

SPECIAL EDUCATIONAL NEEDS POLICY
COPLEY HIGH SCHOOL
REVISED JUNE 2006

This policy is consistent with Tameside Council's policy for meeting Special Educational Needs in line with the code of practice which forms part of the Education Act 1996 and the new Code of Practice effective from January 2002.

Many of the issues raised in this document are covered in more detail and much more comprehensively in Tameside's documents 'Policy and Practice, operational procedures', 'Index for Inclusion', 'Developing learning and participation in schools' and the Special Educational Needs Code of Practice November 2001. Ref DFES 581/2001.

Definition of Special Educational Needs

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age: or
- Have a disability which prevents or hinders them from making use of the 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 above definitions or would do so if special educational provision was not made for them.

Children 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.

Special Education provision means:

- For children 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 maintained schools by the council, other than special schools in the area.
- For children under two, educational provision of any kind.

(See Section 312, Education Act 1996)

Further definitions in the Children Act 1989 and the Disability Discrimination Act 1995

- A child is disabled if he is blind, deaf or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.
(See Section 17 (11), Children Act 1989)
- A person has a disability for the purposes of this act if he has a physical or mental impairment, which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.
(See Section 1 (1), Disability Discrimination Act 1995)

HOW

The Warnock report and the 1981 Education Act recommended a radical change in the approach to the concept of Special Education. No longer is a child to be assessed as having a handicap but rather their individual needs are to be assessed and provision made to meet those needs. This philosophy has subsequently been reinforced in both the 1993 and 1996 Acts.

Such action will need to be monitored, reviewed and evaluated regularly to ensure it remains consistent with the child's needs. Once identification has been made, the next step is to assess and prioritise those needs. After identification, assessment will need to be translated into practical plans for intervention; these will follow the new time limits laid out in the Code of Practice 581/2001. Needs must be identified, prioritised and recorded.

In order to meet these specific requirements the procedures and the implications of the 1996 Education Act and the revised Code of Practice 2001 have been incorporated throughout this document.

PRINCIPLES

Our underlying philosophies for the education of children with special educational needs are no different from those that are applicable to the school as a whole. We wish to deliver a broad and balanced education, pivoting on the national curriculum, to all of our students whenever possible and our aims include:

- The development of every student to their full potential.
- The need to value, nurture and encourage every child.

- The involvement of the students themselves and their families in a real partnership between home and school.

If these principles are to be realistic for students with special needs then it is vital that we also have certain specific objectives.

OBJECTIVES

Throughout school life we must expect that all of our students will achieve their full potential.

In order to help students with Special Educational Needs we must have:

- Strategies for early identification of students with Special Educational Needs.
- Teaching and organisational methodology for meeting student's Special Educational Needs.
- The identification and provision of resources needed for dealing with particular special needs. Some of these resources, human and material, should be externally provided when children are the subject of a statement.
- Recording systems which ensure progression and continuity between different age groups and different teaching groups. Systems to build positive relationships with junior schools to aid transition for our students into secondary education.
- Positive links with supporting agencies.
- A real partnership approach with parents.

WHY

So that each student can have equality of opportunity to benefit from the school's curriculum so that they can develop their educational progress to the full.

- To identify students with problems and promote progress.
- To identify and use positive supportive strategies.
- To enable teachers to teach more effectively.
- To give a framework for action.
- To work in co operation with parents.

- To provide information for Governors.

WHO

Having identified an individual student as having a Special Educational Need, it is the role of the subject teacher in the first instance to provide in his or her subject area the educational provision most appropriate to those needs. By definition, such provision will be additional to, different from, the general educational provision provided within the student's class or teaching group.

This will obviously involve planning and the formation of appropriate action designed to meet the specific needs of the students. This will involve the individual teacher in a process of planned intervention. Once a Special Educational Need has been identified all subject teachers should follow assessment procedures to ensure continuity of provision and approach. This will be co-ordinated at all times by the teacher with responsibility for Special Educational Needs within the school. This teacher is known as the SENCO (Special Educational Needs Co-ordinator).

PARENTAL INVOLVEMENT

In line with the revised Code of Practice, we recognise that parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. It is therefore essential that all professionals (school, Council and support agencies) actively seek to involve parents in our work and value the contributions that they may make.

The school's work can be made more effective when parents are involved and account is taken of their wishes, feelings and perspectives on their child's development. This is particularly so when a student at our school has Special Educational Needs. All parents of students with Special Educational Needs should be treated as partners in the education of their children.

We will help them to:

- Recognise and fulfil their responsibilities as parents and play a full, active and valued part in their child's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making process about Special Educational Provision.
(Revised Code of Practice 2001)

THE ROLE OF GOVERNORS IN CONNECTION WITH SPECIAL EDUCATIONAL NEEDS

Following publication of the revised Code of Practice 2001, governors have important responsibilities towards students with special needs.

The governing body must:

- Do its best to ensure that the necessary provision is made for any student who has been identified as having Special Educational Needs.
- Ensure that, where the 'responsible person' - the Head Teacher or the appropriate governor - has been informed by the council that a student has Special Educational Needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those students who have Special Educational Needs.
- Consult with the Council and the Governing Body of other schools when it becomes necessary or desirable in the interest of co-ordinated Special Educational Provision in the area as a whole.
- Ensure that students with special educational needs join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the special educational provision that their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for students with Special Educational Needs.
(Section 317 Education Act 1996)
- Have regard to the Revised Code of Practice 2001 when carrying out its duties toward all students with special educational needs.
(Section 313 Education Act 1996)
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In relation to SEN the governing body should make sure that:

- They are fully involved in the developing and monitoring of the school's SEN policy.
- All governors especially any SEN governors are up to date and knowledgeable about the school's provision, including how funding, equipment and personal resources are deployed.
- SEN provision is an integrated part of the school development plan.
- The quality of SEN provision is continually monitored.

RESPONSIBILITIES FOR SEN AND ADDITIONAL NEEDS

The Headteacher Mr J Joyce

Governor for SEN Mrs C Medcalf

SENCO Mr T Andrews

(Responsible for the daily operation of the school's SEN policy and maintaining the register)

Specialist Support Teacher Mrs P Clayton

(Responsible for maintaining, delivering and updating programmes of work for students with statements of Special Educational Needs)

Learning Mentor Mrs J Clifford

Learning Mentor Mrs C Woolliscroft

Special Support Assistant Mrs T Gee

Classroom Assistant Mr G Norton

Classroom Assistant Ms J Simms

Literacy Assistant Ms V Hilton

Literacy Assistant Ms V Chadderton

Numeracy Assistant Ms T Pashley

Numeracy Assistant Ms A Uttley

EBD Support Service Ms S Finn

EXTERNAL SUPPORT AGENCIES

EMAT Ms E Haslam

EBD Outreach Team	Ms H Hobday
Educational Psychology	Ms M Bullock
Education Welfare	Ms S Ibbotson
Parent Partnership	Ms D Wood
Hearing Impaired	Ms S Lee
Visually Impaired	Ms S Lee
SEN Adviser	Mr M Ironmonger
SEN Officer	Ms C Bibby
Assistant Officer	Ms S Cooley

ALL TEACHING AND NON TEACHING STAFF

All teaching and non teaching staff should be involved in the development of the school's SEN policy and be fully aware of the school's processes for identifying, assessing and making provision for students with SEN.

(Revised Code of Practice 1.39 2001).

All teachers have responsibility for:

- Setting suitable learning challenges.
- Responding to student's diverse needs.
- Overcoming potential barriers to learning and assessment.

Further responsibilities are to:

- Meet the individual needs of all students by differentiating the curriculum.
- Once identified, provide interventions that are additional to or different from those provided as a part of the school's usual differentiated curriculum. (School Action).
- Co-ordinate with the SENCO to ensure that strategies detailed on action plans are being delivered and that IEP's are evaluated.

LEARNING SUPPORT DEPARTMENT

The department will deliver the statutory requirements of those students who have a statement of SEN and will support any other student who comes within the remit of the

revised code of practice. This support will vary depending on the needs of the individual. This usually involves a 'mixed economy' of in class support and withdrawal work for some of those at School Action and School Action Plus and those whose reading age falls significantly below their chronological age. These students are also offered support through school literacy initiatives and extra curricular activities such as Homework Clubs.

Information within the department is communicated to departmental staff through representatives for SEN at regular meetings and through staff briefings. In addition the SENCO will attend Policy Committee meetings, Pastoral meetings, Student Support and Guidance meetings and any SMT or Executive meetings as required.

TRAINING AND INSET

The SENCO will, in conjunction with the Senior Management Team and Training Officer for the school, develop a performance management and appraisal strategy for the continued development of all the Mentors and Classroom Assistants. Training courses attended will be maximised by feedback to all staff either in departmental time or as a part of the school's INSET programme. New teaching staff and classroom assistants will be given induction time to enable familiarisation with working practices and procedures. All staff will receive as part of their training a flow chart showing the progression and implementation of the school's SEN policy.

THE REVISED CODE OF PRACTICE FOR SEN

Differentiated Support

- The ways in which a school meets the individual needs of all students through a differentiated curriculum.

This is a department focussed support base in which subject teachers present to their classes differentiated materials. Students who cause initial concern regarding access or progress should be initially discussed within the department and dealt with via a simple action plan or agreed action. The subject teacher at this point has primary responsibility for meeting the student's needs. A record should be kept of action taken, targets set, strategies attempted and progress made. If satisfactory and sustained progress has not been made as a result of these simple interventions, the Head of Department should refer the student to the SENCO for possible inclusion on the SEN register at School Action Stage.

SCHOOL ACTION

The triggers for intervention through School Action are the teacher's or other's concerns, underpinned by evidence about a student who, despite receiving differentiated learning opportunities;

- Makes little or no progress even when teaching approaches are targeted at an identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some areas of the curriculum.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

At this stage an Individual Education Plan (IEP) will be drawn up to employ strategies to enable the student to make progress.

The IEP will include information about:

- The short term targets set for the student.
- The teaching strategies to be used.
- The provision to be put into place.
- When the plan is to be reviewed.
- Outcomes (To be recorded when the plan is reviewed).

Curriculum areas will be sent copies of these IEPs and departmental reps will maintain a file to be made available for all who may teach the student. LSU staff will also teach and monitor the student. Interventions will take place that will be tailored to meet the needs of the student and reflect the targets in their IEP.

Regular reviews of the IEP will be held, ideally every six months or at every parent consultation evening. The student and their parents will be asked to evaluate the effectiveness of the interventions. Should it be felt that the student is progressing well, they could be returned to working within the differentiated support structure, they may be kept at School Action and the targets revised, or, if no progress is felt to have been made they may be referred to School Action Plus.

SCHOOL ACTION PLUS

After having reviewed a student's IEP and little or no progress having been made, a decision will be made by all parties concerned to request help from external services. The triggers for school action plus are that, despite receiving an individual programme and/or concentrated support, the student:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at national curriculum levels subsequently below that expected of students of a similar age.

- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which subsequently and regularly interfere with their own learning or that of the class or group, despite having an individual behaviour programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice, providing direct intervention to the student 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.

New IEPs are created with input from outside agencies and again will be reviewed at six monthly intervals as before.

Teaching staff will continue to contribute to the new IEPs, and the student will continue to receive extra support from the LSU team (including small group withdrawal) as well as from any appropriate external agencies. At review again the student can be moved back to School Action stage or to differentiated support should their progress warrant this. It is at this stage that after the involvement of the Educational Psychologist, if the student's progress is still causing concern the school should consider statutory assessment.

SCHOOL REQUEST FOR STATUTORY ASSESSMENT

For those students who, despite the help given to school through action plus, continue to experience and have barriers to learning, the school will consider asking the council to initiate a statutory assessment. When this decision is made the school will provide written evidence or information about:

- The school's action through School Action and School Action Plus.
- Individual action plans for the student.
- Records of regular reviews and their outcomes.
- The students health details and 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 the student.
- Involvement of other professionals.
- Any involvement by Social Services or Education Welfare services.

The school manages the statement of special needs, through the assistance of the Council's Inclusion Service, and the specialist support teachers within the Learning Support Unit. The unit provides the monitoring and updating of provision. Both the SENCO and the specialist literacy teacher deliver the programmes for all statemented students.

INCLUSION STATEMENT

The council has committed itself to raising the achievement of all our students in our schools. Meeting their needs in increasingly inclusive educational settings forms an essential part of this commitment and compliments the government initiatives (DFES Circular 10/99 Social Inclusion, DRC Code of Practice - Schools, Inclusive Schooling - Children with SEN, Index for Inclusion and the council's Matching Provision to Need) all of which encourage the development of more inclusive practices in all schools.

Copley High School will endeavour to follow the guidelines and is fully committed to inclusive practices.

DISABLED ACCESS

Since September 2002 schools must:

- Not treat disabled pupils less favourably, without justification, for a reason which relates to their disability.
- Make reasonable steps to ensure that disabled students are not placed at a substantial disadvantage compared to other students who are not disabled (but there is no duty to remove or alter physical features or provide aids or services).
- Plan strategically for and make progress in improving the physical environment of schools for disabled children, increasing disabled students participation in the curriculum and improving the ways in which written information which is provided to students who are not disabled is also provided to disabled students. (Para 11 DFES Inclusive Schooling).

Copley High School's disabled access is regularly reviewed in line with Council policy.

BARRIERS TO LEARNING AND PARTICIPATION

Within the index for inclusion, the concept 'Special Educational Needs' is replaced by the term 'Barriers to Learning and Participation'. Consequently inclusion is seen to involve the identification and minimizing of barriers to learning and the maximizing of resources to support learning participation.

LINKS WITH OUTSIDE AGENCIES

The SENCO consults formally and informally with a range of agencies, i.e. health, social and welfare services. They may provide the school with advice, resources, observations, diagnosis, extra training, programmes of work or whole school INSET training. The arrangements for the Educational Psychologist and EMAT are detailed in service level agreements. These agencies may be:

Educational Psychology
Education Welfare Service
Emotional and Behavioural Outreach Team
Advisory Teachers and Advisers
English As An Additional Language (EMAT)
Parent Partnership
Hearing Impaired Service
Visually Impaired Service
Occupational Therapy
School Medical Service
Social Services
Child and Family Psychology
Hospital School
Education Resource Team (Looked after Children)
Speech Therapy
Physiotherapy

In addition the SENCO will consult with any school a student transfers to or from, either locally or nationally.

Any voluntary or charitable organisation involved with a student who approach us.

LINKS WITH OTHER SCHOOLS

When a student transfers from Copley High School we will ensure that all relevant records are up to date and forwarded to the receiving school as soon as possible. If necessary we will contact the school by telephone and offer to speak to their SENCO.

Similarly, when we receive a student whom we feel might have special educational needs we will contact the student's previous school, consult with their SENCO and request that all relevant records are forwarded to us as soon as possible.

The SENCO will liaise with all feeder primary schools at KS2-KS3 transition to ensure all relevant records and materials are passed on. The school will offer an opportunity for primary SENCOs and classroom assistants to have input into their students transition. Copley High School has strong links with most Special Schools and the Pupil Referral Unit, we have aided several students from these establishments to attempt transition back to mainstream with some notable success.

The SENCO will continue to maintain contact and good working relationships with other SENCOs via SEN Networks and training events.

COMPLAINTS PROCEDURE

Copley High School's complaints procedure is consistent with the positive school ethos and every parent with concerns is encouraged, in the first instance, to access the SENCO via the Learning Support Department, then the Senior Management Team, Headteacher and Governing Body. If the matter is still not resolved the parent has the right to take up the matter with the Council. Please see the school's general complaints procedure.

School will on all occasions of a dispute or complaint refer the parent/carer to the Parent Partnership Co-ordinator regarding disagreement resolution and the provision of independent advice.

MONITORING, EVALUATION AND PROGRESS

Students will be monitored and evaluated through:

- Departmental meetings.
- School Progress Reports.
- Round Robins (Subject Review Records).
- Standardised Testing.
- Regular reviews for students on the register of SEN.
- Statutory reviews for students with statements of SEN.
- Statutory Attainment Tests.
- IEP review in line with the SEN Code of Practice.

Progress will be defined as when a student:

- Closes the attainment gap between the student and the student's peers.
- Prevents the attainment gap growing wider.
- Matches or betters the student's previous rate of progress.
- Ensures access to a full curriculum.
- Demonstrates an improvement in self help, social or personal skills.
- Demonstrates an improvement in their behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

REVIEW

This policy will be reviewed before Summer 2007, in conjunction with the Governors, Headteacher, SMT and SENCO.

GLOSSARY

Annual Review: the review of a statement of special educational needs which the council must make within 12 months of issuing the statement or its last review.

Education Welfare Officer: a person employed by the council to help parents and schools meet their statutory obligations in relation to school attendance.

Graduated Approach: a model of action and intervention in schools and early education settings to help children who have special educational needs. The approach recognises that there is a continuum of special needs provision and that where necessary increasing specialist expertise should be brought to bear on the difficulties a child may be experiencing.

EBD: emotional and behavioural difficulties.

Individual Education Plan: the IEP is a planning, teaching and reviewing tool. It should be a live working document for all teaching staff. It records key short term targets and strategies for an individual student that are different from or in addition to those already in place for the rest of the group or class.

Learning Mentors: school staff who work with teaching and pastoral staff to assess, identify and work with those students who need extra help to overcome barriers to learning both inside and outside school.

Classroom Assistants: A widely used job title for an assistant providing in-school support for students with special educational needs and/or disabilities. A classroom support assistant will normally work with a particular student or students providing support for the student/students and assistance to those teaching them. The DFES may classify them also as Teaching Assistants or Learning Support Assistants.

National Curriculum: this sets out a clear, full and statutory entitlement to learning for all students, determining what should be taught and setting attainment targets for learning. It also determines how performances will be assessed and recorded.

Parent: under section 576 of The Education Act 1996 a parent includes any person who is not a parent of a child but who has parental responsibility, or who cares for him/her.

Parent Partnership Service: provide advice and information to parents whose children have special educational needs. They provide neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education.

Responsible Person: The Headteacher or appropriate governor, i.e. the chairperson of the governing body unless the governing body has elected or designated another governor for the purpose.

SEN: Special Educational Needs.

SEN Co-ordinator: a member of the school staff who has responsibility for co-ordinating SEN provision within the school.

SMT: Senior Management Team.