Special Educational Needs Policy

Governor:

Introduction

Handsworth Wood Girls’ School is a mixed ability 11-18 school which is dedicated to “Aspiring for Excellence” with all our students.

As a school, and a department, we are committed to supporting all students to achieve their potential and deploy all our resources to that end.

All students, whether SEN or not, are to be encouraged and valued and that is reflected in our daily interaction and professional conduct within school.

The SEN department exists particularly to support those students with learning difficulties. A learning difficulty is defined as such if special educational provision needs to be made for them. The need for this special educational provision means students are not seen as having special educational needs.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Learning difficulties are themselves identified within the areas of:

1. Cognition and Learning
2. Communications and Interaction
3. Behaviour, Emotional and Social Development
4. Sensory and/or Physical.

It is to be noted that ‘learning difficulty’ is not a term that should be applied to those students who have learning problems solely because they are taught in a language which is not their first language.

At Handsworth Wood Girls’ School, students whose learning is hindered by Behaviour Emotional & Social Issues are under the care and guidance of Mrs S Rippington, the Director of Inclusion not the SEN department.
Principles of SEN

- All students are equally valued and have the right to a stimulating education which enables them to fully engage, learn and achieve.
- All students are entitled to access a broad, balanced and relevant curriculum that is differentiated to meet individual strengths and needs.
- All students, and their specific provisions are secure with the Every Child Matters framework.
- All students are active participants in their learning and are to be involved in the cyclical progress of target setting and review.
- Parents/Carers are invaluable partners in setting high aspirations and supporting the achievements of students.
- Staff will continually respond to the changing needs of individuals, seeking always to ensure the most effective support is in place to support achievement. Such support is varied and flexible to meet the needs of individuals.

Identification of Need

- Identification of all/any need is paramount to effective support being given.
- Identification of need is through transition and transfer information, school baseline assessment, the Birmingham Audit, on-going tracking and staff, parent or student referral.
- Identification of need triggers a graduated response of support which itself is monitored to measure effectiveness.
- A student identified as SA (School Action, equivalent to Band 1 on the Birmingham Audit) if their educational need requires an intervention which is additional to or different from the provision which exists as part of the school’s normal differentiated curriculum.
The interventions/targets will be recorded on the IEP (Individual Educational Plan) which subject staff and TA’s need to apply and review in lesson.

- If progress is deemed inadequate at SA, a student would move to SA+ (School Action Plus). Those students on Bands 2 and 3 of the Birmingham Audit would be placed at SA+ and again their interventions/targets will be recorded on their IEP’s which need to be used in lessons.

- Initial support may be confined to a specific need or may be broader where there are general learning issues. School Action support will be moved to School Action Plus if sufficient progress is not made. School Action Plus will involve external agencies and will increase the amount of support, and possibly type, given. If progress remains insufficient at this level, support will become more High Focus and further external support will be sought.

- A request for Statutory Assessment may be made where support is needed for a child above that which can be given in school.

- The school has regular input and guidance from the Pupil & School Support Service including the Educational Psychologist.

- Students who have issues which would impact on examination success will be assessed for access arrangements.

- Staff and parents are encouraged to comment on any issues with existing targets at any time and especially at the review points during the year to ensure support will lead to progress and achievement.

**Recording Provision**

- At School Action, staff are expected to provide a differentiated learning experience within their own lessons. A whole school focus on Teaching & Learning supports this and the SEN department will support staff in creating appropriate materials.

- At School Action Plus, individuals are seen as having more serious learning issues which require additional input.
- Subject staff and TAs are both crucial in creating opportunities for students to meet their IEP targets and therefore help students make progress.

- The targets identified from the Audit and other baseline data are recorded on an individual’s Individual Education Plan along with strategies for meeting the targets, resources and review date. The IEPs should be used and annotated during lessons to assess the progress or not of the student.

- The IEP targets will be reviewed with the student, parents/carers and staff twice each year. The success of previous targets will determine future targets.

- Students who have serious needs at School Action Plus may have a Provision Plan which identifies very specific areas of need. The targets on any Provision Plan should be reflected within the IEP targets. All Provision Plans are reviewed with students parents and staff annually. Students who have a Statement of Educational Need would also have targets which mirror the statement issues and they too are reviewed each year.

- All reviews involve staff, student and parents.

- Where need is behavioural rather than learning, there will be an IBP (individual Behaviour Plan) where targets are behaviour based.

**The Role of the Senco**

- The Senco is responsible for providing effective leadership and management which includes the building and maintenance of an effective, proactive teaching team which continually enhances the quality of learning and achievement.

- This will include analysis and meeting of training needs to support both staff and students.

- The Senco is responsible for the addressing need, the maintaining of the SEN register, the adherence to the current Code of Practise, maintenance of records, sharing of information as appropriate, liaison with PSS and external agencies and the effective deployment of resources.

**Parent Partnership**

- The role of parents/carers is invaluable in supporting the progress and achievements of students. In line with the Code of Practise, parents/carers are informed when identification of need is made and are informed of strategies used in school.
• Parents are partners in the education of their child: we seek to work with parents to provide the best environment and strategies for the individual which are supported at home to maximise progress. Good communication between home and school is sought through person contact.

• Parents are always invoked in the review of progress.

• Parents are always aware of the external agency involvement with their children.

**Transition**

• Transition, between schools and key stages, is recognised as a potential time of uncertainty. As a result, links with feeder schools are made by both Senco and Head of Student Progress for Year 7. This enables collection of information which can then inform decisions on groupings and provides general information to facilitate a successful transition.

• Transition enables us to have in place the measures needed to maintain progress of individuals.

• Transition between Key Stages requires consultation with a CIAG Co-ordinator to ensure appropriate and relevant school experiences.

**Role & Responsibilities**

• The Senco will act in accordance with the professional standards and job description.

• TAs will act in accordance with the professional standards expected by the school, in line with their specific job descriptions and with the protocols identified within the Staff Handbook.

**Monitoring & Evaluation**

• The work of the SEN department is paramount to supporting and raising both achievement and attainment and as such will be monitored and evaluated through:

  Ofsted/External Inspection

  SLT Departmental Review

  Key Stage Results for SEN students

  Tracking Progress for SEN students

  All on-going assessment date for SEN students

  Parent feedback/input

  Student feedback/input
Staff feedback/input

Policy signed off by:

Chair of Curriculum Committee

Date:

Review date for school policy: June 2013

Person responsible for policy: Deputy Headteacher Director of Curriculum
Glossary

School Action: Students who need a level of support which is additional to and different from the normal differentiated curriculum. Support at this level would come from within the school resources.

School Action Plus: Support offered which is in excess of School Action and may require the input of external agencies.

Provision Plan: The written plan of the provision needed to meet the needs of students who are School Action Plus.

Statement: This is a Local Authority statement outlining the specific needs of a child.

PSS: Pupil and School Support Service

IEP: Individual Education Plan

IBP: Individual Behaviour Plan

Senco: Special Educational Needs Co-ordinator

Parent: Term used to cover all parties who have legal responsibility for the care of a child.

Audit: The specific literary assessment run annually to identify SEN students within Birmingham.