

Welburn Hall School



Special Educational Needs Policy

Spring Term 2014

Adopted by the Governing Body: _____

Date: _____

Adopted: Spring Term 2012

Next Review: Spring Term 2016 (Every 2 years)

INTRODUCTION

Welburn Hall School and residential setting values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum.

Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils.

AIMS

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring specific provision as early as possible in their school career
- To ensure that all pupils take as full a part as possible in all school activities
- To ensure that parents of all pupils are kept fully informed of their child's progress and attainment
- To ensure that pupils are involved, where practicable, in decisions affecting their future provision

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them through parents, teachers and pupils working together.

ROLES AND RESPONSIBILITIES

It is the responsibility of every class teacher to:-

- Oversee the day-to-day operation of the policy
- Co-ordinate the provision for pupils in their class
- Liaise with fellow teachers
- Manage Learning Support Assistants
- Oversee pupils' records
- Liaise with the parents and carers
- Make a contribution to INSET
- Liaise with external agencies, LEA support services, Health and Social Services, Connexions PA/Careers Service, and voluntary bodies.

There is no specific SENCO role at Welburn Hall School as all teachers fulfil this role within their tutor group..

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for all pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice
- Being fully involved in developing, monitoring and subsequently reviewing the Welburn Hall School policy
- Reporting annually to parents

THE ROLE OF THE HEADTEACHER

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed
- Working closely with the staff team

- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Welburn Hall School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development.

(a) THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support assistant where appropriate
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme

(b) ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English.

(c) MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training, and/or employment

(d) INDIVIDUAL EDUCATION PLANS

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Success and/or exit criteria
- The outcomes recorded at review

(e) REVIEWING IEPs

IEPs are reviewed termly.

The new IEP and the previous terms evaluated IEP is sent home to the parents at the beginning of each term and a reply slip is signed and returned to school with any parental comments.

(f) REVIEWS OF STATEMENTS

Statements are reviewed annually. The headteacher will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- A class teaching assistant
- A representative from the boarding setting (Keyworker if possible)
- Any other person the headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and P levels or levels of attainment in basic literacy/numeracy, all core and foundation subjects and life skills

- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to amend it
- Set new targets for the coming year

As a pilot authority North Yorkshire are currently in the process of moving all SEN pupils away from a Statement of SEN and onto the new EHCP (Education, Health and Care Plan) This is to be achieved for all SEN students by September 2015.

See attached Guidance for the Annual/Transition Review of Statements of SEN. This guidance is still relevant for those pupils who have not been transferred to an EHCP.

CURRICULUM ACCESS AND INCLUSION

Welburn Hall School strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Welburn Hall School every effort is made to ensure that all pupils have full access to a broad and balanced curriculum and are integrated into all aspects of school life.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

Complaints procedures

The school's complaints procedure is outlined on the school website and in the policy.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with our pupils. As a routine part of staff development and as a part of the performance management/appraisal process INSET requirements are assessed.

The Governing Body will undertake a similar review of training needs. All staff new to the school are given training as part of their induction.

Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with specific barriers to learning.

When it is considered necessary, colleagues from the following support services will be involved with pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists

- Physiotherapists
- Pupil Referral Service (PRS)
- Physical, Sensory & Medical Service
- Traveller Education

In addition, important links are in place with the following organisations:

- The Careers Service
- The LA
- Specialist services
- The business community
- Education Welfare Officer
- Social Services
- Health Services
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Partnership with parents

Welburn Hall School and residential setting firmly believes in developing a strong partnership with parents and that this will enable children and young people to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school will make available, to all parents details of the parent partnership service available through the LA.

The voice of the child

Welburn Hall School believes that all children should be involved in making decisions, where possible, right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter ... Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during their school years.

At Welburn Hall School, we encourage pupils to participate in their learning by:

- Negotiating a termly target to work towards for their IEP
- Taking an active part in their transition plan as Welburn Hall School follows the scheme for Person Centred Planning.

Equality of Opportunity

All children regardless of gender have equal access to the curriculum.

Hazel Smith

Guidelines for the Annual/Transition Review of Statements of SEN

A list of review dates will be compiled prior to the start of each academic year. A number of pupils will be reviewed on each date and these will be arranged throughout the year at regular intervals. Whenever possible review dates will be as near to twelve months following the preceding one. Transition reviews will take place when a pupil is in Yr9.

A copy of dates will be circulated to all professionals involved at the start of the year. Reminders and requests for information will be sent to all those involved in the review, including those with parental responsibility, two months prior to the review meeting. Parents will be sent a form to record their views at this stage. Pupils will complete a report form prior to the review meeting with the help of their class tutor. Class tutors are also responsible for ensuring that information regarding IEPs, National Curriculum levels and future targets is available and up to date. Information for the review should be returned to the office no later than three weeks prior to the review date. The school will copy all information and circulate complete copies to all involved two weeks prior to the meeting.

Review meetings will normally take place in the conference room and will be scheduled to last a maximum of one hour.

Headings within the Annual Review pro-forma or EHCP will form the agenda for the meeting. In addition to providing written comments, pupils in Yr9 and above will generally be invited to attend and to contribute to the meeting. The class tutor will normally chair the meeting. The person chairing the meeting will produce a summary of the meeting, including targets set for the coming year and any amendments that need to be made to the Statement, using the form previously mentioned. This report will be copied and circulated to all concerned within two weeks of the meeting along with a copy of the latest IEP.

Targets set at the meeting will be disseminated at Care and at Staff Meetings and will be reflected in the pupil's IEP.

A folder is maintained that lists any action points resulting from Annual Review/EHCP meetings.

This document has been compiled using guidance from the LA and from the SEN Code of Practice.

Reviewed and amended – April 2014