

Furze Platt Senior School



Special Educational Needs Policy



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Policy for meeting Special Educational Needs*

Furze Platt Senior School provides an enriched and broadly balanced curriculum which aims to include all pupils within the school. At Furze Platt:

- All pupils have the right to achieve their potential. The achievements of all pupils should be recognised and celebrated. The school aims to enable pupils to reach the highest standards of personal achievement by developing self confidence, self motivation and self discipline.
- The school has a responsibility to identify pupils' individual needs. Appropriate teaching and learning situations will be provided for these needs within the class which will guarantee equality of opportunity.
- All pupils will be actively encouraged to be independent learners and share responsibility for their learning and progress. Opportunities will be provided for pupils to participate in a discussion about the support being offered and share responsibility for their learning and progress.
- The views of family or carer will be actively sought and considered, sharing in decisions relating to their child's education and to participate in the development of their child. This reflects the school's belief that a child's education is the joint responsibility of the family or carer, pupil and the school.
- The physical environment of the school should promote access to the curriculum for all children.
- The school will provide appropriate information with respect to SEN to Connexions staff and on request to Higher/Further Educational establishments.
- The school will pay due attention to all current legislation with respect to pupils with special educational needs. This policy will be monitored and developed in tune with future legal requirements.

***Special Educational Needs (SEN) definition:**

'Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.' (SEN Code of Practice 2001)

Special Educational Needs Guidance and Working Practices

Information about the school's special educational provision:

- The Learning Support Department at Furze Platt Senior School comprises of the SENCO, a teacher of Reading /Literacy and several Teaching Assistants
- The SENCO has overall responsibility for the implementation and monitoring of the school's SEN Policy, and is responsible for the day-to-day operation of the policy.
- In Recognition of the need for a whole school approach to special educational needs each department has a representative on the SEN working group. This meets with the SENCO once every six weeks. Issues discussed range from concerns about individual pupils to ways of differentiating work. Each representative reports back to their department meetings.
- The SENCO meets regularly with the school's Teaching Assistants. Individual pupils are discussed as well as more general matters.
- The school hosts the borough specialist provision for students with Autistic Spectrum Disorders, AuRA. They have a dedicated base where they receive specialist teaching and support. Students in AuRA follow mainstream lessons for the majority of their week.

Admissions arrangements:

- All primary school pupils transferring to Furze Platt Senior School have individual interviews with a member of staff from the school.
- Primary schools have been asked to identify pupils with special educational needs and these pupils are observed and interviewed by the SENCO. Primary schools are encouraged to invite the school to attend Year 6 Annual Reviews.
- Where it is deemed appropriate a transition programme will be put in place to ease the pupil's move from primary to secondary school.
- Pupils' individual needs are identified and an Individual Education Plan (IEP) is developed which will operate from their first term.

Information about the school's policies for the identification, assessment and provision for all pupils with SEN:

Identification.

Pupils' educational needs are identified in a variety of ways:

1. Information from the primary schools.
 - ⇒ Primary school liaison including observation by the SENCO.
 - ⇒ Pupils' files.
 - ⇒ KS2 scores and other data.
2. Teachers.
 - ⇒ Feedback about learning from subject teachers as a result of observation and assessment.
 - ⇒ Feedback about behaviour and emotional concerns from staff through the SEN Working Group, contact with TAs and SENCO.
3. Testing in school.
 - ⇒ NFER Cognitive Ability tests.
 - ⇒ Reading and spelling ages tests.
4. In class observation by SENCO and TAs.
4. Information from relevant outside agencies such as the Educational Psychologist (EP) and Specialist Inclusion Services (SIS).
5. Parental concerns.

Special Educational Provision and Review Procedures:

All pupils with special needs at Furze Platt Senior School are fully integrated within the school as a whole. The school uses the stages of intervention identified in the new Code of Practice.

These are: School Action
 School Action Plus
 Pupils with Statements

The SENCO maintains a register which identifies which stage of intervention the pupils are on.

School Action: The school provides additional support for pupils using resources from the mainstream budget.

School Action Plus: For some pupils, in addition to the help offered by the school, outside agencies are involved in providing support.

Statemented Pupils: In a few cases it is recognised that a pupil's educational needs require resources in addition to those available in the school. The Local Authority provides further funding, which the school uses to purchase extra support.

The following arrangements have been made to support pupils at the various stages.

School Action

1. Where possible additional teaching groups are provided for the core subjects of English, Maths and Science. This allows the individual needs of pupils to be more adequately met.
2. Pupils in Years 10 and 11 have the opportunity to take a course providing support with their basic skills, support for their course work in their other subjects and study skills.
3. In Years 8 and 9 extra English is offered as an alternative to taking a second foreign language. This is designed to support pupils with their basic language skills.
4. The SRA Corrective Reading Programme is offered to Year 7, 8 and 9 pupils who have weak literacy skills. This is a structured programme.
5. Year 12 pupils support the LSD as a part of their community service. This involves in class support as well as paired reading with lower school pupils
6. All departments have strategies which identify and support pupils with special educational needs. These are included in Department Handbooks. As part of the whole school INSET, opportunities are always available to support staff in this way.
7. Some pupils at risk of exclusion have Pastoral Support Plans. These identify ways in which the pupil will be supported to reduce the risk of exclusion. The Learning Support Department works closely with the pastoral team in the preparation of these.

School Action Plus – In addition to the support offered at School Action

- □ Individual Education Plans (IEP's) will be written by the Learning Support Department for all pupils at School Action Plus. These are written by the SENCO having consulted the pupil, parents, appropriate outside agencies and subject teachers. The IEP's are likely to include much of what has been written above. Using this information, a Pupil Action list, PAL, will be written so that all teaching staff are aware of appropriate strategies for the pupil. The Learning Support Department will work with the pupil's form tutor to ensure that the PALs are reviewed and amended when appropriate.
- □ Outside agencies, such as the Educational Psychologist, the Behaviour Support Service, the Sensory Consortium and the Specialist Inclusion Service support a number of pupils throughout the school to enable these pupils to manage more easily within the mainstream.

Reviewing Pupils on School Action and School Action Plus

- Staff will assess and record pupils' progress using subject based procedures with supplementary detail where necessary.
- Those pupils with IEP's have their progress reviewed on a regular basis (twice yearly in most cases) involving all those concerned. The IEP's contain criteria for success, and how these will be monitored and assessed. These will vary considerably from one pupil to another.

Provision for Statemented Pupils

Additional adult support is available to provide for those pupils who have a statement. Teaching Assistants provide in class support for a number of pupils. Teaching Assistants, Speech Therapists, Physiotherapists and members of the Specialist inclusion Service (SIS) and the Behaviour Support Service (BSS) also provide support on a 1:1 basis, as identified by the pupil's statement.

Annual Reviews

Annual reviews are arranged for all those pupils who have statements of educational needs. The procedure for this is set out in the Code of Practice. Statements and advice are received from parents, all outside agencies, subject staff, TAs and the pupil. Targets are set and this information is distributed to the appropriate subject staff.

Finance

- Pupils who have Statements of Special Needs receive a sum of money according to their Needs Weighted Pupil Unit. This money is used to buy in the most appropriate support for the pupil as identified by the Statement. This may be a Teaching Assistant (TA) or teacher support. Where appropriate some of this money will be used to buy equipment. Also, some money may be put aside for reprographics such as for the enlargement of texts for a visually impaired pupil.
- The Learning Support Department receives a budget from the school's capitation, which is used at the discretion of the SENCO for the purchase of text books and miscellaneous resources such as stationery.
- The school is committed to allocating **all** funding received from the local authority for SEN to staffing, commissioning services and purchasing specialist resources.

Partnership with bodies beyond the school:

Training

When appropriate courses are offered by the LA and other organisations staff are encouraged to attend. Staff INSET time is also used for training regarding special education.

Outside Agencies

Through the pastoral system and the SENCO all staff can arrange to discuss concerns about pupils with outside agencies such as

- the Educational Psychologist
- Specialist inclusion Service (SIS)
- Education Welfare Officer (EWO) etc

The SENCO meets the Educational Psychologist and SIS teachers on a regular basis.

Parents

Furze Platt Senior School recognises and values the important relationship between the school and the parents of children with special educational needs. The effectiveness of any school-based action depends largely on the involvement of parents. Parents are always invited in to discuss any additional special needs provision such as the Key Stage 4 course and the Corrective Reading Programme. Reviews of the child's progress require a comprehensive knowledge of the pupil, which will only be possible with input from parents and this is written into the school's review process.