

Special Needs Policy Statement

Philosophy

Liverpool City Council's Policy for Special Educational Needs is underpinned by the following principles:

A commitment to ensuring the highest possible quality of educational provision for all children with Special Educational Needs.

The aims of education for all children, including those with special educational needs, are the same, i.e. all children must have equality of opportunity within the full range of the authority's provision.

All children must have access to a broad and balanced curriculum, which ensure progression and is appropriate to age, ability and aptitude.

Parents are equal partners in the education process, and must be given every opportunity to select from a range of provision the option that best meets the needs of their child.

Policy Aims

Children with SEN may be educated in a variety of locations and must have equal opportunities within the full range of the LEA's educational provision, and have access to a broad and balanced curriculum which ensures progression and is appropriate to their age, ability, aptitude and special educational needs.

It is the duty of the LEA to ensure that young persons with special educational needs should be viewed as a partnership between young children, their parents, schools and the LEA. The fullest possible information about the city's range of provision and services will be published with further advice and counselling available where necessary.

The LEA supports the principles underlying the 1993 Act, and wherever possible will seek to make provision for pupils' special educational needs in mainstream schools.

The LEA is committed to providing a coherent continuum of identification assessment and provision, and creating an educational environment in which parents have a genuine choice of provision at every stage of their child's school career.

Philosophy

The Special Needs Policy is rooted in the school's Mission Statement. It acknowledges the right all pupils share to a broad, balanced, relevant and differentiated curriculum.

Age, gender, race, creed or individual needs will not constrain any educational entitlement.

Objectives

- All departmental documentation and policies will take account of pupils with special needs.
- Pupils with Special Educational Needs will be identified as soon as possible.
- All teachers will be made aware of such pupils.
- Individual Action Plans will be formulated.
- Teaching strategies will be responsive to different learning styles to appropriate meaningful and effective learning for all pupils.
- Assessment and testing will be used to the benefit of the learner.
- Pupils will be encouraged to accept their share of responsibility in their learning and feel involved in setting targets and reviewing progress.
- Parents will be encouraged as partners in the learning process for their children.
- User will be made of supporting agencies outside the school as appropriate.
- The policy will be subject to review and revision in accordance with school practice and any changes in the DfES code of Practice or LEA provision.

Name of the School's SEN Coordinator

- Miss P Scanlon

Arrangements for co-ordinating provision for pupils with SEN.

- The school acknowledges that recognising special educational needs and making provision for them is a professional demand on all teachers.
- Departments assist in identifying the special needs of pupils and accept responsibility for dealing with them.
- Provision for a pupil is within the main body of the school.
- Meeting special needs runs parallel to the search for a differentiated curriculum responsive to individual needs.
- Pupils with low literacy or numerical skills are placed in smaller teaching groups within the normal mainstream curriculum.

- Pupils with a Statement, or at School Action Plus of the Code of Practice, may be withdrawn for individual or small group work.

The school has no special units or facilities to increase or assist access to the school for pupils with SEN.

Admission Arrangements

The Head Teacher will ensure that pupils with Special Educational Needs have not been refused admission or discriminated against because of their special needs.

However, the Head Teacher will take into account that educating a pupil with special educational needs in a mainstream school must be compatible with the pupil receiving the special educational provision which her learning difficulty demands and that the school has efficient use of resources.

If a pupil has a Statement of Special Needs the LEA may determine the suitability of provision.

The Allocation of Resources to and amongst Pupils with SEN listed here are resources currently used in school.

- Mixed ability grouping with curriculum differentiation
- Setting arrangements
- Individual and group tuition
- Extra tuition outside lesson times
- Paired reading initiative with year twelve
- Special needs resource base
- Use of ICT facilities
- Various books and materials
- Learning support assistants
- Student support officers
- Pupil Mentors

Identification and Assessment Arrangements

Pupils who are thought to have Special Educational Needs are identified and assessed as early as possible.

To assist in the identification and assessment of special needs the school will use the following information:

- Information from primary feeder schools
- Suffolk Reading and Young spelling Test, completed in Year 6, prior to entry
- National curriculum levels
- NFER Tests – Group Reading and Cognitive Ability Test
- Records – medical, academic, etc from other agencies or institutions
- Departmental audits of special needs
- Information from Subject Department Link Person
- Concerns expressed by parents/teachers/pupils
- End of term course work and exams

The Revised Code of Practice

Like the original, the revised code sets out the statutory framework for SEN and the principles which LEAs, governing Bodies and Schools must follow.

The Revised Code places a greater emphasis on parent partnership and the consideration of the views of pupils.

The previous ‘categories’ of special needs are replaced by four wider areas of need.

The four areas are:

Communication and interaction

Cognition and learning behaviour

Emotional and social development

Sensory and/or physical needs

It promotes collaborative, multi-agency models of working,.

It strengthens the ‘inclusion’ message.

It describes a graduated response to pupil needs.

School Action – i.e. the action taken by the school to address pupils’ needs.

School Action Plus – Involving outside agencies

Statutory Assessment

Annual Review of Statement

Once a pupil has a Statement an annual review will take place. The LEA will give the Head Teacher at least two months notice of the day by which the review must be returned to the Statementing Committee.

To prepare the report the SENCO will seek advice from parents, any people specified by the LEA, subject teachers and anyone else considered appropriate. The advice will relate to the pupil's progress towards meeting the objectives in the Statement and the targets established to meet those objectives.

Each review will consider the continued appropriateness of the Statement; any amendments to the Statement; or whether the Statement should cease to be maintained.

Before sending the report to the LEA the SENCO will invite the parents and any people specified by the LEA to the review meeting.

The final report will be used to inform the subsequent academic year's plan.

Transition Plan

This takes place after the pupil's fourteenth birthday.

It will draw together information from a range of individuals within and beyond the school in order to plan coherently for future needs.

The career service will be involved as a matter of course and other relevant agencies will be invited.

Arrangements for considering complaints about SEN provision

Initial complaints should be directed to the SENCO who will inform parties concerned. Most problems can be resolved in this way.

The SENCO works closely with the school's Leadership Team and complaints of a serious nature will pass through the line management structure.

After following this line of referral, parents can if still dissatisfied complain to the Governors or take their complaint to the LEA.

The school's arrangements for SEN In-service Training

All staff working with special needs are encouraged to attend any relevant INSET.

Each department will determine its INSET needs and apply to the school staff development Co-ordinator for funding.

Communication with Outside Agencies

The school supports a multi-disciplinary approach to maximise the educational provision for SEN pupils.

A strong partnership between outside agencies, parents and the school is encouraged.

Parents are informed as soon as a pupil is placed on the Special Needs Register.

Information to parents is in the first instance by letter and then by meetings held with the interested parties.

All relevant agencies, including parents are involved in the process of identifying individual needs and in the evaluation of support.

The LEA has provided the school with a booklet that details the range of services that are available and how they can be accessed.

The booklet can be obtained by parents from the school.

Responsibilities

Governing Body

The Governing Body has appointed Ms A Hines to assume specific responsibility in the area of special needs.

The Governing Body is responsible for:

- Determining the school's policy on Special Needs having regard to national and local decisions.
- Ensuring that all members of staff are aware of their responsibility to identify and make provision for children with special needs.
- To secure as far as possible adequate levels of staffing and funding to enable appropriate provision to be made.
- An annual report on the school's policy special educational children to parents.
- The report must contain information on both the allocation of resources and how special needs funding has been used.

Head Teacher

- Oversee the curriculum for the school including that for children with special needs.
- Determine, organise and implement the procedures for identification, assessment and provision for children with special educational needs
- Deploy the staff, as necessary, including any functions of the Special Needs Co-ordinator.
- Introduce procedures for evaluating the effectiveness of the policy.
- Report on effectiveness of policy to the Governing Body.

SENCO

- The day to day operation of the school's SEN Policy.
- Co-ordinating provision for pupils with special needs.
- Maintaining the Special Needs Register and keeping up to date records on all pupils with special needs.
- Liaising with parents, staff and any external agencies involved with pupils with SEN.
- Contributing to the inservice training of staff.

Subject Teachers

- To gather information to make an initial assessment of the child's special needs.
- Within the framework of the normal curriculum provide help and find ways in which the needs of such children can be met.
- Contribute to and participate in the review of IEPs.
- Monitor, review and assess progress.

Link Teachers

- Provide a link between the SENCO and the subject teachers.
- Inform department of pupils on special Needs Register.
- Support the SENCO in the day to day operation of the school's Special Need's Policy.
- Be involved with the SENCO in the compilation and review of IEPs

Learning Support Assistants

Tasks may include:

- Scribing for pupils who have difficulty with handwriting or speed of writing. The pupil's own words should be used.
- Reading for a pupil and explaining words and terms that are beyond understanding
- Keeping a pupil on task

- Writing down homework tasks in homework diaries
- Reading and scribing in exams
- Any other function the subject teacher feels appropriate

Evaluating the Success of the Policy

In evaluating the effectiveness of the school's provision for pupils with special needs we will look for:

- A progressive improvement in reading and spelling ages
- Improvement in basic numeracy and literacy skills
- Progression within key stages
- The number of individual education plans in operation at School Action and School Action +
- The degree to which parents and pupils have been consulted during annual reviews and transition plans
- Involvement by staff in INSET courses related to SEN issues.
- Time allocated to planning for pupils with SEN.

The evaluation will take place annually.

Link Teachers

English	S O'Driscoll
Mathematics	J McGowan
Science	S Mason
Modern Languages	B Davies/S Bradley
Geography	J Hitchmough
History	E McCaffrey
Music	
PE	S Clarke
IT/Business	
Technology	R Kirby
Art	V Coward
RE	J Spike

Form SEN 3

SEN Pupil Concern Sheet

Name of Pupil: **Form**

Subject **Teacher**

Date of Notification:

Please give a brief outline of your reasons for concern.

Please indicate the strategies or steps you have taken to assist the pupil.

What do you think should be the main priority for this pupil?

Please comment on the reverse of this sheet.

Thank you for your help.

