

SPECIAL EDUCATIONAL NEEDS POLICY

The named person responsible for co-ordinating the day-to-day provision of the education for students with special educational needs is the SENCO and Interventions Manager: John Poole: Contact John.poole@chippingsodbury.school or Tel: 01454 862900

SLT link for SEN is Gareth Millington:
Contact Gareth.millington@chippingsodbury.school or Tel:01454 862900

AS Access Centre Manager is Annette Box:
Contact Annette.Box@chippingsodbury.school or Tel: 01454 862890

The Special Needs Governor is Frances Turner

Rationale

Chipping Sodbury School is committed to meeting the needs of students with special educational needs within the guidance offered by the Special Educational Needs 2014 Code of Practice.

All teachers are teachers of SEN and the first response to a student's lack of progress should be high quality teaching targeted at their area of weakness.

It is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all students and therefore this is a whole school responsibility requiring a whole school response. The school acknowledges that effective management of the school ethos, the learning environment, and curricular, disciplinary and pastoral arrangements are key to meeting students' needs.

Contextual Information

Chipping Sodbury School is an 11-18 mixed comprehensive. Setting and mixed ability teaching is used throughout the school. In KS3 and KS4 groups of students are identified to support students with SEN and these students may have differentiated timetables according to their need. Students with SEN are identified through the SEN register and SEND referral forms and supported by a Student Passport, appropriate grouping, in-class and withdrawal work or 1:1 mentoring as deemed necessary. Pastoral support works with faculties, parents and SEN to develop individual support packages to support as necessary.

The Learning Base

The Learning Base is able to offer small group and 1:1 support on a longer term basis to meet more significant needs, both in terms of academic and emotional support. This facility offers before school, break and lunchtime support.

The Access Centre

The Access Centre is a specialist provision for students on the Autism Spectrum. It is designed to meet the specific needs of students who benefit from a nurturing learning environment which takes account of their individual communication, social interaction, and sensory needs.

Staff at the Access Centre are experienced and skilled at working with young people on the Autism Spectrum. There is also a team of subject teachers from our mainstream school timetabled to teach in the Centre contributing their expert subject knowledge whilst working in close partnership with the Centre staff. The Centre Team also includes a Speech and Language Therapist, an Occupational Therapist and a CAMHS worker who meet regularly with students, families and staff to share their knowledge and expertise.

Programmes of support are devised within this multi-professional team ensuring a consistent, structured approach to learning and positive outcomes for the students.

Aims

- A student with special educational needs will have their needs met.
- The special educational needs of a student will normally be met in mainstream settings.
- The views of both the student and parent will be taken into account.
- Parents/carers will have a vital role to play in supporting their student's education.
- Students with special educational needs will be offered full access to a broad, balanced relevant curriculum.
- To raise the aspirations and expectations for all students with SEN.

Objectives

- Quality first teaching is the basis of all SEN support at Chipping Sodbury School.
- All staff strive to know and understand the special needs of the students they teach, referring to specialist support documentation, for example, Student Passports, Support Plans, SAFed delivery plans.
- Plan appropriate, engaging and meaningful learning opportunities which take into account the special needs of the students.
- Share lesson plans and schemes of work with Teaching Assistants and plan meaningful in-class support.
- Highlight the special needs of the students within a seating plan as part of their AFL using the appropriate coding, e.g. K,S,E,C.
- Ask for help, support and guidance from Teaching Assistants, Interventions Manager/ SENCo, House Coordinators, Heads of House and tutor.
- Raise students' unidentified needs with Heads of Faculty via the SEN referral form for discussion with Interventions Manager/ SENCo.
- The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all students using the following key principles:
 1. Setting suitable learning challenges.
 2. Responding to students' diverse learning needs.
 3. Overcoming potential barriers to learning, including assessment for individuals and groups of students.

Identifying Students with Special Educational Needs

The Code of Practice 2014 refers to the four broad categories of need:

- Communication and interaction (SLCN, ASD)
- Cognition and learning (MLD, SpLD)
- Social, emotional and mental health difficulties.(anxiety, self-harming, ADHD, ADD Attachment Disorder)
- Sensory and/or physical needs(VI,HI)

Identification of students' needs within school will be done through close liaison between Heads of Faculty, House Coordinators, Heads of House and the Interventions Manager. It is important to recognise the needs of the whole child and not just the SEN need.

The School's SEN register will maintain a record of the students' Code of Practice Stage: for example, SEN support, C (classroom differentiation) and Statemented or EHCP Students. The School will also store this coding on the Information Management System SIMS and provide this on data trackers.

The school will use a graduated response to SEN support

All teaching staff should be familiar with and use the Assess-Plan-Do-Review cycle to continually evaluate the support given to SEN students and be able to adapt to their needs.

- Exploit best practice when devising interventions. Interventions will be reviewed regularly.
- Provide opportunities for training and updates for staff, for example, via the School CPD Programme.
- Uses a graduated response to students with special educational needs, acknowledging that there is a continuum of special need and offer a wide range of strategies in response to these needs. (Assess-Plan-Do-Review).
- Provide provision for students that will match the nature of their needs.
- Review the SEN register regularly and assess students' needs, support plans, statements and progress.
- Assess students, particularly those in Year 7, on entry to ensure they build on the pattern of learning and experience already established during schooling.
- Make good use of the information passed on by their previous schools.
- Involve the student and parent in planning and agreeing strategies via the student passport, SEN Parents' Evening and annual review process that develop and implement a joint learning approach, including signposting parents/carers to support networks.
- Work closely with outside agencies offering a co-ordinated multi-disciplinary approach to meeting students' needs.

Managing Students' Needs on the SEN register

The SEN register is reviewed twice a year in line with the updating of student passports. Students may be added or removed from the register at any time deemed appropriate.

All teachers are responsible for evidencing progress of SEN students and to use the information provided on the student passport to enable this.

The SEN team will monitor and evaluate the progress of SEN students at review points during the school year. SEND referral forms are available for staff to use to support this process.

The level of provision is decided upon after discussion between the student support team, parents and students. The school's SEN offer further describes provision provided by the school. See appendix A.

If the school feels they are unable to meet the needs of any student within school or further advice is required then external agency support is sought. This will usually be done through the First Point referral process.

If it is decided additional funding is required through the high needs funding block the school follows the EHCP local authority process. This will usually happen after discussion at the Interventions Meeting with senior staff, SENCo., members of the student support team, along with student and parent.

Training and Resources

SEN is funded through the basic per-pupil entitlement and notional SEN budget (based on the South Gloucestershire Council formula which includes deprivation and prior attainment factors) with more complex needs met through high needs block funding.

Training is identified on an annual basis for all staff and funding is met through the whole school CPD budget. Extra training needs may be identified through the School Development Plan.

Roles and Responsibilities

The role of the SEN Governor is to have an overview and understanding of SEN policy and practice in school. They will be an advocate for the SENCo on governing body committees and be aware of current practice in school. It is good practice for the SENCo and governor to meet at least once a year.

Teaching Assistants are deployed regarding individual and group need and managed by the SENCo.

The designated teacher for child protection is Katherine Turner

The designated member of staff responsible for looked after children is John Poole (SENCo) and the student advocate for LAC is Tracey Roberts (Teaching assistant).

Information Supporting Implementation of the Special Educational Needs Policy

Arrangements for co-ordinating the provision of education for students with special educational needs are as follows:-

- The SENCo works closely with both the Student Support Team and the Leaders of Learning Team.
- The SENCo reports to the Governing Body on the work being undertaken, progress of students and developments needed.
- The Special Needs Governor meets with the SENCo each school year.
- A member of the Inclusion Team attends mentor, faculty and House meetings, where appropriate.
- All staff can access learning support guidance files at anytime through the Shared Documents area or OSCAR. This contains reference materials on the main types of learning difficulties faced by students and details of general guidance on how to approach planning for the needs of SEN students should be approached.
- Liaison with outside agencies for students with emotional and behavioural needs is co-ordinated via the Intervention team meeting, which is held every term.
- The Inclusion Team meet regularly to review student progress and co-ordinate provision.
- The main document co-ordinating students' support is their Pupil Passport. All staff must ensure that they have read and can implement strategies on the students' PP.
- Inclusion staff work to implement students' PPs and support staff in their efforts to do so.
- Parents/carers receive a copy of their child's PP reviews and are invited to contribute to them at the SEN Parents' Evening which is held once a year.
- All statemented students receive at least one additional formal review of their statement per year.
- Parents/carers are encouraged to contact the school if they wish to discuss their child's needs.
- The Interventions Manager will be the external link person for many agencies, for example, traveller and ethnic minority education services, Children in Care and Educational Psychologists.

Admission arrangements

- Admission arrangements for students with SEN who may or may not have statements of SEN are essentially the same as for other students wishing to come to Chipping Sodbury School. However additional consultation and support is offered to these students and their parents/carers.
- The local authority will assess Year 6 into 7 students with statements of SEN or ECH plans, in consultation with parents/carers and primary colleagues, to ascertain whether a student's needs may be met in a mainstream comprehensive school. A revised

statement is then issued and the School's Governing Body is consulted as to whether they consider that the School is able to meet the student's needs.

- The Interventions Manager/SENCo visits all primary schools that have students with SEN who are about to transfer to the School and creates a programme of supportive induction, for example, an additional tour, meetings with key staff such as House Coordinators, liaises with Heads of Faculty, attends Year 6 annual reviews.
- In-year admission will take part in the normal student induction process and therefore will have needs highlighted through this process.
- Admission arrangements for the Access Centre are through referral by the Local Education Authority. Staff at the Centre recognise and appreciate that transition and change to a new learning environment can be a highly stressful time for students and their families. We do our utmost to ensure anxiety is kept to a minimum by listening to students' concerns, adopting a flexible, patient and caring approach, whilst planning with families and other multi-agency professionals.

Specialist Provision and Facilities

The Learning Base

The School has a Learning Base which consists of a Higher Level Teaching Assistant and a small group work space. A larger second room provides computer access and a teaching space. The Learning Base's function is to provide individualised and small group work in order to support learning within the mainstream classroom.

The School offers support to students with SEN in some of the following ways:

- Support in the classroom – this occurs across the entire curriculum
- Liaison and joint working with external agencies
- Withdrawing groups or individuals for literacy skills/ Toe by Toe programme
- Paired reading schemes
- Social skills groups
- 1:1 Mentoring
- Alternative curriculum pathway in KS4 taught by specialist teachers
- Homework lunch-time club
- Co-ordination group
- Social Inclusion support
- Breakfast clubs
- Circles of Friends

The Access Centre

The Centre opened in April 2014 and is situated in the heart of Chipping Sodbury mainstream school. It comprises of small group rooms; a kitchen/dining room and a specially designed enclosed garden with outdoor gym equipment, and areas to explore, to plant, to sit and to play. In addition our students have opportunities for exclusive use of the main school facilities such as science labs, technology classrooms, music and sports facilities.

Approach to learning is through a tailored, personalised curriculum which sets out to build on the strengths of each student. Practice is reflective and flexible and targets for individuals are based on continuous assessment, evidence of their progress and learning outcomes. The team also work closely with families, meeting regularly, sharing information and strategies to ensure learning needs at home are also taken into account at school.

Curriculum

The personalised curriculum incorporates core subjects English, Maths, Science, ICT and PE as well as Art, Design and Technology, Food Technology, Humanities and Personal, Social, and Health Education (PSHE). There is also a keen emphasis on learning to learn and developing

functional skills for life. Students' views, opinions and interests shape their learning experience and are at the heart of planning process. Each student's timetable is individualised and the amount of time apportioned to each subject may vary according to need and ability. Students may be taught in groups, pairs or individually. The aim is to ensure each young person grows in confidence and independence, has the skills and opportunity to make informed choices, develop social and emotional awareness and has the best outcomes possible to fulfil their ambitions and potential.

Inclusion

Students benefit greatly from the discrete social and physical environment the Centre provides, yet in addition a sense of belonging to the whole school community is also promoted. Planned opportunities to take part in mainstream school events where beneficial are supported, as well as visits and trips with opportunities to access the local community facilities and work experience.

Every student in the mainstream school has received training on Autism as part of their education and reverse inclusion is encouraged. Students from mainstream school, keen to support, come to the Centre regularly to mix socially with their peers; an enriching experience for all involved.

Collaboration

The Centre team appreciate that parents know their children best; therefore forming trusting partnerships with families and other professionals is important to ensure the best possible outcome for each student. Excellent communication between school and home is paramount. Concerns are addressed in consultation and collaboration whilst students' achievements and successes are shared and celebrated. The annual review process is used to plan for the future, while regular parent/teacher review meetings and informal discussions allow for "catch up" time on latest accomplishments and sharing of information. Feedback on students' academic progress is in the form of a written report at the end of the Christmas term, Easter and summer. The Centre welcomes families and has an "open door" policy.

Dealing with Complaints

Arrangements made by the Governing Body relating to the treatment of complaints from parents/carers of students with Special Educational Needs concerning the provision made at the school.

Parents/carers are encouraged to discuss difficulties with staff at the School and every effort is made to accommodate their wishes. On rare occasions this may not be possible and then complaints should be addressed to the Head Teacher.

Conclusions

By effectively supporting the needs of students with specific learning needs, within school we are demonstrating our commitment to inclusive education.

Approved: May 2016
Review Date: May 2018

Linked Policies

Inclusion Policy
Equalities Policy
Anti-Bullying Policy
Curriculum Statement

APPENDIX A:

LEARNING BASE

PROCESS FOR ENTRY FLOW DIAGRAM

