad and balanced curriculum.
- Pupils are expected to participate in the curriculum.
- Only in very exceptional circumstances- when it is deemed to be in a pupil's best interests - will a pupil's access to the curriculum be limited.
- All pupils are valued as individuals. The highest expectations are held of all pupils.
- All pupils are supported in their efforts to reach their full potential.
- All pupils are encouraged to take a full role in the school.

Monitoring, Evaluation and Review of SEN Provision

Many of the pupils with SEN have experienced difficulties for some years, making remediation particularly difficult, some pupils with severe difficulty may make progress that is very difficult to quantify.

The following methods of evaluation are important:

- NC levels, allowing comparison with individual's previous performance as well as comparison with peers
- Exam and test results, allowing comparison with individual's previous performance and comparison with peers.
- Reading/ spelling assessment results allowing comparison with individual's previous performance and comparison with peers.
- Criteria set alongside targets.

Responsibilities for dealing with complaints from parents

All concerns and complaints will initially be dealt with by the Head of the Inclusion Faculty or SENCO with advice and support from the Deputy Head.

All parents may follow the school guidance on service delivery.

The Governing Body has a named Governor with particular responsibility for SEN.

In service training

Training covering aspects of SEN is available to all teaching and non-teaching staff.

Support Agencies

The school and the agencies listed below liaise to ensure that the pupils are given the best support possible in overcoming barriers to learning and so fulfilling their potential.

- Educational Psychologist
- Pupil and School Support Service
- Behaviour Support Service
- Communication and Autism Team
- Health Service – initially the School Nurse who then liaises with Health Service Colleagues, as necessary.
- Educational Social Worker
- Youth Inclusion Project Workers
- Sensory Support Service (hearing & vision)
- Brays Outreach (physical)
- Social Services Depts – varies according to pupil's address
- Counsellor
- James Brindley [Hospital] School
- CAMHS
- Connexions

Parental Involvement

The school encourages parental involvement, and endeavours to ensure that good communication channels aid liaison with parents.

We will inform parents of their child's SEN, and how the School aims to meet those SEN.

Parents will be invited to IEP/IBP reviews each academic year, to consider their child's progress and to participate in the production of the new IEP/IBP.

Relevant agencies will normally be invited to attend reviews.

Annual Reviews for pupils with Statements of Educational Need will be held in accordance with Birmingham's guidelines.

6. ASSOCIATED DOCUMENTATION/HISTORICAL PERSPECTIVE

Equal Opportunities Statement