



Cædmon School

Special Educational Needs Policy

HISTORY OF DOCUMENT

Issue Number	Author	Date Written	Approved by Governors	Comments
1.	T Hewitt	May 2010		
2.	C Harris	May 2011	6 June 2011	June 2013
3.				
4.				

Signature of Headteacher:

Signature of Chair of Governors:

INTRODUCTION

The school's Special Educational Needs (SEN) Policy has been drawn up with regard to the Code of Practice. It is designed to ensure that any pupil, who may have special needs that might hinder their normal educational development, has those needs accurately assessed and appropriately met in order that their time at Caedmon School is both productive and enjoyable.

Special Educational Needs may relate to the following:-

Learning
Behaviour
Emotional
Sensory Impairment
Physical disability
Social
Medical

These needs may need addressing throughout a pupil's time at Caedmon School, or be of much shorter duration. In either case a pupil's need should be met as swiftly as possible.

OBJECTIVES

1. To identify support needs as early as possible through a flexible and responsive system of referral and assessment.
2. To provide a range of sensitive and effective responses to a pupil's individual needs.
3. To maintain an effective system of monitoring and record keeping.
4. To maximise access to the National Curriculum and facilitate a differentiated curriculum to help meet individual needs.
5. To ensure that all pupils with a special educational need are fully included in all aspects of school life and that they are consequently made to feel part of the whole school community.
6. To secure links with parents as partners to allow them access to information and to encourage their participation in the decision making process.
7. To initiate and facilitate staff development concerned with SEN issues.
8. To foster and maintain links with outside agencies and educational support services.
9. To respect and respond to the pupil's perspective of their support requirements.

S.E.N. CO-ORDINATION

The Headteacher and Governing Body have overall legal responsibility for ensuring the effective co-ordination of SEN provision within the school. A link governor with particular responsibility for special needs will be appointed. A meeting will be convened each year between the SENCO, Assistant Headteacher (ECM) and link governor prior to the Headteacher's Annual Report to Governors when information regarding the effectiveness of the policy will be reviewed and evaluated and targets set for the year ahead.

The school's SENCO is responsible for:-

- The day to day operation of the SEN Policy.
- Liaising with and advising fellow teachers.
- Co-ordinating provision for pupils with special educational needs.
- Liaising with and overseeing the work of TAs, within the school.
- Overseeing the records of pupils with support needs and maintaining the school's SEN register.
- Liaising with the parents/guardians of pupils with support needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Ensuring that statutory obligations with regard to SEN are met
- Co-ordinate with the Head of the Learning Unit regarding the provision provided for pupils who access these facilities

ADMISSION ARRANGEMENTS

Pupils transfer to Caedmon School at the end of Year 6 from a large number of feeder primary schools (see Schools Admission Policy). It is, therefore, essential for the following arrangements to be in place in order to facilitate the smooth transition of pupils with special and support needs:-

- The SENCO will attend Year 6 Annual Reviews. The Headteacher and/or the Assistant Headteacher (ECM) will attend as and when it is deemed necessary.
- Additional and relevant information will be gathered from feeder primary schools.
- The making of appropriate transition arrangements.

Caedmon School has few modifications to the buildings in order to accommodate pupils with particular needs; these conform with the DDA and all new building projects do conform with the DDA. Access arrangements are always reviewed prior to the admission of pupils with particular physical or sensory special needs. Caedmon School would always attempt to meet individual needs, even when the physical environment makes this increasingly difficult.

ALLOCATION OF RESOURCES

Resources are allocated on the basis of a staged model of assessment of needs and according to the school's annual budget. This money, in conjunction with the money allocated by the LEA to provide for support and resources, is used to meet a wide range of needs in a flexible and responsive way by:-

- Employing specialist SEN teachers
- Providing classroom support to mainstream classes
- Providing staff development opportunities
- Providing a resource/teaching base for SN pupils, teachers and assistants – the Caedmon Learning Unit (CLU)
- Providing the resources for individual learning and support programmes
- To allow for smaller teaching groups throughout the ability range, personalised learning and 'one-to-one' tuition
- Provide administrative assistance
- For external liaison
- Maintain small class sizes within mixed ability teaching groups
- Provide specialist teaching within the Learning Unit
- Provide specialist teachers to support intervention programmes

Additional funds are provided by the LEA for the provision of additional support as specified in a pupil's statement of special needs. This may be Educational Psychology, Physical and Sensory, ASD and SALT.

ACCESS TO A BROAD AND BALANCED CURRICULUM

All pupils with a special educational need have the right of access to a broad, balanced and relevant curriculum at a level and pace appropriate to their needs. Pupils with support needs follow the full National Curriculum requirements at Key Stage 3 and also participate fully in all subject areas as defined in the school timetable.

It is the responsibility of all members of staff, particularly subject teachers and middle leaders to ensure that the curriculum is accessible to all pupils with a special educational need in order to enable them to achieve their potential. They do this by:-

- The use of differentiated resources for their subject area.
- Use of appropriate teaching styles to enable pupils to fully participate in the learning process.
- Work in co-operation with learning support staff in their lessons.

Any withdrawal from subjects for additional support will be monitored for the impact upon the pupil's performance in that subject.

IDENTIFICATION OF PUPILS WITH A SPECIAL EDUCATIONAL NEED AND ASSESSMENT ARRANGEMENTS

The school follows a five-stage model of assessment in line with the Code of Practice (currently under review) and a register is maintained and updated as pupils are identified.

Identification is through:-

- An internal referral system enabling staff to register a particular concern about a pupil.
- Transfer of records from and liaison with feeder primary schools. Attendance at Year 6 Annual Reviews.
- Screening of test results. These include Key Stage 2 SATs results/teacher assessments, transfer document. NFER Reading tests and Vernon Spelling tests conducted during first half-term in Year 7 for all pupils.
- Responsiveness to parental concerns, either directly or expressed to any member of staff.
- Self-referral by pupils.

Once a need has been identified, this leads to :-

- The gathering of any appropriate information from the identification process.
- An assessment of the support need, using appropriate diagnostic techniques by the Inclusion Manager and/or learning support teachers.
- Entry at the appropriate level on the Special Needs Register and the setting up of support and monitoring arrangements.

Support and monitoring arrangements include:-

- The withdrawal of pupils whose needs are additional to Wave 1 teaching and learning in the classroom for individual/paired/ small group support, (Wave 2 and Wave 3). The resources for this are met from the school budget. All staff involved in the withdrawal of pupils, complete a Wave 2 or 3 Planning Sheet. This is reviewed and evaluated as appropriate to enable progress to be assessed and future targets to be set.
- Target classroom support where it is most appropriate.

ANNUAL REVIEWS OF STATEMENTED PUPILS

Reviews and assessments of pupils with statements of SEN are carried out in accordance with North Yorkshire County Council procedures and the Code of Practice. The LEARNING MANAGER from Whitby Community College and/or Year 10 Pastoral Head are invited to attend the transitional reviews of pupils in Year 9. This allows for the pupil's needs/support to be met and in place for the transfer days in July.

LINKS WITH EXTERNAL AGENCIES

The SENCO has an effective working relationship with external support agencies. The importance of working as a partnership is emphasised by :-

- Regular meetings at Caedmon between the Educational Support Worker (ESW), Learning Tutors, Senior Academic Tutor and the Learning Unit Manager. These meetings provide the opportunity to share information about pupils and discuss the involvement of the ESW with individual pupils.
- Pupils are referred to The Educational Psychologist when further expertise or guidance is required or when a pupil is still struggling to make progress despite the school's current intervention.
- Close links are maintained between key staff across the Whitby Secondary Confederation.
- Meetings also take place regularly with agencies, such as the Hearing-Impaired Service, Vision Support, Speech and Language development and Autism Outreach, depending on the particular needs of the pupil presently at Caedmon School.
- The School Nurse visits school each week. Pupils can be referred to her as and when it is considered necessary. There is also the opportunity for a 'drop in'.

Whitby Secondary Partnership Liaison meetings with the Special Needs Co-ordinators from Caedmon School and Whitby Community College take place formally once each term. Informal contact is made on an ongoing basis and especially within the three school's transition programme. The Senior Academic Tutor represents Caedmon at the Education Outreach Panel which meets regularly at Caedmon School.

INTERNAL LIAISON AND STAFF DEVELOPMENT

Contact between learning support staff and subject teachers is ongoing, with the day to day transfer of information and the collaboration that is a necessary part of the whole school approach of dealing with pupils with special needs. Also:-

- The SENCO and Assistant Headteacher (ECM) meets with the Learning Support Staff informally on a regular basis and formally within the school's meeting structure
- Meeting with all staff at the beginning of each term to disseminate information about 'vulnerable' pupils. This meeting also formally provides staff with the opportunity to discuss issues concerning SEN pupils. Informal exchanges take place on a regular basis
- The SENCO provides discussion papers and re-written recommendations e.g. strategies which can be used in the classroom to enable pupils to learn more effectively
- The SENCO and Learning Support staff, work closely with the Maths and English departments on issues of Literacy and Numeracy
- The SENCO meets with all Teaching Assistants informally on a regular basis and formally each term
- Weekly meetings with the Learning Tutors are held to exchange information, discuss any future action which needs to be taken concerning any SEN pupils

PARENTS AS PARTNERS

Caedmon School welcomes and values a close partnership with pupils who have a Special Educational needs, their parents and guardians. The school shares any concern that it has about a pupil's support needs as quickly as possible and invites the parents/guardians to participate fully in any plans which may be drawn up to meet those needs.

The views of pupils who are referred for statutory assessment and their parents/guardians are actively sought. Parents/guardians are always invited to attend Annual reviews. They are made aware that any concerns they may have can be addressed if contact is made with the SENCO /Form Tutor/Learning Unit Manager by telephone or letter.

Parents/guardians also have a formal opportunity to discuss concerns at:-

- Any parent/Form Tutor meeting.
- Full Consultation Evening with subject teachers, Learning Support Staff are present at the consultation evenings and open evenings to discuss specific concerns.

HANDLING COMPLAINTS

The following suggestions for handling complaints related to SEN should be read in conjunction with the Governing Bodies Procedures for investigating complaints generally. All Governing Bodies have sub-groups for handling complaints.

- Any parent can contact the Headteacher, SENCO or Class Teacher and arrange an appointment should a problem arise.
- If a problem cannot be resolved following discussions, a parent may take their complaint to the Governing Body.

STAFF TRAINING

All staff can request training relating to SEN. Priorities for training are:-

- Courses which have a close link with the school's Development Plan targets and the Special Needs of our pupils.
- Courses which are closely linked to an area identified by an individual teacher as a development need, through Performance Management.
- The school will firstly consider courses initiated by North Yorkshire LA. Courses by other providers may be considered to meet the needs of the school and individual teachers.

OUTSIDE SUPPORT

Contact names and numbers for all key personnel who provide support for the school can be obtained from the SENCO.

KEY STAFF AT CAEDMON SCHOOL

1. Mr Tony Hewitt	Headteacher
2. Mrs Mary Carter	Assistant Headteacher (ECM)
3. Miss Claire Harris	SENCO
4. Mrs Di Wood	Learning Tutor
5. Mrs Victoria Nightingale	Learning Tutor
6. Mrs Jenny Taylor	Learning Tutor
7. Mrs Penny Locker	Caedmon Learning Unit Manager