

Oriel High School Special Educational Needs Policy

Date Amended: September 2018

Date of Ratification: 26.09.18

Next Review Date: September 2019

Principles

The provision and delivery of a broad based, balanced curriculum to students with special educational needs (SEN) is the responsibility of all teachers.

We acknowledge current legislation and recognise that a percentage of our children will have a special need at some stage in their school career. A number of children will have a Statement of Special Educational Needs or Education Health and Care Plan (EHCP).

Students in school have a special need if they have a greater difficulty in learning than the majority of children in their age group or if they have a disability which prevents or hinders them from making use of educational facilities.

The school operates within the structure of West Sussex County Council SEN and Inclusion Policy, SEN and Disability Act 2001, the SEND Code of Practice 2014, Every Child Matters and the National SEN Strategy: Removing Barriers to Achievement 2004.

Aims

- All students in the school are encouraged, valued and accepted equally, regardless of their ability and behaviour.
- All students are entitled to access a broad, balanced and relevant curriculum which is differentiated to meet individual needs and which enables all students to reach their potential through both the National Curriculum and the wider curriculum of school life.
- All parents/guardians/carers have a valuable contribution to make towards their child's development and learning.
- All students have a valuable contribution to make towards their own learning.

Objectives

- To identify at the earliest opportunity, using agreed school criteria, those children with special educational needs.
- To provide individually-designed and appropriate education programmes to meet the needs of students on School Support and those with Statements of Special Educational Needs/Education Health and Care Plans (EHCPs).
- To work together with parents/guardians/carers, students and external agencies where necessary, to ensure that any support that is given is appropriate.

Responsibility of Governing Body

The Governors, led by the link Governor for Special Educational Needs and Disabilities (Nic Allen) - will ensure that:-

- A policy for Special Educational Needs will be published annually with regard to the Code of Practice and that the Governors' Annual Report will include information on its success.
- Teachers are aware of the importance of identifying students and make proper provision using resources efficiently and effectively.

Involvement of Parents/Carers

Several brochures on special educational needs are published by the Department for Education and West Sussex Parent Partnership Service. Copies are available to parents, on request, from the Learning Support Department and are on display in the Reception Area of the School.

When a serious concern is first expressed in the school, it will be shared with the parents/guardians/ carers of the student.

Parents/guardians/carers are invited to be involved at all stages of their child's learning, and their concerns and evidence will be taken into account when supporting their child.

Arrangements for incorporating parent/guardian/carer's views are in place in the review and reporting procedure.

Parents may request assessment of their child's SEN.

Support is offered to parents/guardians/carers with reading, understanding and responding to school documentation and procedures. This includes the provision of signers and interpreters.

School Organisation

SEND provision is co-ordinated by Director of Learning, SEN (Brenda Rusling) and the Director of Learning, SSC (Claire Emsley), who maintain an up to date register of identified students.

Subject teachers and learning mentors are responsible for delivering high quality first teaching, differentiated as necessary, to enable all students in their classes, including students with SEND, to develop and make progress.

Training needs for the whole staff and individuals are identified within the school's staff development plan.

Admission arrangements for children with SEND are in line with West Sussex County Council's guidelines (see School Admissions Policy).

Funding received by the school will be targeted to identified students.

The Learning Support Department houses the Special Support Centre, with classrooms which are equipped to enable styles of teaching/learning suitable for small groups, pairs or individuals and to facilitate independent study. These rooms are also used by visiting professionals, e.g. educational or clinical psychologists, advisory teachers, speech and language therapists, physiotherapists and occupational therapists, when working with students.

The Special Support Centre is an integral part of the school.

The Learning Support Department acts as:-

- A consultancy base for those staff giving in-class support
- A resource centre for SEN materials and equipment
- A workshop for producing modified materials
- A base for counselling and/or sanctuary for students with personal/emotional problems which may be causing a barrier to learning.

Identification and Assessment of Students with SEN

Before transferring into Year 7, students who have been identified as having SEND are visited in their primary schools by Learning Support staff, to enable planning for transition and for future educational provision. Primary school SENCOs usually invite secondary colleagues to the Y6 Annual Reviews of students with EHCPs, and Oriol staff will attend these whenever possible. Parents/guardians/carers and prospective students are welcome to visit Oriol during Year 5 and/or Year 6, when they are deciding which secondary school placement to apply for; at this time an appointment may be made with Mrs Rusling or Mrs Emsley to discuss the provision which Oriol might make for their child.

All students, irrespective of age, are screened on entry in respect of literacy and numeracy, to assist in ascertaining the nature and extent of strengths and areas for development.

Where students fall behind or do not make expected progress, despite the provision of high quality teaching, they should be given extra support, which may include seeking advice from the Learning Support team. Specialist staff within the team may carry out observations and/or a range of assessments to help identify particular areas of difficulty. If a potential special educational need is identified, a graduated approach – assess, plan, do, review – is put in place to endeavour to remove barriers to learning. At this stage, the student will be regarded as being at School Support; a Student Profile will be agreed with parents/guardians/carers and the student, which will set out:

- The student's identified need
- The student's strengths
- The student's areas for development
- Strategies to be employed by those working with the student
- Assessment information
- Targets which apply across the curriculum, relating to the student's particular area(s) of difficulty – which are in addition to his/her personal targets for each subject
- Details of Access Arrangements for public examinations, if appropriate.

The Student Profile is shared with relevant school staff.

Support is offered according to need and may take the form of:-

- **Additional differentiation or intervention** by subject teachers
- **In-class support** by Learning Associates for targeted groups of students. Remaining in class enables students who are experiencing difficulties to have the benefit of subject specialist teachers and support from peers and specialist equipment, alongside further differentiation of the curriculum.
- **Pastoral support** by members of Learning Community teams.
- **A combination** of both in-class support and withdrawal on a 1:1 or small group basis to enable the teaching of specific skills by specialist teachers or Learning Associates.
- **Assistance** with mobility, hearing, seeing or handling materials.

If a student continues to make little or no progress despite additional support, and following discussion with parents/guardians/carers and the student, the school will consider involving specialists from outside agencies. Recommendations from such specialists will be incorporated into the Student Profile, to facilitate their implementation.

It is intended that the majority of students with SEN will have their needs met by provision at School Support. However, an assessment for an EHCP may be requested by a student's parents/guardians/carers, by the school, or by the student (if aged over 16 years). Details of the criteria which must be met before the Local Authority will consider making such an assessment are available from the school, or through West Sussex County Council Education Department.

If a student receives an EHCP, the Student Profile and the provision made will reflect the objectives and targets detailed in the Plan.

During a student's career at Oriol High School, he/she may be identified as having a particular difficulty which will affect their ability to demonstrate their knowledge and understanding in public examinations; if so, specialist staff within the SEN team may carry out recognised assessments which may lead to the student being granted Access Arrangements by Examination Boards. If granted, SEN staff work with Oriol's Examinations Officer to ensure that suitable arrangements are made.

Recording and Reporting

The school's regular procedures for recording and reporting students' progress apply equally to students with SEND. In addition, students at School Support and those with Statements/EHCPs will have their Student Profile and provision reviewed by school staff, parents/guardians/carers and the students themselves at least every six months. Statements/EHCPs will be formally reviewed and reports sent to the Local Authority on an annual basis, in line with their policy.

Communication / Liaison

Appropriate links are developed with special schools and other resources provided within the authority (e.g. Advisory teachers for the various aspects of SEN)

Links are maintained with feeder primary schools, other secondary schools, FE colleges, health and social services, the police service and relevant voluntary services. In particular, SEN staff regularly attend meetings with their counterparts within the South-East Crawley Locality; this helps to ensure that students' transition from Year 6 into Year 7 is as smooth as possible.

When students transfer to another school their full record is passed to the receiving establishment.

Students with Statements/EHCPs have a Transition Plan from Year 9 onwards. Discussions about preparing students for post-16 provision increasingly form part of the Annual Review process.

Health & Safety

In addition to requirements designed to promote the health and safety of all students, fire regulations have been established within the school to meet the specific needs of students with physical disabilities, hearing or visual impairments.

Related Policies:

- Child Protection Policy and Guidance
- Assessment Policy