

## **HEREFORD ACADEMY POLICY FOR SPECIAL EDUCATIONAL NEEDS**

**This policy accepts the definition of SEN as set out in the Revised Code of Practice 1:3 (page 6)**

### **Definition of Special Educational Needs:**

Pupils have special educational needs if they have a ***learning difficulty***, which calls for *special educational provision* to be made for them.

Pupils 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 education authority
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

### **1. Aims and Objectives**

- 1.1 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed by the LEA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

- 1.3 Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.

## **2. Responsible Persons**

The 'responsible person' for SEN is, Mr. J. Sheppard,  
Chair of Governors and SEN Governor

- 2.1 The person co-ordinating the day-to-day provision of education for pupils with special educational needs is Mrs. C. Atkinson, [Head of Learning Support].  
(ref Code 6.3.2 Secondary)

### **The role of the Head of Learning Support (HLS)**

The Head of Learning Support (HLS), in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEN. The key responsibilities of the HLS may include:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers
- managing the SEN team of learning support assistants
- coordinating provision for pupils with special educational needs
- overseeing the records on all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, the Connexions PA, health and social services and voluntary bodies.

Assistant Head Teacher SEN is Mrs. S. Kowal

Head of Specialist Route is Mrs. J. Westoby

Head of the Learning Support Unit is Mrs. P. Phillips

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## **3. Admission and Inclusion**

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such The Hereford Academy adopts a 'whole school approach' to special educational needs, which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

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### **Specialist Provision**

The Hereford Academy has the following specialist provision:

- an internal Learning Support Unit for KS3 pupils to help integrate pupils might have difficulties with High school
- a Learning Centre for KS3 pupils
- Competency based curriculum for Year 7 & 8
- Seclusion Unit – The Seclusion Unit is for pupils who are at risk of exclusion.
- SuccessMaker is an integrated learning system available to pupils who would benefit with extra help with spelling, maths concepts and skills and reading.
- Specialist Route KS4 to enable KS4 pupil an alternative curriculum.
- Head of Learning Support – Specialist Qualifications

Post Graduate Diploma SpLD for teachers of pupils with SpLD  
Post Graduate Diploma SENCO

## **4 Access to the Curriculum**

- 4.1 The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and Head of Learning Support will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
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Learning Support Workers are attached to Years & curriculum areas to enable pupils with SEN to be included in mainstream.

HLTA – To support underachieving girls at KS4

Learning Mentor – To support pupils with emotional/educational difficulties

Learning Support Workers are available at break/lunchtimes for pupils who have difficulties in a designated area.

Head of Learning Support available at break/lunchtimes in Room 16.

5. **Providing the graduated response at “School Action” and “School Action Plus”**

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent EBD difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will place the pupil at “School Action” and support that is additional to and different from the differentiated curriculum will be provided through an Individual Education Plan (IEP) in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies

The resources allocated to pupils (see 7) who have non-statemented Special Educational Needs will be deployed to implement these individual education plans at school action as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. (See also 8, 11 and 12)

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8, the IEP will be amended accordingly and the

pupil will be moved to "School Action Plus".

**School Action Plus** is characterized by the involvement of external services such as special needs advisory teachers, educational psychologists etc. A request for help from external services is likely to follow a decision taken by the Head of Learning Support and colleagues, in consultation with parents, at a review of the child's IEP. At *School Action Plus* external support services will usually see the child, so that they can advise subject and pastoral staff on new IEP's, with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for *School Action Plus* could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- When school seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting IEP for the pupil will set out new strategies for supporting the pupil's progress with the strategies specified in the IEP, implemented, at least in part, in the classroom setting. Delivery of the IEP will remain the responsibility of subject teachers.

If the Head of Learning Support and the external specialist consider that the information gathered about the pupil is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the pupil's parents will be sought.

## 6. Identification and Assessment – a graduated response

## 6.1 **School request for statutory assessment**

For a few pupils the help given by schools through *Action Plus* may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LEA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LEA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:

- the school's action through *School Action* and *School Action Plus*
- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement by the social services or education welfare service.

When the LEA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

### **Statutory Assessment of Special Educational Needs**

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs.

The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a **statement of special educational needs**.

A statement of special education needs will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs

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- identify the special educational provision necessary to meet the pupil special educational needs
  - Identify the type and name of the school where the provision is to be made
  - Include relevant non-educational needs of the child
  - Include information on non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

#### **Annual review of a statement of special educational needs**

All statements will be reviewed at least annually with the parents, the pupil, the LEA and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in year 9 will be particularly significant in preparing for the pupil's transition to employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young persons statement and draw up and review the Transition Plan. This must involve the Connexions Service. (Details 9:45 Code of Practice 2001).

- 6.2** Identification of special educational needs will be undertaken by all staff through the Head of Learning Support and the appropriate records and LEA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary pupils will be referred to the special educational needs co-ordinator for diagnostic testing to construct a profile of the child's strengths and weaknesses.
- 6.3** The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews will be held once a year. Additionally, the progress of children with a Statement of Special Educational Needs will be reviewed annually, as required by legislation.

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### **Individual Education Plans**

Strategies employed to enable the pupil to progress should be recorded within an Individual Education Plan (IEP). The IEP should include information about:-

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to or different from the differentiated curriculum provision and will focus on three or four individual targets to match the pupils needs. The IEP will be reviewed at least twice a year when parents' views on their child's progress will be sought. The pupil also will be invited to contribute to the review process and be involved in setting the targets.

- 6.4** Detailed records will be kept of the pupils receiving extra teaching support. These will include:

The regular administration of informal reading inventories designed to provide a profile of reading achievement, phonic check-lists, detailed records of work and the results of standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

### **7. Resources**

- 7.1 The school is allocated funds for pupils without a statement of SEN. These funds are devoted to the purchase of: teaching hours, teaching assistant hours, and specialist equipment.

- 7.2 The school supplements this with funds from the base budget. There is also Standards Funding for SEN.

- 7.3 WE should outline here the principles or criteria which guide the governing body in allocating resources e.g. Placement at "School Action Plus" or "School Action", Reading Quotients, Teacher Recommendations, SATs, Teacher Assessments. In the Code of Practice – WE should select or add to the list as appropriate.

Currently the school has  
"57" pupils on school action  
"184" pupils on school action plus

- 7.4 The Local Education Authority makes funds available to the school to support the pupils who are the subject of statements under the terms of the 1996 Education Act. This is converted into:

3 HLTAs  
20 Learning Support workers  
1 Learning Mentor

Currently the school has "37" pupils who are the subject of statements

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**8. Liaison**

**Parents will always be informed when an external agency becomes involved with their child.** (See also 11)

8.1 Regular liaison is maintained with the following external agencies for pupils at “Action Plus” and pupils with statements of Special Educational Needs [as applicable]

Psychological Services Social Services Audiology Service Service for the Visually Impaired Health Service Welfare Service Connexions Education Out of School Services Looked after children officer Reintegration officer Special Education Section Parent Partnership Service EASL	}
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8.2 The school has links to feeder primary and other schools and liaison is maintained particularly with regard to Transition issues.

8.3 The named governor for SEN is:  
The school has an AEN link team with representatives from all departments within the school.

**9 Arrangements for the Treatment of Complaints:**

The procedure for managing complaints is:

Parent or Guardian to contact Mrs. C. Atkinson who will in turn telephone the same day and arrange either support over the phone or arrange to have a meeting to discuss concerns.

**10. Staff Development**

10.1. In-service training needs related to special educational needs will be identified by the Director of Strategy in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

**11. Working with Parents**

- 11.1. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- 11.2. Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service.
- 11.3. As mentioned in '8' above, parents will be fully consulted before the involvement of LEA support agencies with their children, and will be invited to attend any formal review meetings at all stages

## **12. Pupil Participation**

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans. Steps will be taken to involve pupils in decisions which are taken regarding their education..

## **13. Evaluating Success**

- 13.1. **This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' IEP, progress review and/or annual review. In addition evidence will be gathered regarding:**

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- The number of children participating in home/school reading schemes
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-statemented special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements.