



Rosebery School Special Educational Needs and Disabilities Policy

Definition of Special Educational Needs.

The 1996 Education Act provides a clear definition of special educational needs: '*Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them*'.

A student has a learning difficulty if she has significantly greater difficulty in learning than the majority of students of the same age or has a disability which either prevents or hinders her from making full use of educational facilities available within the school. A student is not regarded as having a learning difficulty solely because her home language is different from that in which she is taught.

Special Educational Needs fall within four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and physical

Legal framework

- Part III of the 1996 Education Act sets out the responsibilities of schools and local education authorities (LEAs) towards all children with Special Educational Needs (SEN).
- The Code of Practice (CoP) (2001) provides guidance on identification and assessment of Special Educational Needs. It also provides suggested content for a school SEN policy, which is reflected in this policy.
- All schools have a statutory duty to have regard to the Code of Practice. The detail of what schools do may vary according to the size, organisation, and location and student population of the school.
- The school's governing body has statutory duties towards students with SEN (see Sections 313 and 317 of the act, 1:16 – 1.22 of the CoP 2001).
- This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (Sept.2014)
- Schools SEN Information Report Regulations (2014)

Terminology

New legislation in September 2014, will remove *Statements of SEN* which will be replaced over the next three years by *Education, Health and Care Plans (EHCP)*. The term *statement* is still used in this policy revision. The same legislation also removes the terms *School Action* and *School Action Plus*. The new term is *Additional Support* and is used in this policy.

Key principles of this policy

- 'All teachers are teachers of children with special educational needs. Teaching such children is

therefore a whole school responsibility.' *SEN Code of Practice , section 5.2*

- 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN' *Draft Code of Practice, October 2013.*
- To ensure that all students with SEN and/or disabilities follow a broad based curriculum, in which they are supported towards achieving their potential. In so doing to make 'reasonable adjustments' to meet all students' needs.
- Support for students with SEN is based on 3 wave support.

Wave 1	Wave 2	Wave 3
Teaching that differentiates for every learner.	Intervention for some learners that enables them to keep up with age related expectations. <i>Additional support</i>	Personalised and Intensive intervention for a few . <i>Statements</i>

- The SEN policy is a cornerstone of Rosebery as an inclusive school.
- Parents/carers and students are partners with Rosebery school in determining SEN provision. The phrase 'no decision about me without me' is central to this policy and our provision.
- Overall we aim to raise the aspirations and expectations for all students with SEN and disabilities.

The Role of the Governors

The SEN Link Governor is Mrs Pam Wilson. Governors' duties include to:

- ensure that the SENCO is a qualified teacher who achieves the National Award in Special Educational Needs Coordination within 3 years of appointment.
- scrutinise the progress and achievement of SEN students.
- scrutinise the report(s) to governors provided by the SENCO.
- be aware of changes in legislation in relation to equality, disability, access, inclusion and provision for SEN students.
- ensure that SEN is financially supported in line with national and local guidelines.
- ensure that the existing and revised CoP is adhered to at Rosebery school.

The Role of the Special Educational Needs Coordinator (SENCO)

The SENCO is Ms J. Robertshaw, Assistant Head Teacher, Inclusion. Ms. Robertshaw has completed the Post Graduate National Award, (clause 64, Children and Families Bill 2014) The SENCO is also the Safeguarding officer. (DCPLO) The SENCO is responsible for the operation of the SEN policy and coordination of specific provision made to support individual students with SEN and disabilities including those with EHCP/Statements.

Key responsibilities include:

- Overseeing day to day operation of the school's SEN policy, including coordinating provision.
- Advising on and deploying the school's delegated budget and other resources to meet the needs of students with SEN and disabilities.
- Liaising with parents/carers of students with SEN and disabilities.
- Liaising with and being a point of contact with external agencies and support services.
- Liaising with and supporting teachers in delivering quality first teaching

- Liaising with and supporting transitions of students with SEN and disabilities.
- Working with the Head Teacher and Governors so ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements.
- Ensuring that records of students with SEN and disabilities are kept up to date and are accurate.
- Monitoring and evaluating the progress made of students with SEN and disabilities.
- Managing SEND information, including the storing of confidential information in locked filing cabinets and its' retention until a student reaches 25years of age.

The Role of the Head of Year

- The Head of Year (HoY) has responsibility for monitoring progress and achievement of all students within the year group.
- In carrying out this responsibility, HoY should pay particular attention to students identified as wave 1 who do not have SEN or disability but may still have difficulties with communication and interaction; cognition and learning; social, mental and emotional health; and sensory and physical capabilities.
- HOY and the SENCO must share information concerning the progress and intervention work with these students. Interventions should be included to the Provision Map.

The Role of the Teacher.

- To differentiate for the needs of all students in their classroom, Wave 1 and 2.
- To actively use the SEN register and suggested strategies to support students with specific difficulties.
- To incorporate the strategies identified on IEPs into their teaching and be able to report on progress made.
- To contribute to the review process for students with IEPs and Statements of SEN.
- To communicate their concern and observations of students experiencing barriers to learning to the SENCO.
- To ask the SENCO for support and training with differentiation or other reissue related to students with learning difficulties and disabilities
- To consult with LSAs and give consideration to their experience in supporting wave 2 and 3 students, adopting a 'what works best approach?'

The Role of the Specialist teacher of Dyslexia (wave 2&3)

The Specialist Teacher of Dyslexia is Ms T Midhurst who holds a Post-graduate Qualification in Specific Learning Difficulties, from the Hornsby Centre. Key responsibilities are to:

- oversee testing of all students for spelling and reading at KS3 and testing of students arriving mid-year.
- carry out diagnostic testing, produce reports and make recommendations for intervention.
- oversee and deliver intervention programmes, including small group literacy work.
- deliver 1:1 specialist intervention and teach students strategies.
- oversee access arrangements and make appropriate representations to exam boards. KS4/5
- identify students entitled to support in internal assessments at KS3.

The Role of Learning Support Assistants (wave 2&3)

The Learning Support Assistant team is made up of Teaching Assistants and Higher Level Teaching Assistants. Their key responsibilities are to:

- support the learning of students both in and outside the class room.
- deliver 1:1 / small group intervention
- liaise with and advise teachers in their delivery of differentiated lessons to support students with SEN,

- providing advice drawn from observation of successful teaching, 'what works best?'
- act as advocate for students with learning difficulties or facing barriers to learning.
- communicate their concern and observations of students experiencing barriers to learning to the SENCO.

Identification and Support for Students of SEN

To identify students with SEN the following information is used:

- Transition information from primary school and other settings,
- Specialist external reports
- Information from parents/carers.
- In addition, all students are tested for Spelling (SA) and Reading Ages (RA), as an indicator of levels of literacy.
- Teachers and LSAs can also refer students to the SENCO if they have concerns.

When any of these sources of information suggest the need for further investigation, a range of tests are carried out, (WRAT 4, BPVS, TOWRE, CTOPP, WRIT) and a diagnostic report compiled. This report is shared with parents/carers and appropriate intervention put in place.

Some students are identified as needing Additional Support (wave 2&3) and these students are placed on the SEN register under the following circumstances:

- A student entering Rosebery at Level 3 or below (Communication and Interaction and/or Cognition and Learning) or a Statement.
- A student who has physical and sensory difficulties, supported by a Statement or where external agencies are involved
- Students with social, mental and emotional Health issues, supported by a Statement or where external agencies are involved.
- A student with a RA of more than 3 years behind their chronological age. (students with more than 2 but less than 3 should be monitored)

Students in these groups will have an Individual Education Plan (IEP) which will be revised with parents/carers and students, at least twice a term. In addition, Statements are reviewed annually.

The students in the categories above receive personalised support, which could include support from external agencies, 1:1 support from the Specialist Teacher of Dyslexia, an LSA/HLTA, or small group literacy work, (instead of one foreign language). This is identified on the Provision Map. The progress of these students is monitored by the SENCO.

In addition, some students are identified with less significant barriers to learning. They are identified on the SEN register as wave 1. The Register includes strategies to assist teachers in supporting and appropriately differentiating for their needs. The progress of these students is monitored by the Head of Year.

Supporting students with medical needs.

The school recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may have SEN and may have a statement or ECHP which brings together health and social

care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Timetable adjustments, part time timetables, the provision of a rest area and specific class room equipment eg lap tops and writing slope is provided according to need. All students with medical needs have a Health plan.

Evaluating/monitoring the progress of SEN students.

The key principles of support for SEN students are identification, intervention followed by evaluation/monitoring. Evaluation must be based on data (RA and SA, RAISE, and internal measurements). This is the responsibility of the SENCO, in conjunction with Head of Year. As part of this evaluation, specific note should be taken of those students who are also Pupil Premium and Children in Care.

As part of the monitoring process, the SENCO and or parents/carers may consider whether it is appropriate to apply for a statutory assessment. In doing so the criteria outlined in the 'Surrey Graduated Response' should be carefully followed and the Surrey Education Psychologist consulted in the first instance. Overall this requires schools to 'Assess, Plan, Do, and Review'. Requests for a statutory assessment will be considered once the school can show that additional support is inadequate for a student to make expected progress.

Admission and Transition arrangements

- Rosebery is an inclusive school and welcomes applications from students with SEN or disabilities. Students with Special Educational Needs are admitted to the school in accordance with the admission criteria of the LEA.
- Students with a statement of SEN will be admitted in accordance with the criteria for students with a statement. Parents/carers of prospective students with SEN are encouraged to meet the SENCO, prior to starting at Rosebery.
- The SENCO should, where possible, visit the Primary Schools of Y6 students, with Statements of SEN or specific additional needs. The SENCO should endeavour to attend the annual Statement review.
- At transition from KS3 to 4, the SENCO should support the students, parents/carers with the most appropriate choice of GCSE courses, based on data and diagnostic reports.
- At transition from KS4 to 5 and beyond, SENCO must ensure that transition plans are realistic and appropriate, in cooperation with the Head of Year, Head of 6thForm, parents/carers and careers coordinator. The Pathways coordinator must be involved with students with a Statement of SEN.

Working with parents/carers

The 'Rosebery Offer', which forms part of the Surrey 'Local offer', can be found on the web site. There is also a brief description of the support offered to students with SEN. We communicate with students as follows:

- The results of Reading and Spelling Age tests, where there is a concern.
- The results of diagnostic reports and their implications.
- Students who have Statements have Annual Reviews in addition IEPs are reviewed twice a year.
- Students without Statements but who receive additional support and are on the SEN register will

have an IEP which will be reviewed at least twice a year.

- Appointments can be made with the SENCO at parent's evenings and at other times as requested.

Working with students

Students must be fully involved in the organisation of their support and their views must be considered, not just as part of a Statement review. Students must have a clear understanding of their learning difficulties/barriers to learning as well as strategies to help them make progress. Student feedback will also be sought as part of the quality assurance process for our work with students with special needs.

Managing complaints.

The SEND policy should be read in conjunction with the following policies:

- The Accessibility plan. 2014
- Use of Force policy
- The Equality policy
- Anti bullying policy
- Safeguarding policy 2014

Policy Date September 2014

Review date September 2015