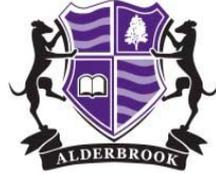


Alderbrook School | Alderbrook Sixth Form



Special Educational Needs Policy

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- 1 "Our purpose is to provide a high quality, inclusive education, which will support, challenge and inspire children, enabling them to succeed and mature, to fulfil their potential and to become lifelong learners".
- 2 This policy should be considered alongside the school's Disability Equality Scheme (DES), the Disability Equality Duty in the Disability Discrimination Act (DDA) 1995, the Equality Act 2010, the April 2011 Equality Duty update, The Children and Families Act 2014 and the Special Educational Needs Code of Practice 2014.

Guiding Principles

- 3 Teachers are responsible for the progress and learning of all pupils in their class. High quality teaching is the first step to enable the inclusion of all pupils within mainstream classes, and to offer them access to a broad, balanced and relevant curriculum but which, in its delivery, takes account of ways in which some pupils' needs are different from, or additional to, those of other children.
- 4 To enable the inclusion of all pupils in the social and extra-curricular activities of the school.
- 5 To provide an ethos for all pupils which provides the necessary support and encourages the development of personal independence.
- 6 To provide individual guidance and support for children with Special Educational Needs, and to promote a smooth transition across the key stages and through the school.
- 7 To identify and assess the needs of all pupils, so that the appropriate provision may be made, in line with the Code of Practice, in order to reduce barriers and increase participation. This includes circulating information via 'Pupil Profiles' of pupils on the SEN register to ensure teachers are aware of barriers to learning and positive strategies for support.
- 8 To ensure that the views of the child are sought and taken into account in any decisions affecting his/her education, in the light of their age and understanding.
- 9 To seek the support of parents / carers in their child's education and to take their views into account in decision making about their child's particular needs.
- 10 To work closely with other agencies in providing a multi-disciplinary approach to the resolution of issues.
- 11 To develop a culture where all staff recognise that they are teachers of pupils with special educational needs and understand that they are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from specialist support assistants or other specialist staff. An integral part of this culture should be that pupils with a special educational need and/or disability are not treated less favourably than others.

Definition of Special Educational Needs (SEN)

- a. Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.
- b. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children the same age or have a disability that prevents or hinders

- them from making use of educational facilities of a kind generally provided for children of the same age.
- c. Children with SEN would normally require provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

SEN Admissions

- 12 Alderbrook School is committed to fulfilling its duty to comply with national and local admission arrangements for all pupils with special educational needs and disabilities. Alderbrook School, in conjunction with the LA, carefully considers applications from parents / carers of pupils with additional needs and disabilities and does not discriminate against them in circumstances where reasonable adjustments and/or the provision of auxiliary aids and services can be made to meet their needs. Entries to Alderbrook Sixth Form are subject to exam entry requirements
- 13 The school occasionally has a very high number of applications from pupils with statements of SEN or Single Education and Health Care Plans (EHCPs). This may mean that our mainstream groups then become too large, and in certain subjects unsafe; it would therefore impact upon the quality of teaching and learning for other pupils. It could also lead to our small learning support groups becoming larger and less effective. In this situation, which is indeed very rare, the school will seek to prioritise children within catchment and then from Solihull.
- 14 (Please see the school's most recent Accessibility Plan for details relating to physical accessibility which may also affect our response to a pupil's application.)
- 15 In addition to those who join the mainstream school, Alderbrook has an Additionally Resourced Provision (ARP), supporting a small number of pupils in years 7-9 with complex needs, relating to their diagnosis of Autism. There is also Speech Language and Communication Needs ARP provision for students in year 7.

Facilities

- 16 Learning Support has a dedicated suite of classrooms, positioned at the heart of the school. These include two small IT suites. There are currently no facilities which increase or assist access to the school by pupils who are physically disabled or have a sensory impairment. The new Alder ARC will open in October 2018 and will be fully accessible .

Role of the Governing Body

- a. To ensure that the Special Educational Needs Policy and Local Offer is kept up to date.
- b. To monitor the effectiveness of the SEN policy and provision.
- c. To appoint a school governor to assist in the monitoring process
- d. To consider annual reports from the Head of Learning Support.

Role of the Head of Learning Support (HLS)

- a. To work closely with the Head Teacher, Leadership Teams and colleagues in the development of the strategic direction of the SEN policy and provision.
- b. To contribute to the training of staff in meeting pupils' needs.

- c. To ensure the SEN policy and Local Offer remain up to date and to liaise with the HeadTeacher and Governing Body when appropriate.
- d. To have responsibility for the day-to-day operation of the school's SEN policy and to co-ordinate provision for all pupils with SEN.
- e. To maintain the school's SEN register and records of those with Statements or Single Education and Health Care Plans (EHCPs). The HLS will be involved in: gathering information, assessment, planning, monitoring and reviewing; liaising with outside agencies, liaising with parents / carers and advising the staff of changes in the SEN provision.
- f. To plan timetables for all Learning Support staff members and for pupils, where appropriate.
- g. The HLS is also the SENCo

Role of subject teachers

- a. The subject teacher will seek to ensure that they use inclusive planning strategies to meet the diverse needs of the pupils within the classroom. This should include using information on pupils already identified as having a special educational need.
- b. Where appropriate, the subject teacher will seek to involve the support staff in the delivery of the curriculum to students with EHCPs.
- c. Subject teachers will take into account, in reviewing pupils' achievement, the progress of children with SEN. They will also contribute to annual statement reviews and EHCPs.

Role of parents / carers

- a. The school will work in partnership with parents / carers so that the child's needs are addressed at home and at school.
- b. Parents / carers of pupils with SEN will have their views taken into account in reviewing their child's progress and to identify actions to support the child at school and at home.
- c. Parents / carers will have access to their child's Pupil Profile.
- d. Parents / carers will have access to information about the school's SEN policy, outside agencies and services offered by external organisations.
- e. Parents / carers will keep the Learning Support Faculty informed of changes to their child's circumstances.

Pupils on the SEN register

- 17 There are various methods by which the school identifies pupils as having additional needs
- Shared information at KS2 transition
 - Screening tests at the start of Year 7
 - Information from Parent/Carer
 - Referral from mainstream teaching staff following the graduated Approach , which requires evidence of 2 cycles of in-class intervention
 - Reports/assessments carried out by other SMBC approved professionals e.g. educational psychologist, occupational therapist in liaison with professionals supporting the young person in school.

Pupils in year 7 on the SEN register will be supported by a key worker. Pupils who achieve their targets and do not need further intervention will be removed from the SEN register, in consultation with Parent/Carer.

- 18 In line with the SEN Code of Practice, a child's learning needs will be categorised under the following headings:
- Communication and Interaction – including Speech, Language and Communication Needs, and Autism Spectrum Conditions
 - Cognition and Learning – including Specific Learning Difficulties such as Dyslexia, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
 - Social, Mental and Emotional Health – including ADHD, Anxiety Disorder and Attachment Disorder
 - Sensory and/or Physical – including visual impairment, hearing impairment and physical disabilities
- 19 If, over a period of time, a child is considered to be making limited progress towards their targets and is continuing to experience difficulties despite the specific interventions implemented by the school, and if all strategies are unsuccessful, the Head of Learning Support, in consultation with parents / carers, may decide to seek support from external services.
- 20 Intervention at this stage would be co-ordinated by the Head of Learning Support for all areas of need, who will work closely with Pastoral Managers and Head of Year to identify the appropriate service or agency.
- 21 Ordinarily, external services would provide support and advice to the school about additional or different strategies for pupils who have not made progress through school-based interventions. Specific targets are usually agreed at this stage and reviewed at regular intervals by school staff and parents / carers.
- 22 The Head of Learning Support will take the lead in any further assessment of the pupil, planning future interventions for the child in discussion with colleagues and monitoring and reviewing the action taken.

School Request for a Single Education and Health Care Plan Assessment

- 23 If, at the review of a pupil who has been in receipt of support from external services, those involved decide that the pupil is not making adequate progress, the Head of Learning Support in consultation with parents / carers, may consider whether to ask the LA to initiate a Single EHCP assessment.
- 24 The Head of Learning Support will be responsible for collating the information related to the strategies employed and targets set and achieved. There would need to have been at least two reviews at which it was clearly evident that the planned interventions had failed to provide the intended outcomes.
- 25 In general the school will provide evidence related to:
- school provision/intervention provided since the pupil was placed on the SEN register
 - pupil profiles

- records of reviews
- a pupil's health and medical records, where relevant
- attainment in literacy and numeracy
- any educational or other assessments which may be relevant
- views of parents / carers and pupils
- reports of other professionals and agencies
- The Head of Learning Support will be responsible for liaising with the LA during the process of statutory assessment.

Pupils with Statements or Single Education and Health Care Plans

26 The Head of Learning Support will take the lead in:

- Planning the curriculum and arranging support for pupils
- Liaising with staff, pupils and parents / carers
- The development of pupil profiles and advising on strategies to staff
- Monitoring progress
- Involving and liaising with external support services
- Developing INSET for staff, where appropriate
- Maintaining records about pupils' progress
- Organising the pupils' reviews

Curriculum Provision

27 All pupils with special educational needs and/or disabilities are given a timetable and placed within a form group that presumes a full access to the National Curriculum, with the exception that children with an Education and Health Care Plan are usually withdrawn from the study of a modern foreign language. In addition, at KS3, most pupils with special educational needs are withdrawn at various times to take part in workshops focussing on their area of need. This arrangement, however, does not prevent access to the National Curriculum.

28 The KS4 curriculum for pupils with learning needs is reviewed on an annual basis to ensure it is appropriate for the pupils in the year group and enables them to further their studies post-16. At the point where KS4 options are chosen, Learning Support staff meet with parents / carers and pupils to discuss the courses available and, where appropriate, make suggestions and offer guidance. Students with learning needs in KS5 will receive individualised support to develop the appropriate skills to succeed in a more independent learning environment.

Transition Between the Key Stages

29 For students in Year 6 at feeder primary schools, transition days are organised in the summer term, introducing students to a variety of teaching staff, lessons and additional activities that they may expect in Year 7. In addition, the SENCo and Learning Support teachers will visit the feeder primary schools to attend Year 6 reviews in the summer term.

30 For older students selecting their options in Year 8 Learning Support staff will guide students as to the most appropriate choice, again in full consultation with parents and carers.

31 For students in Year 11, a guidance advisor will work with our SEN pupils and their parents /carers in order that they make a successful transition to KS5 /post-16 education or apprenticeships.

Children with English as an Additional Language (EAL)

- 32 The needs of pupils having difficulty with English because it is their second language should not be equated with other special educational needs. In particular, such children should not be offered materials with a reduced cognitive content unless a learning difficulty in the pupil's first language has been confirmed. The best place for learners of English as a second language is a mainstream classroom with their peer group.
- 33 Bi-lingual children should be considered an advantage in the classroom rather than a problem. Evidence shows they will make greater progress in English if they feel their mother tongue is valued. The EAL support available from the LA will help the school if the child has arrived at Alderbrook with a limited grasp of English.

Complaints Procedure

Please see the school's Complaints Policy.

SEN Leadership structure

- SEN Governor – Mrs A Coupland
- Learning Support Line Manager – Mrs Kate Read
- SENCo – Mrs T Harvey