



The Queen Katherine School
Special Educational Needs (SEN) Policy

Updated in October 2014.

Approved by: Inclusion Committee

Signed:

Review Date:

This policy applies to The Queen Katherine School, The Queen Katherine Teaching School Alliance and the South Cumbria SCITT.

Section I

I. Introduction

This school provides a broad and balanced curriculum for all students, which is differentiated to meet individual needs and abilities. Students may have special educational needs throughout, or at any time, during their school career.

It should be noted that:

- as appropriate, the aims and objectives of the Learning Support Department relate directly to those of the School, the Statement of Principles adopted by the LA and are also based on the values derived from and guided by the requirements of the 1981 Education Act and the SEN code of practice 2001; amendments introduced by the Special Education Needs and Disability Act 2001 extended disability legislation into education (effective September 2002) and more recently The Disability Discrimination Act 1995 (DDA) has extended the legislation. The “Every Child Matters” framework also informs this policy.

To be consistent with the SEN Code of Practice 2001 the following terminology has been used:

If a student has significant problems that hinder/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers (who attend mainstream secondary schools within the LA) then that student has a **learning difficulty**.

N.B. This definition of **learning difficulty** does not apply to students who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education.

If the student needs different or additional educational provision to that generally provided for his/her peers (who attend a mainstream secondary school) then that educational provision is deemed '**special educational provision**'.

A student who has a **learning difficulty** which requires **special educational provision** is said to have **special educational needs (SEN)**.

2. Aims and objectives

2.1 Aims

This policy aims to ensure that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the student.

- In their planning, teachers take into account a student's special educational needs. This enables the student to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.
- To educate students with SEN, wherever possible, alongside their peers within the mainstream classes of the school, after giving due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs.
- To stimulate and maintain student curiosity, interest and enjoyment in their own education.

2.2 Objectives

The objectives of this policy are to ensure that students with SEN:

- are identified as early as possible;
- are taught in an environment that meets the needs of each student;
- have equal access to a broad, balanced and differentiated curriculum;
- are encouraged to develop confidence and self-esteem and to recognise the value of their own contribution to their learning;
- are fully involved in their learning;

3. Roles and Responsibilities

- 3.1 At The Queen Katherine School, provision for students with special educational needs is the responsibility of all members of staff.
- 3.2 The Head of Learning Support (SENCO) is responsible for the overall management of the SEN department. Her main duties are: -
- Managing the learning support team of teachers and learning support assistants
 - Coordinating provision for students with special educational needs
 - Overseeing the records on all students with special educational needs
 - Contributing to the in-service training of staff
 - Liaising with external agencies.
 - Day to day management of Learning Support in Years 8 and 9.

One teacher carries out the day-to-day management of Learning Support in Key Stage 4, one teacher in Years 8 and 9 and the management of Learning Support in Y7 is carried out by the other teacher. Each support teacher and the SENCo work closely with the Head of Year for their particular year/s and the Head of Lower, Middle School and Upper School. Learning support assistants work mainly within one year group.

- 3.3 The Governing Body wishes to secure the necessary provision for any student identified as having special educational needs. The Governors require all teachers are fully aware of their responsibilities towards students with special educational needs. They consult the LA and other schools, when appropriate. The Governor responsible for SEN works closely with the Learning Support department and regularly reports to the Governors about the success of the school's policy for provision for students with special educational needs.
- 3.4 The Governing Body has agreed with the LA, admissions criteria which do not discriminate against students with special educational needs. The admissions policy has due regard for the guidance in the Code of Practice (CoP 1:33 – *School Admissions and Inclusion*)

4. Educational Inclusion

- 4.1 At The Queen Katherine School we respect the fact that students: -
- have different educational needs and aspirations
 - require different strategies for learning
 - learn at different rates
 - require a range of different teaching strategies and experiences
- 4.2 Teachers respond to students needs by:
- planning to develop students' understanding through the use of multi-sensory teaching and learning
 - planning for students' full participation in learning, and in physical and practical activities where appropriate
 - planning for students to manage their behaviour, enabling them to participate effectively and safely in learning
- 4.3 The implementation of this policy ensures that teaching arrangements are fully inclusive. The majority of students will have their needs met through mainstream classroom arrangements, with appropriate differentiation. It may also include small group work to deliver direct targeted teaching to meet specific needs.

5. Specialist Provision

The Queen Katherine School is a strategic physical and medical facility. There is a dedicated area, which includes a small teaching area, a toilet for the disabled, with showering facility; hoists and provision for physiotherapy. The school has wheelchair access into each teaching block via ramps and there is a lift in each of the main teaching blocks to allow access to every floor. In addition to this, there is a platform lift to allow access to the Learning Support area.

Criteria for admission to the Strategic Facility are included in the School's Admission Criteria.

Section 2

6. Information about the school's policy for identification, assessment and review for all students with SEN

- 6.1 The School's core curriculum is inclusive and differentiated and thereby allows most students to achieve their potential without additional support. The curriculum is based on the principles of:
- setting suitable learning challenges;
 - responding to students' diverse learning needs;
 - overcoming potential barriers to learning.

However it is recognised that some students have additional needs. In addition to the points made in 4.1 – 4.3, the Learning Support Teachers work with all staff to ensure students who may need additional or different support, to that normally found within the classroom, are identified as early as possible.

This is done in a number of ways:

- Information about Year 6 students is gathered by the primary liaison staff and the Learning Support Teacher for Year 7.
 - In the summer term the Learning Support Teacher visits the feeder primary schools to meet the students who have been identified as having difficulties. Information is then passed on to the Head of Year 7, Head of Lower School, form tutors and all subject teachers via the Year 7 Information Booklet issued in September.
 - During the first half term in Year 7 all students are assessed using the Cognitive Abilities Test; a reading test and a spelling test. The CAT scores are then analysed for the purpose of comparison with national norms and to provide baseline information. The CAT scores are made available, along with the reading and spelling scores to all staff. Other information about students identified as having special educational needs is included in the Learning Support Information Booklet and this is updated annually in January and circulated to all staff. This information is also available electronically to all staff via the school network.
 - The progress made by all students at Queen Katherine School is regularly monitored and reviewed. The school does not identify students as having special educational needs unless they require action that is additional to, or different from, that which goes on in the classroom as part of a differentiated curriculum.
- 6.2 Students who are not making adequate progress may be identified as having special educational needs. The Code of Practice (6:49) defines this as action which could:
- Close the attainment gap between the student and the student's peers
 - Prevent the attainment gap growing wider
 - Be similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
 - Match or better the student's previous rate of progress
 - Ensure access to the full curriculum
 - Demonstrate an improvement in self-help, social or personal skills
 - Demonstrate improvements in the student's behaviour
 - Lead to appropriate accreditation
 - Lead to participation in further education, training and/or employment

- 6.3 Subject teachers/heads of year/form tutors consult with the Learning Support staff when the evidence gathered through the usual assessment and monitoring arrangements, gives concern about a student's progress. Parents may contact school to request information and support. Occasionally students will request support and needs will be discussed with the appropriate Learning Support Teacher.

School Action

- 6.4 Additional support is provided through School Action. This will trigger interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum. This is monitored and reviewed regularly.
- 6.5 The Learning Support Teacher responsible for the year group consults with parents/carers, students, teachers and other support staff about the Support Plan to ensure all interested parties are aware of the learning targets and their contribution to its implementation.
- 6.6 The Support Plan is reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness. All review outcomes are recorded. Parents/carers and students are invited to take part in the review and target-setting process.

School Action Plus

- 6.7 If there is evidence that a student is making insufficient progress despite support at School Action, the Learning Support Teacher will seek further advice from external specialists, including specialist teachers, educational psychologists, education welfare officers etc. The Learning Support Teacher keeps parents/carers and students fully involved and informed about any proposed interventions.
- 6.8 The range of support for students at School Action Plus will be similar to that at School Action but may be more intensive.
- 6.9 Students with a Statement of Special Educational Needs will, in addition to the on-going review of their progress and specific support through their Support Plan, be reviewed annually. A report containing recommendations is provided for the LA, which will consider whether to maintain, amend or cease the Statement, using the procedures described in Section 9.34 of the Code of Practice for SEN. During Year 9, students with a Statement of Special Educational Need will have a Transition Review to start planning for post 16 education and/or training. This will involve the Connexions service and any other agency felt necessary to aid with the planning.
- 6.10 The Queen Katherine School liaises with the receiving educational establishment when a student with special needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer.

7. Allocation of Resources

- 7.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within school.
- 7.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 7.3 The headteacher and SENCO meet at least annually to agree how to use funds, including those directly related to statements; non-statutory allowances and other funds specified as 'Special Educational Needs'.
- 7.4 The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

8. Access to the Curriculum

- 8.1 All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable students to: -
- understand the relevance and purpose of learning activities,
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet students' special educational needs. Lessons have clear learning objectives; work is differentiated and teachers use assessment to inform the next stage of learning.
- 8.3 Support Plans contain a small number of specific targets, usually three or four, designed to enable the student to progress. All students at School Action, School Action Plus and with Statements have a Support Plan. Wherever possible students are supported in mainstream classes; this reflects the school's acknowledgement that all students have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the students to work in small groups or one-to-one outside the classroom in order to meet individual needs.
- 8.4 The SENCO and senior staff meet regularly to review the special needs provision. The SENCO and the named governor with responsibility for special needs hold regular meetings in order to keep the governing body fully informed.

9. Complaints procedures

- 9.1 The school's complaint procedures are set out in the school prospectus.
- 9.2 Under the SEN and Disability Act 2001 parents/carers can request the services of an independent disagreement resolution.

Section 3

10. Staffing and Partnership

- 10.1 The school undertakes an annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. Support is given to Newly Qualified Teachers and new members of staff by the SENCO or Learning Support Teacher, as part of their induction.
- 10.2 The SENCO, in consultation with the staff development officer will provide training through the INSET programme to ensure all staff are fully informed of relevant SEN issues and procedures within school.

11. Partnership with Parents/carers

- 11.1 Subject teachers and form tutors work closely with parents/carers throughout their child's education. Parents/carers should contact the form teacher in case of any general concern or difficulty and the learning support teacher for the year group if the matter is directly linked to the student's SEN.
- 11.2 The school provides information about the Parent/carer Partnership service to all students with special educational needs on request. Our local parents/carer Partnership Co-ordinator can be contacted on 01229 894439. She/he can provide independent support and advice.
- 11.3 At all stages of the SEN process the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution to their child's education.

12. Links with other schools/colleges

- 12.1 The Learning Support Teacher for the incoming Year 7 liaises with the relevant staff of the feeder primary schools to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the summer term for Yr 6 students or sooner if the annual review takes place earlier. Learning support staff also attend annual reviews of Year 5 students if necessary.
- 12.2 The Learning Support Teacher for Year 11 liaises with the local colleges to ensure that students with SEN successfully make the transition to post 16 education or training.
- 12.3 When students move to another school their records are transferred within 15 days of ceasing to be registered at The Queen Katherine School.

13. Links with other agencies

- 13.1 The school works closely with all of the LA Pupil and School Support agencies (referred to in 6.9 above) when identifying, assessing and making provision for students with special needs. The named officer for The Queen Katherine School is Allan Leece. We also work in partnership with other agencies. The Queen Katherine School has Extended School provision with onsite access to outside agencies. These agencies include the school nurse, counsellor, family support services Educational Welfare Officer etc.

Section 4**14. Success Criteria**

- 14.1 The success of this policy is judged against the aims set out above. The policy is reviewed annually and a report is presented by the SENCO to the curriculum committee. A nominated governor for Special Educational Needs also links the Learning Support Department to the Governing Body.